



ST JOHN'S COLLEGE NAMBOUR

YEAR 9 CURRICULUM HANDBOOK – ELECTIVE SUBJECTS

2023

(Version 1.1)

Year 9 Curriculum Handbook 2023 (Published October 2022)

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SUBJECT SELECTION

General Information about subject selections in Junior Years at St. John's College: In choosing subjects, we recommend that students:

Choose subjects that they are good at;

Choose subjects that they like;

Be realistic in making choices according to their ability, including taking into account recommendations made by teachers and Curriculum Leaders.

Choose subjects which they wish to study – **DO NOT** choose subjects simply to be with friends or because you like the teacher!

Choose a broad range of subjects;

Consider a long term approach to choosing subjects – look at what is available, choose subjects you are interested in, but also topics which you are keen to study.

Choose subjects which lead into areas of study in Years 11 and 12 that students might be interested in pursuing;

Choose subjects that are prerequisites for courses that they wish to do after Year 12 (for example, at TAFE or University level) – **THIS IS PARTICULARLY IMPORTANT IN THE AREAS OF ENGLISH, MATHEMATICS, SCIENCE, HISTORY AND THE ARTS.**

For the different year levels, we recommend:

For Year 9 students:

Try a range of electives so that they keep their options open for the future. Students should not be afraid to try something new in these year levels if they think that they may be interested in studying it further in the future. It is important for these students to consider all alternatives so that they get a number of different experiences during these years.

When you are entering into Year 10, you should be seriously choosing subjects which lead into areas which they are interested in studying in Years 11 and 12. Many subjects will be introducing concepts which will be re-visited in the Senior Years, so studying those courses in Year 10 could be helpful in gaining a better insight into what to expect in Senior. Students select year-long subjects and have to apply to change subjects throughout the year.

What will students study:

YEAR 8	YEAR 9	YEAR 10
Religious Education (whole year) English (whole year) Mathematics (whole year) Humanities (whole year) Science (whole year) Health & Physical Education (whole year) Languages (whole year)	Religious Education (whole year) English (whole year) Mathematics (whole year) Humanities (whole year) Science (whole year) Health & Physical Education (whole year)	Religious Education (whole year) English (whole year) Mathematics (whole year) Science (whole year) History (one semester) Health & Physical Education (one semester)
8 Rotation subjects – 2 per term	4 Student Selected (Elective) subjects – 2 per semester	3 Student Selected (Elective) subjects – Whole of year or half year subjects – students must apply for any changes throughout the year and such changes will be limited.
	Note that some subjects can be studied in both semesters – others only once per year in Year 9	

Getting started:

Whilst many students in all year levels do not know exactly what career to pursue, they should try to determine the areas of future employment they might enjoy. Much can be learned from re- visiting their My Career Match Profile, exploring career websites and quizzes e.g. myfuture - <http://www.myfuture.edu.au/> ; Job Outlook - <http://joboutlook.gov.au/careerquiz.aspx> ; Career Quest - <http://www.careers.govt.nz/tools/> ; studying the Job Guide and talking to people who work in areas of interest to you.

If you are struggling to find a career path or direction, a really great place to start is the **Student Connect website**. <http://www.studentconnect.qcaa.qld.edu.au>. The Student Connect website is designed, maintained and provided for by the Queensland Government in conjunction with educational authorities.

It is ideal for families to use and provides a starting point for discussion:

- identifying interests and abilities through actual exercises
- exploring suitable career paths
- decision making and planning

The College's Careers Department also operates a website: <http://www.stjohnscollegecareers.com/>.

This is a valuable resource for students and families to utilise as much of the research has already been completed. Students should register in the Secure Student Area to access many career planning quizzes and resources.

Where to get advice:

At St John's College, almost anyone can be a source of information about subjects. In particular, you could talk to:

Curriculum Middle Leaders and teachers to gain information about their particular subjects.

Years 9 – 12 Pastoral Middle Leaders about transition issues from Junior to Senior years.

The Pathways Team – particularly for those students who are interested in traineeships and apprenticeships in future years.

Members of the College Leadership Team.

Students who are currently studying those subjects which you are interested in.

This Handbook:

We encourage you to take the time to read this handbook so that you can make wise and informed choices. It is set out in department areas so that you can see what subjects are available in each department for Year 9.

This will take some time to work through, but we believe it is time that is well invested for you to achieve successful future outcomes.

In particular, you should consider:

Which topics are being studied in each semester of these subjects and pick areas which you are most interested in;

What subjects do you most want to study? These should be your first preferences to give yourself the best chance of receiving these choices.

Look to plan your ideal program across Years 8 to 10 so that you can see a pathway emerging of what subjects you might like to study in Years 11 and 12. The table below can assist with this.

YEAR 8 SEMESTER 1	YEAR 8 SEMESTER 2	YEAR 9 SEMESTER 1	YEAR 9 SEMESTER 2	YEAR 10 SEMESTER 1	YEAR 10 SEMESTER 2
RE English Mathematics Humanities Science Health & Physical Education Languages	RE English Mathematics Humanities Science Health & Physical Education Languages	RE English Mathematics Humanities Science Health & Physical Education	RE English Mathematics Humanities Science Health & Physical Education	RE English Mathematics Science	
All students will study 8 Rotation subjects – 2 per semester. These subjects may include any of the following: (a) Arts – Music; Visual Art; Dance; Media Arts; Drama (b) Technologies – Design Technologies (Wood, Metal and / or Graphics); Digital Technologies; Food Technologies. (c) Humanities – Business and Economics. (d) Other electives drawn from ACARA as may be offered.		SEMESTER 1 - ELECTIVE 1	SEMESTER 2 - ELECTIVE 1	History (studied in either Semester 1 or Semester 2)	Health & Physical Education (studied in either Semester 1 or Semester 2)
				ELECTIVE 1	
		SEMESTER 1 - ELECTIVE 2	SEMESTER 2 - ELECTIVE 2	ELECTIVE 2	
				ELECTIVE 3	

HUMANITIES

AVAILABLE SUBJECTS

LEVEL 3 ELECTIVE SUBJECT (generally studied in year 9)

Contact Person: John Calvo

Code: 09CIV1

Subject Name – Legal Studies

Length: 1 Semester

This subject is studied for one semester in Year 9 – either Semester 1 OR Semester 2

<p>Overview</p>	<p>Unit 1: Justice Rules</p> <p>Students will investigate the democratic and legislative processes to understand how Australia is governed. They will consider how individuals, groups and a range of media shape and influence, identity, attitudes, and government policy.</p> <p>Unit 2: Order in the Court</p> <p>In the unit “Order in the Court” the Australian court system will be investigated and key judgements will be examined to demonstrate the impact of court decisions. The rights and responsibilities of victims, defendants, police, court officials and juries to demonstrate legal processes and potential barriers to justice.</p>
<p>Links to Australian Curriculum</p>	<p>By the end of Year 9, students analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. They explain policy development and legislative processes in Australia’s democracy. They identify the key features and jurisdictions of Australia’s court system and explain the role and processes of courts and tribunals. Students identify the reasons individuals and groups participate in and contribute to civic life nationally and globally. They explain the influence of the media on reflections of identity and diversity.</p> <p>Students develop a range of questions and locate, select and compare information from sources to investigate political and legal systems, and contemporary civic issues. They analyse information to explain perspectives and challenges related to political, legal or civic issues. Students identify and evaluate the methods or strategies related to civic participation or action. Students use civics and citizenship knowledge, concepts and terms to develop descriptions, explanations and evidence-based arguments.</p> <p>Unit 1: Justice Rules</p> <p>Content Descriptors:</p> <ul style="list-style-type: none"> ○ the role of the Australian Constitution in providing the basis for Australia’s federal system of government and democratic processes, including institutions, and the process for constitutional change

	<p>through a referendum (AC9HC9K01)</p> <ul style="list-style-type: none"> ○ the legislative processes through which federal government policy is shaped, developed and implemented (AC9HC9K02) ○ how and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship (AC9HC9K05) ○ the influence of a range of media, including social media, in shaping identity and attitudes to diversity (AC9HC9K06) <p>Unit 2: Order in Court</p> <p>Content Descriptors:</p> <ul style="list-style-type: none"> ○ the key features and jurisdictions of Australia's court system, and the operations of courts and tribunals (AC9HC9K03) ○ the roles of courts, judges, lawyers and juries in trials, and the rights of the accused and the rights of victims (AC9HC9K04) ○ how and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship (AC9HC9K05) ○ the influence of a range of media, including social media, in shaping identity and attitudes to diversity (AC9HC9K06) <p>Unit 1 and 2: Knowledge and Skills:</p> <ul style="list-style-type: none"> ○ develop questions to investigate Australia's political and legal systems, and ○ develop and modify questions to investigate Australia's political and legal systems, and contemporary civic issues (AC9HC9S01) ○ locate, select and compare information, data and ideas from a range of sources (AC9HC9S02) ○ analyse information, data and ideas about political, legal or civic issues to identify and evaluate differences in perspectives and interpretations (AC9HC9S03) ○ evaluate the methods or strategies related to making decisions about civic participation (AC9HC9S04) ○ create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that incorporate evidence (AC9HC9S05)
<p>Assessment:</p>	<ul style="list-style-type: none"> ➤ Item 1 – Justice Rules – Combination Examination ➤ Item 2 – Order in Court – Report
<p>Pathways to Senior Schooling</p>	<p>This subject will lead to the following subjects in future years:</p> <ul style="list-style-type: none"> • Year 10 Legal Studies (Elective) • Year 11 Legal Studies (Elective) • Year 12 Legal Studies (Elective)

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)

Contact Person: John Calvo

Code: 09ECBUS1

Subject Name – Economics and Business

Length: 1 Semester

This subject is studied for one semester in Year 9 – either Semester 1 OR Semester 2

<p>Overview</p>	<p>Tourism Industry</p> <p>This course will explore the role of Australia's financial section and its effect on economic decisions with a focus on Tourism markets. They explain why businesses seek to create and maintain a competitive advantage. They interpret and analyse information and data to explain economic trends and cause-and-effect relationships and identify the consumer and financial impacts. They develop a response to an economic and business issue, taking account of economic, business, or financial factors.</p> <p>International Trade</p> <p>This course will explore the reasons for trade and Australia's pattern of trade with Asia through. Students will investigate how individuals and businesses manage consumer and financial risks and rewards within a global market. They will evaluate business responses using criteria and make decisions regarding implementation.</p>
<p>Links to Australian Curriculum</p>	<p>By the end of Year 9, students explain the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses. They explain the interdependence of participants in the global market and the effect on economic decision-making. They explain the reasons for trade and Australia's pattern of trade with Asia. They explain why businesses seek to create and maintain a competitive advantage. Students explain how individuals and businesses manage consumer and financial risks and rewards.</p> <p>Students develop and modify questions to investigate an economic and business issue. They locate, select and analyse information and data from a range of sources. They interpret and analyse information and data to explain economic trends and cause-and-effect relationships and identify consumer and financial impacts. They develop a response to an economic and business issue, taking account of economic, business or financial factors. They evaluate a response using criteria and make decisions about how it is to be implemented. Students use economic and business knowledge, concepts and terms to develop descriptions, explanations and arguments that acknowledge research findings.</p>

	<p>Unit 1: Tourism Industry</p> <p>Content Descriptors:</p> <ul style="list-style-type: none"> ○ the role of Australia's financial sector and its effect on economic decision-making by individuals, businesses and global markets (AC9HE9K01) ○ how economic decision-making involves the interdependence of consumers, businesses, the financial sector and government (AC9HE9K02) ○ processes that businesses use to create and maintain competitive advantage, including the role of entrepreneurs (AC9HE9K04) <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> ○ interpret information and data, explaining economic and business issues, trends, and economic cause-and-effect relationships, and make predictions about consumer and financial impacts (AC9HE9S03) ○ create descriptions, explanations, and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings (AC9HE9S05) <p>Unit 2: International Business</p> <p>Content Descriptors:</p> <ul style="list-style-type: none"> ○ the reasons Australia trades with other nations, and the patterns of trade between Australia and Asia (AC9HE9K03) ○ how individuals and businesses manage consumer and financial risks and rewards (AC9HE9K05) <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> ○ develop and modify questions to investigate a contemporary economic and business issue (AC9HE9S01) ○ locate, select and analyse information and data from a range of sources (AC9HE9S02) ○ develop and evaluate a response to an economic and business issue, using cost-benefit analysis or criteria to decide on a course of action (AC9HE9S04) ○ create descriptions, explanations and arguments, using economic and business knowledge, concepts and terms that incorporate and acknowledge research findings (AC9HE9S05)
<p>Assessment:</p>	<p>Item 1 – Tourism Industry - Examination</p> <p>Item 2 – International Business - Business Report</p>

Pathways to Senior Schooling	This subject will lead to the following subjects in future years: <ul style="list-style-type: none">• Year 10 Economics and Business• Year 11 Business Studies• Year 12 Business Studies
Additional information	In Unit 1 student will undertake a field trip to Noosa Main St and Noosa Marina as part of their studies. Throughout the day students under the supervision and guidance of teachers will engage with various key businesses and guest speakers to explore the benefits and challenges of the tourism market at both a micro and macro level.

THE ARTS

AVAILABLE SUBJECTS

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)

Contact Person: Brittany Evans (Acting Curriculum Leader)

Code: 09DRA1

Subject Name – Drama 1

Length: Semester 1

Drama may be chosen in Semester 1 only; Semester 2 only or it may be chosen to study for both semesters.

Overview

In 2023, adjustments will be made to cater for students unable to study drama in year 8.

Over two terms, the study of basic skills in improvisation and/or comedy will be integrated with the study of process drama and/or collage drama.

The study of improvisation may include: making and accepting offers, storyline development, focus, establishing role, status.

The study of comedy may include: identifying comic devices, character development and performance skills.

In process drama, students respond to images, text, current and historical situations or events. They take on a role in the unscripted fictional world of the drama.

In collage drama, students learn a variety of dramatic conventions and performance skills. They develop confidence performing in a series of scenes exploring contemporary themes.

Links to Australian Curriculum

By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints. Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama ([ACADRM047](#))

	<p>Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (ACADRM048)</p> <p>Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (ACADRM049)</p> <p>Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (ACADRM050)</p> <p>Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (ACADRM051)</p> <p>Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (ACADRR052)</p> <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • build on their understanding of role, character and relationships • use voice and movement to sustain character and situation • use focus, tension, space and time to enhance drama • incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance • shape drama for audiences using narrative and non-narrative dramatic forms and production elements • draw on drama from a range of cultures, times and locations as they experience drama • explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
<p>Assessment:</p>	<p>Group or paired performance</p> <p>Improvisation</p>
<p>Pathways to Senior Schooling</p>	<p>This subject will lead into the following subjects in future years:</p> <ul style="list-style-type: none"> • Year 10 Drama • Year 11 Drama • Year 12 Drama <p>The study of drama may also develop significant skills applicable to English (analysis and oral presentation) and other branches of the performing arts.</p>

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)

Contact Person: Brittany Evans (Acting Curriculum Leader)

Code: 09DRA2

Subject Name – Drama 2

Length: Semester 2

Drama may be chosen in Semester 1 only; Semester 2 only or it may be chosen to study for both semesters.

<p>Overview</p>	<p>In 2023, adjustments will be made to cater for students unable to study drama in year 8.</p> <p>Over two terms, the study of basic skills in improvisation and/or comedy will be integrated with the study of ritual in performance and/or storytelling to text.</p> <p>The study of improvisation may include: making and accepting offers, storyline development, focus, establishing role, status.</p> <p>The study of comedy may include: identifying comic devices, character development and performance skills.</p> <p>In ritual drama, students will learn about ritual in performance. The focus is on ensemble skills, voice, movement and the elements of ritual.</p> <p>In the storytelling to text unit, students retell real and imagined stories through performance leading into text focusing on acting skills.</p>
<p>Links to Australian Curriculum</p>	<p>By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints. Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.</p> <p>Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama (ACADRM047)</p>

	<p>Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles (<u>ACADRM048</u>)</p> <p>Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces, including exploration of those developed by Aboriginal and Torres Strait Islander dramatists (<u>ACADRM049</u>)</p> <p>Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements (<u>ACADRM050</u>)</p> <p>Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience (<u>ACADRM051</u>)</p> <p>Evaluate how the elements of drama, forms and performance styles in devised and scripted drama convey meaning and aesthetic effect (<u>ACADRR052</u>)</p> <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • build on their understanding of role, character and relationships • use voice and movement to sustain character and situation • use focus, tension, space and time to enhance drama • incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance • shape drama for audiences using narrative and non-narrative dramatic forms and production elements • draw on drama from a range of cultures, times and locations as they experience drama • explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
<p>Assessment:</p>	<p>Two group or paired performances focussing either on ritual, storytelling, improvisation or comedy.</p>
<p>Pathways to Senior Schooling</p>	<p>This subject will lead into the following subjects in future years:</p> <ul style="list-style-type: none"> • Year 10 Drama • Year 11 Drama • Year 12 Drama <p>The study of drama may also develop significant skills applicable to English (analysis and oral presentation) and other branches of the performing arts.</p>

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)

Contact Person: Brittany Evans (Acting Curriculum Leader)

Code: 09MUS1

Subject Name – Music 1

Length: Semester 1

Music may be chosen in Semester 1 only; Semester 2 only or it may be chosen to study for both semesters.

<p>Overview</p>	<p><i>Arranging and Transforming</i></p> <p>If there are insufficient student numbers for music to run in BOTH semesters, this will be the only unit studied, regardless of the semester in which it takes place.</p> <p>As well as providing the opportunity for the acquisition of musical skills, the study of music also enables students to develop personally in many ways. In this unit, students will develop facility with creating four-part arrangements and through exploration of musical variation will extend upon acquired skills to create and re-invent music for ensembles and for specific instrumentation.</p>
<p>Links to Australian Curriculum</p>	<p><i>By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance (ACAMUM099) • Manipulate combinations of the elements of music in a range of styles, using technology and notation (ACAMUM100) • Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill (ACAMUM101) • Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists (ACAMUM102)

	<ul style="list-style-type: none"> • Perform music applying techniques and expression to interpret the composer's use of elements of music (ACAMUM103) • Evaluate a range of music and compositions to inform and refine their own compositions and performances (ACAMUR104) <p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Cycle of 5ths • Major scales & keys, with particular emphasis on C Major • Simple rhythmic notation prior to syncopation • Staff nomenclature (treble clef, time signature, lines & spaces of staff) • Diatonic tertial triads & inversions, analytical notation (Rameau) & guitar chord notation • Principles of melodic writing, alignment with harmonic progression • Concepts pertaining to structure and arrangement • Elementary principles of voice-leading (as envisaged on keyboard) • Elements of style & social context <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Compose melodies to a given chord progression • Perform triads in root position & inversion on keyboard (right hand) • Perform melodies (own compositions) and/or chordal accompaniments • Improvise melodically over repeated chord progression • Analyse and critique live performance
Assessment:	<p>Continuous performance assessment Piano-based composition</p>
Pathways to Senior Schooling	<p>This subject will lead into the following subjects in future years:</p> <ul style="list-style-type: none"> • Year 10 Music • Year 11 Music • Year 12 Music
Additional information	<p>Because this subject utilises students' specific areas of musical expertise, students are encouraged to use their own musical instruments in this course.</p>

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)

Contact Person: Brittany Evans (Acting Curriculum Leader)

Code: 09MUS2

Subject Name – Music 2

Length: Semester 2

Music may be chosen in Semester 1 only; Semester 2 only or it may be chosen to study for both semesters.

<p>Overview</p>	<p><i>For the Record</i></p> <p>If there are sufficient student numbers for music to run in BOTH semesters, this will be the <u>second</u> unit studied. Otherwise 9 Music Unit A will be the <u>only</u> unit to run, regardless of the semester in which it takes place.</p> <p>In this unit, students will have the opportunity to play and sing music of all types, to create their own compositions and to learn to listen to and understand a variety of musical styles. Through the integration of audio software, they will apply their learning to a multi-media format and also explore the connections between music choices and non-musical stimuli.</p>
<p>Links to Australian Curriculum</p>	<p><i>By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.</i></p> <p>Students will:</p> <ul style="list-style-type: none"> • Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance (<u>ACAMUM099</u>) • Manipulate combinations of the elements of music in a range of styles, using technology and notation (<u>ACAMUM100</u>) • Practise and rehearse to refine a variety of performance repertoire with increasing technical and interpretative skill (<u>ACAMUM101</u>)

	<ul style="list-style-type: none"> • Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists (<u>ACAMUM102</u>) • Perform music applying techniques and expression to interpret the composer's use of elements of music (<u>ACAMUM103</u>) • Evaluate a range of music and compositions to inform and refine their own compositions and performances (<u>ACAMUR104</u>) <p>At the end of this unit, students will know:</p> <ul style="list-style-type: none"> • Elementary principles of multitrack recording, including mic & line input, audio data vs MIDI data, rudiments of recording/audio software (Pro Tools). Processes for musical choices to support non-musical media. • Editing techniques. • Elements of style & social context <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Utilise musical technologies to create and edit musical performance. • Utilise musical technologies to create and edit musical composition. • Exporting data from notation software to use in recording projects. • Make appropriate technical decisions (mic/line, audio/MIDI, microphone placement, setting levels, etc.) towards the production of a group audio project. • Formulate and justify musicological decisions • Analyse music and musical choices within a context.
<p>Assessment:</p>	<p>Group recording project integrating elements of performance, composition and musicology.</p> <p>Individual written report.</p>
<p>Pathways to Senior Schooling</p>	<p>This subject will lead into the following subjects in future years:</p> <ul style="list-style-type: none"> • Year 10 Music • Year 11 Music • Year 12 Music
<p>Additional fees and charges</p>	<p>N/A</p>
<p>Additional information</p>	<p>Because this subject utilises students' specific areas of musical expertise, students are encouraged to use their own musical instruments in this course.</p>

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)

Contact Person: Brittany Evans (Acting Curriculum Leader)

Code: 09VARTS1

Subject Name – Visual Arts

Length: 1 Semester

This subject is studied for one semester in Year 9 – either Semester 1 OR Semester 2

<p>Overview</p>	<p>Topic: DISCOVERING ART Unit: Rhythms, Drums and dreaming</p> <p>In this Unit “Rhythms, Drums and Dreaming” students will be exploring a variety of art movements, artists, and cultures to create a body of work. They will be using a wide variety of media and techniques to create their conceptual body of work. A written task is due at the end of term.</p>
<p>Links to Australian Curriculum</p>	<p><i>By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.</i></p> <p>Manipulating and applying the elements/concepts with intent</p> <ul style="list-style-type: none"> Manipulate materials, techniques, technologies and processes to develop and represent their own artistic intentions (ACAVAM126) <p>Students will be manipulating the media of lead pencil, clay for a dreaming vessel, cardboard to construct a mask, digital and watercolour to create their creature's environment, for a themed Body of work.</p> <p>Developing and refining understanding of skills and techniques</p> <ul style="list-style-type: none"> Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127)

	<p>Students will learn toning and blending with in their drawing, coil and mould techniques in clay, digital and watercolour techniques such as wet on wet in their painting, construction techniques with recycled cardboard, masking tape and papier-mache, digital and collaging techniques to create their Body of work.</p> <p>Structuring and organising ideas into form</p> <ul style="list-style-type: none"> Plan and design artworks that represent artistic intention (ACAVAM128) <p>All students Idea development, Research, and experimentation will be documented in their Visual art diary.</p> <ul style="list-style-type: none"> Sharing artworks through performance, presentation or display Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129) <p>All students will frame for presentation and display their body of work in the JASE art exhibition</p> <ul style="list-style-type: none"> Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131) <p>Students will be looking at the Dada and surrealist artists from the 20th century for their early work as well as a variety of different cultures and contemporary artists for later tasks.</p>
<p>Assessment:</p>	<p>1. Body of Work- Drawing Painting Sculpture-Ceramics -Construction Photomontage</p> <p>2. Written Task</p>
<p>Pathways to Senior Schooling</p>	<p>This subject leads into:</p> <ul style="list-style-type: none"> Year 10 Preparation for Year 10 Art Year 11 Preparation for General Visual Arts Year 12 General Visual Arts Artist- Full time, Teacher, book illustrator, sculptor, graphic designer <p>150+ Art Careers - The Ultimate List (studentartguide.com) DESIGNER- 3D Product designer, Graphic designer, clothes, Spatial designer- Architect, Digital designer: games, animation</p>

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)		
Contact Person: Brittany Evans (Acting Curriculum Leader)		
Code: 09DAN1	Subject Name – Dance 1	Length: Semester 1
Dance may be chosen in Semester 1 only; Semester 2 only or it may be chosen to study for both semesters.		

Overview	<p>Jazz It Up In this unit, students explore the roots of jazz and hip hop, their evolution and the dimensions of the styles' aesthetics. For assessment, students will choreograph a segment of a hip hop or jazz routine which they will perform in groups for their class.</p> <p>Style Fusion In this unit, students will learn Bollywood, Ballet and Street Latin dance styles, studying their origins, cultural contexts and aesthetics. For assessment, students will fuse one of these styles with one of the popular modern styles of jazz, hip hop, contemporary or lyrical. They will perform their choreography to their class in groups demonstrating their best use of technical and expressive skills.</p>
Links to Australian Curriculum	<p><i>By the end of Year 10, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.</i></p> <p><i>Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.</i></p> <p>Improvise to find new movement possibilities and explore personal style by combining elements of dance (ACADAM020) Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent (ACADAM021)</p> <p>Practise and refine technical skills to develop proficiency in genre- and style-specific techniques (ACADAM022)</p> <p>Structure dances using movement motifs, choreographic devices and form (ACADAM023)</p>

Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent ([ACADAM024](#))

Evaluate their own choreography and performance, and that of others to inform and refine future work ([ACADAR025](#))

At the end of this unit, students will know:

- body parts and body zones particular to specific dance styles
- level, direction, dimension, shape, active space, positive space, negative space, planes, pathways, general space and personal space, and performance space applied to specific dance styles and used with increasing complexity/combinations and contexts
- time (metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat) applied to specific dance styles and contexts
- weight, force, energy and movement qualities applied to specific dance styles and contexts
- groupings, spatial relationships and interaction applied to specific dance styles and contexts
- style-specific movement skills
- dance techniques from different genres and styles
- structure and function of the musculoskeletal system
- cause and prevention of common dance injuries
- potential safety hazards in a dance studio or venue
- motif

At the end of this unit, students will be able to:

- extend their movement vocabulary to explore their own stylistic preferences and personal identity, for example, using analysis of dance styles from a range of cultures and times to inform their choreographic practice
- explore use of elements of dance in different dance styles, including those from other cultures and times, as a stimulus for improvisation
- develop a personal movement vocabulary by combining elements of dance with finding new ways of moving, and establishing a personal style
- Consider viewpoints – meanings and interpretations: For example – What meanings are intended by the choreographer?
- Improvise with the elements of dance and analysing movement choices to reflect their individuality and to clarify their choreographic intent
- manipulate a variety of style-specific movements safely to support their intent
- set choreographic goals and develop their own movement vocabulary and style
- identify and analyse dance styles and traditions and applying knowledge of the structure and function of the musculoskeletal system to execute movements safely and prevent injury to themselves and others

	<ul style="list-style-type: none"> • refine technical skills in response to self-reflection to develop control, accuracy, strength, balance, alignment, flexibility, endurance, coordination and articulation • structure dance using devices such as chance theory (for example, dice) and change the order and pattern of dance movement, phrases or sequences • develop movement motifs by manipulating the elements of dance to communicate their choreographic intent • select choreographic devices and form appropriate to their choreographic intent • document their creative process, including use of analysis and evaluation strategies, in reflective records • respond to feedback and using self-evaluation to vary and modify motifs, structure and form
<p>Assessment:</p>	<p>Performance</p> <p>Appreciation (written response)</p> <p>Choreography</p>
<p>Pathways to Senior Schooling</p>	<p>This subject will lead into the following subjects in future years:</p> <ul style="list-style-type: none"> • Year 10 Dance <p>Some elements of this course may also be applicable to future study in Media Arts or Drama.</p>

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)

Contact Person: Brittany Evans (Acting Curriculum Leader)

Code: 09DAN2

Subject Name – Dance 2

Length: Semester 2

Dance may be chosen in Semester 1 only; Semester 2 only or it may be chosen to study for both semesters.

<p>Overview</p>	<p>Dance Project</p> <p>Students learn how to communicate multiple viewpoints of a social issue through dance. The following term, students learn about musical theatre and its evolution through the following topics:</p> <ul style="list-style-type: none"> • Social viewpoints • Musical theatre • Choreographic processes • Performance skills • Production elements • Dance Analysis <p>These topics will be linked to form a <i>dance project</i>.</p>
<p>Links to Australian Curriculum</p>	<p><i>By the end of Year 10, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.</i></p> <p><i>Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.</i></p> <p>Improvise to find new movement possibilities and explore personal style by combining elements of dance (ACADAM020) Manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent (ACADAM021)</p> <p>Practise and refine technical skills to develop proficiency in genre- and style-specific techniques (ACADAM022)</p>

Structure dances using movement motifs, choreographic devices and form ([ACADAM023](#))

Perform dances using genre- and style-specific techniques and expressive skills to communicate a choreographer's intent ([ACADAM024](#))

Evaluate their own choreography and performance, and that of others to inform and refine future work ([ACADAR025](#))

At the end of this unit, students will know:

- body parts and body zones particular to specific dance styles
- level, direction, dimension, shape, active space, positive space, negative space, planes, pathways, general space and personal space, and performance space applied to specific dance styles and used with increasing complexity/combinations and contexts
- time (metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat) applied to specific dance styles and contexts
- weight, force, energy and movement qualities applied to specific dance styles and contexts
- groupings, spatial relationships and interaction applied to specific dance styles and contexts
- style-specific movement skills
- dance techniques from different genres and styles
- structure and function of the musculoskeletal system
- cause and prevention of common dance injuries
- potential safety hazards in a dance studio or venue
- motif

At the end of this unit, students will be able to:

- extend their movement vocabulary to explore their own stylistic preferences and personal identity, for example, using analysis of dance styles from a range of cultures and times to inform their choreographic practice
- explore use of elements of dance in different dance styles, including those from other cultures and times, as a stimulus for improvisation
- develop a personal movement vocabulary by combining elements of dance with finding new ways of moving, and establishing a personal style
- Consider viewpoints – meanings and interpretations: For example – What meanings are intended by the choreographer?
- Improvise with the elements of dance and analysing movement choices to reflect their individuality and to clarify their choreographic intent
- manipulate a variety of style-specific movements safely to support their intent
- set choreographic goals and develop their own movement vocabulary and style

	<ul style="list-style-type: none"> • identify and analyse dance styles and traditions and applying knowledge of the structure and function of the musculoskeletal system to execute movements safely and prevent injury to themselves and others • refine technical skills in response to self-reflection to develop control, accuracy, strength, balance, alignment, flexibility, endurance, coordination and articulation • structure dance using devices such as chance theory (for example, dice) and change the order and pattern of dance movement, phrases or sequences • develop movement motifs by manipulating the elements of dance to communicate their choreographic intent • select choreographic devices and form appropriate to their choreographic intent • document their creative process, including use of analysis and evaluation strategies, in reflective records • respond to feedback and using self-evaluation to vary and modify motifs, structure and form
<p>Assessment:</p>	<p>Performance</p> <p>Appreciation (written response)</p> <p>Choreography</p>
<p>Pathways to Senior Schooling</p>	<p>This subject will lead into the following subjects in future years:</p> <ul style="list-style-type: none"> • Year 10 dance <p>Some elements of this course may also be applicable to future study in Media Arts or Drama.</p>

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)

Contact Person: Brittany Evans (Acting Curriculum Leader)

Code: 09MEDA1

Subject Name – Media Arts

Length: 1 Semester

This subject is studied for one semester in Year 9 – either Semester 1 OR Semester 2

<p>Overview</p>	<p><i>Photography</i></p> <p>In this unit, students will acquire skills with using manual settings on a camera and develop understanding of visual literacy through experimentation with lighting, camera angles, exposure, manipulation of colour or shape & shadow and application of various principles of photographic composition.</p>
<p>Links to Australian Curriculum</p>	<p><i>By the end of Year 10, students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional and ethical issues influence the making and use of media artworks.</i></p> <p><i>Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production and distribution processes.</i></p> <ul style="list-style-type: none"> • Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text (ACAMAM073) • 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 (ACAMAM075) • Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes (ACAMAM076) • Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074) <p>At the end of this unit, students will know:</p>

	<ul style="list-style-type: none"> • Photographic composition and angles • How to use lighting in photography • Monochromatic photography • Black and white photography • Shapes and shadows <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Analyse images for meaning and visual literacy • Utilise a manual camera setting • Explain images and their composition • Create a photographic folio
<p>Assessment:</p>	<p>Photographic folio (PowerPoint)</p> <p>Short visual literacy analysis.</p>
<p>Pathways to Senior Schooling</p>	<p>This subject will lead into the following subjects in future years:</p> <ul style="list-style-type: none"> • Year 10 Media Arts • Year 11 Media Arts in Practice • Year 12 Media Arts in Practice <p>Acquired skills and content knowledge may also be applicable to the future study of visual art.</p>
<p>Additional fees and charges</p>	<p>Students are required to have their own SD card for use with college cameras. When not in use, these cards will be stored in a locked cupboard in the media arts room.</p>

DESIGN TECHNOLOGY

AVAILABLE SUBJECTS

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)

Contact Person: Sarah Bentley

Code: 09DTC2

**Subject Name – Design & Technologies -
Graphics**

Length: 1 Semester

This subject is studied for one semester in Year 9 – either Semester 1 OR Semester 2

<p>Overview</p>	<p>Topic 1: Creating designed solutions -Creative sketching techniques -Technical drawing / drafting -2-point perspective</p> <p>Topic 2: Architectural drafting -Architectural house design -Interior design -Landscape architecture -Designing for client briefs</p> <p>Topic 3: 3D CAD Modelling -3D modelling in Autodesk Inventor -Creating products / remodelling products -Producing laser-cut or 3D printed products</p>
<p>Links to Australian Curriculum</p>	<p><i>In Year 9 students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises</i></p> <ol style="list-style-type: none"> 1. Investigate and make judgements, within a range of technologies specialisations, on how technologies can be combined to create designed solutions (ACTDEK047) 2. Develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication (ACTDEP049) 3. Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052 - Scootle)

<p>Assessment:</p>	<ul style="list-style-type: none"> • Item 1 - Project – Folio of work (in class) • Item 2 - Assignment • Item 3 - Project – Folio of work (in class) • Item 4 – Assignment
<p>Pathways to Senior Schooling</p>	<p><i>This subject will lead into the following subjects in future years:</i></p> <ul style="list-style-type: none"> • Year 10 Graphics • Year 11 Industrial Graphics Skills • Year 12 Industrial Graphics Skills

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)

Contact Person: Sarah Bentley

Code: 09DT

**Subject Name – Design & Technologies
– Wood**

Length: 1 Semester

This subject is studied for one semester in Year 9 – either Semester 1 OR Semester 2

<p>Overview</p>	<p>Topic 1: Technical Development (Marble Tower) -Introduction to the workshop environment -Safe working practices -Introduction to tools, techniques and machine processes -Reading and interpreting technical drawing plans -producing timber products</p> <p>Topic 2: Refining Technical Skills (Wooden toys) -Safe working practices -Using materials, components, tools, equipment and techniques safely and considering alternatives to maximise sustainability and processes -Producing timber products -Evaluating projects for their long-term application, functionality and impact</p>
<p>Links to Australian Curriculum</p>	<p><i>Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.</i></p> <ol style="list-style-type: none"> 1. Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043) 2. Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043) 3. Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)

<p>Assessment:</p>	<ul style="list-style-type: none"> • Item 1 – Online Safety tests (Onguard Safety) • Item 2 – Practical Assessment (product) • Item 3 – Practical Assessment (product)
<p>Pathways to Senior Schooling</p>	<p><i>This subject will lead into the following subjects in future years:</i></p> <ul style="list-style-type: none"> • Year 10 Design and Technology - Wood • Year 11 Furnishing Skills • Year 12 Furnishing Skills
<p>Additional information</p>	<p>Students are encouraged to purchase their own safety glasses (clear lens) for their practical workshop classes. (Bunnings sell safety glasses from \$1.95)</p>

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**Contact Person: Sarah Bentley****Code: 09DTENG1****Subject Name – Design & Technologies -
Metal****Length: 1 Semester****This subject is studied for one semester in Year 9 – either Semester 1 OR Semester 2**

Overview	<p>Topic 1: Workshop introduction (bottle opener project) -Introduction to the workshop environment -Safe working practices -Introduction to tools, techniques and machine processes -Reading and interpreting technical drawing plans -producing products</p> <p>Topic 2: Refining Technical Skills (pendent / fishing lures) -Safe working practices -Using materials, components, tools, equipment and techniques safely and considering alternatives to maximise sustainability and processes -Evaluating projects for their long-term application, functionality and impact</p> <p>Topic 3: Design Project (Hacksaw) - Safe working practices - Refining technical skills and using production skills with independence to produce quality designed solutions and to reduce risks in production</p>
Links to Australian Curriculum	<p><i>Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.</i></p> <ol style="list-style-type: none"> 4. Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043) 5. Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043) 6. Develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes (ACTDEP052)

<p>Assessment:</p>	<ul style="list-style-type: none"> • Item 1 – Online Safety tests (Onguard Safety) • Item 2 – Practical Assessment (product) • Item 3 – Practical Assessment (product) • Item 4 – Practical Assessment (product)
<p>Pathways to Senior Schooling</p>	<p><i>This subject will lead into the following subjects in future years:</i></p> <ul style="list-style-type: none"> • Year 10 Design and Technology – Metal • Year 11 Engineering Skills • Year 12 Engineering Skills
<p>Additional information</p>	<p>Students are encouraged to purchase their own safety glasses (clear lens) for their practical workshop classes. (Bunnings sell safety glasses from \$1.95)</p>

DIGITAL TECHNOLOGY

AVAILABLE SUBJECTS

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**Contact Person: Shaun Lendrum****Code: 09DIGTEC1****Subject Name – Digital Technologies 1****Length: Semester 1**

Overview	Website Design Students will have opportunities to analyse problems design, implement and evaluate a Website homepage. Students research components of websites and design aspects before learning the coding language of HTML.
Links to Australian Curriculum	Achievement Standards being assessed: Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects. Content Descriptors: Knowledge <ul style="list-style-type: none"> • ACTDIK034 Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems Skills <ul style="list-style-type: none"> • ACTDIP037 Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data • ACTDIP038 Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs • ACTDIP039 Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics • ACTDIP040 Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases

<p>Assessment:</p>	<p>Item 1: Portfolio: Source document for Webpage</p> <p>Item 2: Portfolio: Digital Webpage and evaluation</p>
<p>Pathways to Senior Schooling</p>	<p>This subject will lead into the following subjects in future years:</p> <ul style="list-style-type: none"> • Year 10 Digital Technologies <p>Digital Technologies is not currently offered in Year 11 or Year 12.</p>
<p>Additional information</p>	<p>Although Digital Technologies is not as a school based course within our school timetable, many students have opted to study a vocational pathway in digital technologies and Information Technologies. For more information on these pathways, please contact Mrs. Natoli (Careers and Pathways Coordinator)</p>

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**Contact Person: Shaun Lendrum****Code: 09DIGTEC2****Subject Name – Digital Technologies 2****Length: Semester 2**

Overview	Game Design Students will have opportunities to analyse problems, design, implement and evaluate computer game. Students research components of computer games and design aspects before selecting and using code to design their game.
Links to Australian Curriculum	Achievement Standards being assessed: Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements. Students design and evaluate user experiences and algorithms. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects. Content Descriptors: Knowledge <ul style="list-style-type: none"> • ACTDIK034 Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems Skills <ul style="list-style-type: none"> • ACTDIP037 Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data • ACTDIP038 Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs • ACTDIP039 Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics • ACTDIP040 Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases

<p>Assessment:</p>	<p>Item 1: Portfolio, Game concept and code design.</p> <p>Item 2: Portfolio: Game creation and evaluation</p>
<p>Pathways to Senior Schooling</p>	<p>This subject will lead into the following subjects in future years:</p> <ul style="list-style-type: none"> • Year 10 Digital Technologies <p>*Digital Technologies is not currently offered in Year 11 or Year 12. Please see additional information below.</p>
<p>Additional information</p>	<p>*Although Digital Technologies is not offered as a school based course within our school timetable in Year 11 and 12, many students have opted to study a vocational pathway in digital technologies and Information Technologies. For more information on these pathways, please contact Mrs. Natoli (Careers and Pathways Coordinator).</p>

FOOD TECHNOLOGY

AVAILABLE SUBJECTS

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)

Contact Person: Narelle Persich

Code: 09DTFS1

**Subject Name – Design & Technologies –
Food Specialisation**

Length: 1 Semester

This subject is studied for one semester in Year 9 – either Semester 1 OR Semester 2

<p>Overview</p>	<p>Flavour Fusion</p> <p>The course comprises both practical and theoretical components. Students will participate in a practical work most weeks with lessons of theory related to their practical work.</p> <p>Learning focuses on food safety and hygiene, multi-cultural and indigenous food habits, analysis of food preparation techniques used in different cultures and the impact of these on aesthetics, taste and palatability. Students will investigate the history and evolution of food in Australia, beginning with Indigenous history, culture, food practices, cooking with bush foods and fusions of edible native Australian herbs, spices, fruits, flowers, vegetables. They will investigate migration and the influence it has had on the native cuisine.</p> <p>Students will be required to cook foods that they may have never tasted before.</p>
<p>Links to Australian Curriculum</p>	<p>(a) Achievement Standards Students explain the features of technologies and their appropriateness for purpose, and create designed solutions based on an analysis of needs or opportunities. Students create, adapt and refine design ideas, processes and solutions and justify their decisions against developed design criteria that include sustainability. They communicate design ideas, processes and solutions to a range of audiences, including using digital tools. Students independently and collaboratively develop and apply production and project management plans, adjusting processes when necessary. They select and use technologies skilfully and safely to produce designed solutions.</p> <p>(b) Knowledge and understanding Analyse and make judgements on how the sensory and functional properties of food influence the design and preparation of sustainable food solutions for healthy eating AC9TDE10K05</p>

	<p>(c) Processes and Production Skills</p> <p>Analyse needs or opportunities for designing; develop design briefs; and investigate, analyse and select materials, systems, components, tools and equipment to create designed solutions AC9TDE10P01</p> <p>Apply innovation and enterprise skills to generate, test, iterate and communicate design ideas, processes and solutions, including using digital tools AC9TDE10P02</p> <p>Select, justify, test and use suitable technologies, skills and processes, and apply safety procedures to safely make designed solutions AC9TDE10P03</p> <p>develop design criteria independently including sustainability to evaluate design ideas, processes and solutions AC9TDE10P04</p> <p>develop project plans for intended purposes and audiences to individually and collaboratively manage projects, taking into consideration time, cost, risk, processes and production of designed solutions AC9TDE10P05</p>
<p>Assessment:</p>	<p>Item 1 – Project</p> <p>Item 2 – Examination</p>
<p>Pathways to Senior Schooling</p>	<p>This subject will lead into the following subjects in future years:</p> <p>Year 10</p> <ul style="list-style-type: none"> • 10DTFM Design Technologies (Food and Materials - Hospitality) • 10DTFS Design Technologies (Food Specialisations) <p>Year 11 and 12</p> <ul style="list-style-type: none"> • Food and Nutrition - QCAA General Senior Subject • Hospitality Practices - QCAA Applied Senior Subject
<p>Additional information</p>	<p>Students are strongly encouraged to take some of their prepared food products home.</p>

LANGUAGES

AVAILABLE SUBJECTS

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)**Contact People: Maree Anning and Saraid Hinton****Code: 09ITL1****Subject Name – Italian 1****Length: Semester 1****Italian may be chosen in Semester 1 only; Semester 2 only or it may be chosen to study for both semesters.****Overview**

Our Year 9 Italian students have prior experience of learning Italian and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Italian may feature in these.

This is a period of vocabulary and grammar expansion and of experimentation with different forms of communication (for example, digital and hypermedia, collaborative performance and group discussions). At St John's students use Italian to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. They develop strategies for self-correction by referencing their developing understanding of grammar and context. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Learners investigate links between the Italian language and cultural representation and expression. They learn to analyse and reflect on different viewpoints and experiences, including their own cultural stance, action and responses.

Learning Italian at St John's will provide students with the opportunity to interact with peers and teachers in local contexts and with some members of the broader Italian-speaking communities and cultural resources through virtual and online environments.

Students work with a range of texts, tasks and experiences which involve both independent and collaborative planning and performance, as well as some resource development, and intentional and strategic use of language and cultural resources. They learn to interpret, create, evaluate and perform different types of texts (for example, procedural, persuasive, narrative) across a range of domains. Genres such as media resources, fiction and nonfiction texts, performances and research projects allow for exploration of concepts of personal and contemporary relevance (such as the environment, identity, relationship, diversity and inclusivity).

	<p>Some of the discussion and reflection in relation to learners' developing communicative competence, intercultural capability and language analysis are carried out in English, to allow for more elaborated discussion, but learners are increasingly supported to build language to express ideas, opinions and reactions in Italian.</p> <p>The focus for this Italian in Semester 1 centres on improving and consolidating students' knowledge, understanding and skills in listening, reading, writing, and speaking. The semester of study is divided into two units:</p> <ul style="list-style-type: none"> - <i>Mettiamoci in forma!</i> (Let's get in shape) <ul style="list-style-type: none"> - Parts of the body - Daily routine - Health and Fitness - <i>Casa dolce casa</i> (Home sweet home) <ul style="list-style-type: none"> - City versus country life - Different types of houses - Rooms in the house - Different places around town
<p>Links to Australian Curriculum</p>	<p>Australian Curriculum content and skill descriptors linked to this English Unit:</p> <p><u>Communicating</u> <u>Socialising</u></p> <ul style="list-style-type: none"> - Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings. [Key concepts: naming, relationships, generational change, values; Key processes: exchanging, comparing] (ACLITC115) - Participate in individual and collective action by deciding, explaining and justifying. [Key concepts: environment, fairness, community; Key processes: discussing, debating, commenting, comparing] (ACLITC116) - Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving. [Key concept: value; Key processes: comparing, negotiating] (ACLITC117) - Use classroom language to question, elicit and offer opinions, and compare and discuss ideas. [Key concepts: compromise, debate; Key processes: expressing, questioning, presenting, representing] (ACLITC118) <p><u>Informing</u></p> <ul style="list-style-type: none"> - Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences. [Key concepts: visual images, media, representation, relationship; Key processes: identifying diverse perspectives, transposing, connecting, applying] (ACLITC119) - Convey information and compare diverse perspectives from multiple sources in Italian. [Key concepts: public perceptions,

representation, globalisation; Key processes: reporting, relating, comparing] ([ACLITC120](#))

Creating

- Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate. [Key concepts: relationship, imagination; Key processes: comparing, connecting/relating; Key text types: narrative, biography, song] ([ACLITC121](#))
- Create imaginative texts to express experiences, ideas and emotions. [Key concepts: life, experiences, change; Key processes: creating, expanding, connecting; Key text types: autobiography, biography] ([ACLITC122](#))

Translating

- Translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts. [Key concept: representation; Key processes: translating, considering alternatives, interconnecting, explaining, reflecting] ([ACLITC123](#))
- Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ. [Key concept: interculturality; Key processes: comparing, reflecting, evaluating, explaining] ([ACLITC124](#))

Reflecting

- Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed. [Key concepts: comfort/discomfort, multiplicity, reflective literacy; Key processes: connecting, decentring, reflecting, questioning assumptions] ([ACLITC125](#))
- Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence. [Key concepts: memory, language affiliation, judgement; Key processes: connecting, evaluating, reflecting] ([ACLITC126](#))

Understanding

Systems of Language

- Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts ([ACLITU127](#))
- Extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives ([ACLITU128](#))
- Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence ([ACLITU129](#))

Language variation and change

- Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture ([ACLITU130](#))
- Analyse and understand the dynamic nature of Italian (and

	<p>languages in general) recognising the impact of technology, media and intercultural contact (ACLITU131)</p> <ul style="list-style-type: none"> - Compare and contrast aspects of communication and the relationship among languages used in the ecology of languages in Australia, including Aboriginal languages and Torres Strait Islander Languages, Asian languages and world languages (ACLITU132) <p>Roles of language and culture</p> <ul style="list-style-type: none"> - Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity (ACLITU133) <p>Achievement Standards being assessed in this unit:</p> <p>Students use a range of everyday language both orally and in writing to exchange information about their personal, social and local world and about broader issues of personal significance. They communicate thoughts and opinions; make comparisons and contrasts (for example, a differenza di; invece), and offer reasons for points of view, opinions and preferences. They give presentations, and formulate and respond to a range of questions. They interpret information and attitudes in a range of informational and imaginative texts. They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions; describe and relate episodes in time (for example, prima ... poi ... infine); and qualify statements, for example, through the use of relative clauses. They use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives. They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives.</p> <p>Students use metalanguage to analyse and discuss features of language choice and use and cultural practice. They analyse texts, identifying features such as tone, sequences and relationships of events in time. They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. They explain how Italian language use varies according to context, purpose and mode. They identify social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They identify particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and identify certain concepts that cannot be translated readily from Italian to English and from English into Italian. They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They demonstrate understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.</p>
<p>Assessment:</p>	<p>Summative Assessment Tasks:</p> <p>Item 1: Assignment – Extended written response: Picture book</p> <p>Item 2: Assignment – Extended spoken response: My dream home</p> <p>Item 3: Examination – Listening and Reading comprehension</p>

<p>Pathways to Senior Schooling</p>	<p>This subject will lead into the following subjects in future years:</p> <p>Year 10: Italian</p> <p>Years 11 and 12: Italian (General subject)</p>
<p>Additional fees and charges</p>	<p>This subject may involve incursions and excursions, but there will be no extra fees or charges.</p>
<p>Additional information</p>	<p>This subject may be studied in both Semester 1 and Semester 2, <u>OR</u> either Semester 1 or Semester 2.</p> <p>This subject will cater for both beginner and expert levels to allow students to come in and out throughout the semesters.</p>

LEVEL 3 ELECTIVE SUBJECT (generally studied in Year 9)

Contact People: Maree Anning and Saraid Hinton

Code: 09ITL2

Subject Name – Italian 2

Length: Semester 2

Italian may be chosen in Semester 1 only; Semester 2 only or it may be chosen to study for both semesters.

Overview

Our Year 9 Italian students have prior experience of learning Italian and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Italian may feature in these.

This is a period of vocabulary and grammar expansion and of experimentation with different forms of communication (for example, digital and hypermedia, collaborative performance and group discussions). At St John's students use Italian to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. They develop strategies for self-correction by referencing their developing understanding of grammar and context. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Learners investigate links between the Italian language and cultural representation and expression. They learn to analyse and reflect on different viewpoints and experiences, including their own cultural stance, action and responses.

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	<p>environment, identity, relationship, diversity and inclusivity).</p> <p>Some of the discussion and reflection in relation to learners' developing communicative competence, intercultural capability and language analysis are carried out in English, to allow for more elaborated discussion, but learners are increasingly supported to build language to express ideas, opinions and reactions in Italian.</p> <p>The focus for this Italian in Semester 1 centres on improving and consolidating students' knowledge, understanding and skills in listening, reading, writing, and speaking. The semester of study is divided into two units:</p> <ul style="list-style-type: none"> - <i>Cosa mi metto?</i> (What should I wear?) <ul style="list-style-type: none"> - Clothing items - Shopping - Italian fashion - <i>Come festeggiamo il fine settimana?</i> (How do we celebrate the weekend?) <ul style="list-style-type: none"> - At a party - Movies - Local festivals
<p>Links to Australian Curriculum</p>	<p>Australian Curriculum content and skill descriptors linked to this English Unit:</p> <p><u>Communicating</u> <u>Socialising</u></p> <ul style="list-style-type: none"> - Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings. [Key concepts: naming, relationships, generational change, values; Key processes: exchanging, comparing] (ACLITC115) - Participate in individual and collective action by deciding, explaining and justifying. [Key concepts: environment, fairness, community; Key processes: discussing, debating, commenting, comparing] (ACLITC116) - Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving. [Key concept: value; Key processes: comparing, negotiating] (ACLITC117) - Use classroom language to question, elicit and offer opinions, and compare and discuss ideas. [Key concepts: compromise, debate; Key processes: expressing, questioning, presenting, representing] (ACLITC118) <p><u>Informing</u></p> <ul style="list-style-type: none"> - Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences. [Key concepts: visual images, media, representation, relationship; Key processes: identifying diverse perspectives, transposing, connecting, applying] (ACLITC119) - Convey information and compare diverse perspectives from multiple sources in Italian. [Key concepts: public perceptions,

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Reflecting

- Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed. [Key concepts: comfort/discomfort, multiplicity, reflective literacy; Key processes: connecting, decentring, reflecting, questioning assumptions] ([ACLITC125](#))
- Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence. [Key concepts: memory, language affiliation, judgement; Key processes: connecting, evaluating, reflecting] ([ACLITC126](#))

Understanding

Systems of Language

- Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts ([ACLITU127](#))
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- Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture ([ACLITU130](#))
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<p>Assessment:</p>	<p>Summative Assessment Tasks:</p> <p>Item 1: Assignment – Extended spoken response: Advertisement</p> <p>Item 2: Assignment – Extended written response: Event poster and invitation</p>

	Item 3: Examination – Listening and Reading comprehension
Pathways to Senior Schooling	<p>This subject will lead into the following subjects in future years:</p> <p>Year 10: Italian</p> <p>Years 11 and 12: Italian (General subject)</p>
Additional fees and charges	This subject may involve incursions and excursions, but there will be no extra fees or charges.
Additional information	<p>This subject may be studied in both Semester 1 and Semester 2, <u>OR</u> either Semester 1 or Semester 2.</p> <p>This subject will cater for both beginner and expert levels to allow students to come in and out throughout the semesters.</p>

YEAR 9 SUBJECT SELECTION PLANNER

LEARNING AREAS	OPTIONS	MY SELECTIONS
<p>MANDATORY CORE SUBJECTS</p> <p>These subjects are studied throughout the entire year. They are pre-allocated for all Year 9 students.</p>	<ul style="list-style-type: none"> • Religious Education • English • Mathematics • Science • Humanities (including Geography and History) • Physical Education 	
<p>ELECTIVE SUBJECTS</p> <p>Students will study TWO of these subjects throughout each semester. This means that they will have experienced FOUR elective subjects by the end of Year 9.</p> <p>Students are encouraged to try a variety of electives throughout the year to ensure they get to experience a range of subject areas before selecting subjects in Year 10. Students should also keep in mind the longer-term view of what they might intend to study in Years 11 and 12 and consider commencing their preparation for these studies now.</p> <p>Students are required to place subjects in their order of preference in the final column. The number 1 choice should be the subject that the student MOST wants to study. The number 2 choice should be the subject that is their second most wanted subject. Continue to place all subjects in order all the way down to number 13.</p>	<ul style="list-style-type: none"> • Drama 1 (Semester 1) • Drama 2 (Semester 2) • Visual Arts (Studied in one semester only) • Music 1 (Semester 1) • Music 2 (Semester 2) • Dance 1 (Semester 1) • Dance 2 (Semester 2) • Media Arts (Studied in one semester only) • Digital Technologies 1 (Semester 1) • Digital Technologies 2 (Semester 2) • Economics and Business (Studied in one semester only) • Design and Technologies – Graphics (Studied in one semester only) • Design and Technologies – Wood (Studied in one semester only) • Design and Technologies – Metal (Studied in one semester only) • Design and Technologies – Food Specialisation (Studied in one semester only) • Italian 1 (Semester 1) • Italian 2 (Semester 2) • Legal Studies (Studied in one semester only) 	<p>SUBJECT PREFERENCE 1</p> <hr/> <p>SUBJECT PREFERENCE 2</p> <hr/> <p>SUBJECT PREFERENCE 3</p> <hr/> <p>SUBJECT PREFERENCE 4</p> <hr/> <p>SUBJECT PREFERENCE 5</p> <hr/> <p>SUBJECT PREFERENCE 6</p> <hr/> <p>SUBJECT PREFERENCE 7</p> <hr/> <p>SUBJECT PREFERENCE 8</p> <hr/> <p>SUBJECT PREFERENCE 9</p> <hr/> <p>SUBJECT PREFERENCE 10</p> <hr/> <p>SUBJECT PREFERENCE 11</p> <hr/> <p>SUBJECT PREFERENCE 12</p> <hr/> <p>SUBJECT PREFERENCE 13</p>

Student Name: _____

Parent Name: _____

PLEASE NOTE – ALL SUBJECT SELECTION NOMINATIONS MUST BE ENTERED INTO THE ONLINE FORM BY 3PM ON FRIDAY, NOVEMBER 18, 2022.