

# 2019 Year 9 Curriculum

## Core Subjects:

Students study the following core subjects:

English	Physical Education and Health
Humanities	Science
Mathematics	9@Scotch

## Elective Subjects:

Students will select a total of FOUR semester courses from the following:

Advanced Analytics	Film Making
Agriculture	Food Technology
Art & Design	French
*Cross Curriculum Studies (CCS)	Japanese
Dance	Music
Design & Technology	Photography
Drama	Textiles
English as an Additional Language	

*Our 9@Scotch program allows students to question, think, connect while developing resiliency and independent skills –*

***Be Challenged!***

### Additional Notes:

All students are encouraged to study a language at Year 9 level.

Note: The course length of French, Japanese, CCS and Dance is one year.

\*To be chosen only after consultation with the Special Programs Coordinator.

## Advanced Analytics

**Learning Area:** Science and Mathematics

**Course Length:** One semester

### Assessment:

Formative and summative assessment using the Achievement standards as specified by the Australian Curriculum – Mathematics, Science and Technologies.

Assessment tasks are all project based with a problem set and students develop their own solutions in different formats such as infographic, investigations and projects

Pre-requisite: Students who choose this subject will need to have A or B grades in both Mathematics and Science at Year 8

### Content:

Advanced Analytics is a STEM based subject to prepare students for further study in the fields of science, technology, engineering, and mathematics (STEM). In addition to subject-specific learning, the aim is to foster inquiring minds, logical reasoning, and collaboration skills.

This interdisciplinary subject will cover topics such as:

- Crashing physics
- The science of sound
- 3D Modelling
- Edison programming
- Mechatronics

## Agriculture

**Learning Area:** Science

**Course Length:** One or two semesters

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

### Content:

This course includes animal care and management, vegetable production, environmental studies and sustainable practices in agriculture. Students will develop practical skills and problem-solving skills in the course topics. They explore and understand agricultural science. Students will be using the livestock and plant crops on the Scotch Farm.

Course topics selected from:

- Vegetable Management & Enterprises
- Aquaculture Studies
- Livestock Anatomy & Veterinary Skills
- Sheep Studies
- Poultry Studies

The students will develop their own leased vegetable plot which they manage and eventually sell their produce.

The Scotch Farm, polyhouse, orchard and vineyard provide a pleasant environment in which students will actively work with farm animals and agricultural crops. Scientific recording in a range of animal and plant trials is an integral part of field activities.

*Year 9 is a key transition year and a more rigorous academic focus is expected of the students.*

## Art & Design

**Learning Area:** The Arts

**Course Length:** One semester

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum. The focus capabilities for this subject are communication and personal development.

### Content:

This Visual Arts course reflects a curriculum rich in creative thinking and practical application. Both 2 and 3 dimensional topics are explored from a Visual Arts and Design perspective. This enables students to explore and learn through a wide range of topics, to practise problem solving through creative activities and to express personal ideas about the arts, visually and in a written context. Wherever possible practice and theory are linked to support the students' understanding of new concepts. Project work will include individual research components and foster curiosity about the arts across time, place and culture. Both Art and Design topics are included in the course. Recording their learning processes and problem solving is an integral component of all projects and emphasis is placed on skill development in art making and 3D construction.

Students use materials, media and technologies to make visual artworks. They develop autonomy in a range of forms and can make judgments informed by their understandings of traditional and emerging visual art practices. They identify and discuss characteristics and restraints in the techniques and processes of art making and develop innovative and challenging approaches to art making. They investigate the way techniques and processes are embedded in contemporary and traditional visual arts practice. They apply their understanding of aspects of practice to critical and historical interpretations of art. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.

Topics may include:

Drawing, 3-dimensional art – clay /deconstruction sculpture, design, painting, writing about art - analysis and interpretation of contemporary artworks.

## Cross Curriculum Studies

**\*To be chosen only after consultation with the Special Programs Coordinator.**

**Course Length:** One year

### Assessment:

There is no formal assessment. However, students do receive an effort rating based on use of class time and support.

### Content:

The aims of the course are to assist students to develop literacy, numeracy, study and organisational skills within the content of their academic curriculum.

Specific skills that may be supported include: skimming and scanning, research techniques, assignment planning, writing structures (genres), proofreading, referencing, reading comprehension, test preparation and ICT skills.

Students also receive support with work from across the curriculum.

## Dance

**Learning Area:** The Arts

**Course Length:** One year

### Subject Prerequisites:

Previous experience and prior tuition in Dance is desirable.

### Course Requirements:

Each student is to take part in one Contemporary class and one condition class during our after school schedule.

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

### Content:

Students are involved in making and responding to Dance. Students learn how to create their own movement individually and in small groups. During the year, students will watch Dance as a live performance and learn how to write about what they see. Students study dance technique in practical classes after school. These practical classes are vertically grouped according to ability.

Students are assessed on their performance twice throughout the year.

## Design & Technology

**Learning Area:** Technologies

**Course Length:** One semester

**Assessment:**

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

**Content:**

The course involves investigating, designing, making and critiquing. Students are introduced to Technology using a 4-stage process of investigate, devise, produce and evaluate. Design briefs, using C.A.D. (computer assisted design/drawing) are used to assist students to construct projects using a wide range of materials such as wood/plastics (polymers) and metals. Students are also introduced to systems, mechanisms and control technologies. Each student is expected to produce a folio to document the design process.

## Drama

**Learning Area:** The Arts

**Course Length:** One or two semesters

**Assessment:**

Formative and summative criterion based assessment including written assignments, tests and group performances.

**Content:**

The course involves plays and performances, learning about the techniques of running a theatre and solving problems in groups.

Students undertake units of work on:

- Elements of improvisation
- Voice and text analysis
- Performance assignment linked to studies such as Greek Mythology and comedies and tragedies
- Performance analysis/review writing
- Production - live performance.

Students may act, or take on backstage roles.

Play building: narrative and issue based Drama; performance analysis and review writing are also elements studied within the course.

## English

**Learning Area:** English

**Course Length:** One year

**Assessment:**

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including written assignments and oral presentations.

**Content:**

As part of the Australian Curriculum students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts. They are introduced to Shakespeare. Students develop a critical understanding of the contemporary media, and the differences between media texts. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

By the end of Year 9 students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts. They draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. They interpret and critically evaluate the use of visual and non-verbal forms of language used to establish relationships with different audiences. They identify and explain how text structures and language features of texts, including literary techniques, are designed to appeal to audiences.

Students create engaging representations of people, places, events and concepts in coherent and well-structured written, spoken and multimodal texts for specified purposes. They use a variety of strategies to participate effectively in conversations, discussions and debates, to ask questions to clarify meaning, and to express their own ideas and viewpoints. They collaborate and negotiate with others to solve problems, and to deliver planned, multimodal presentations.

Students prepare for the Year 9 NAPLAN test through revision of their reading, writing, spelling, punctuation and grammar skills, with reference to the minimum standards as described on the NAPLAN website.

## English as an Additional Language

**Learning Area:** English

**Course Length:** One year offered as a one-on-one support class.

**Assessment:**

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including written assignments and oral presentations.

**Content:**

Oral, aural and written English are the basis of this course. There is continuous focus on grammatical accuracy and extension of vocabulary. There are listening and written comprehensions, exercises on letter writing, creative writing and both formal and informal oral presentations.

## Film Making

**Learning Area:** The Arts

**Course Length:** One semester **Assessment:**

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including the of skill development and film projects.

**Content:**

The course aims to develop essential skills and knowledge relating to the use of a range of digital media and technologies and then apply these within a context of the creative arts. Particular areas of focus include story telling, camera operation and shot composition, video and sound editing.

Students will investigate how other filmmakers create, present and communicate ideas and respond to these through a short research project. They will develop their own practical film making skills and then apply these to create short media presentation working both in groups and as individuals.

*Year 9 students begin to move toward a more discipline-centred rather than student-centred approach to learning.*

## Food Technology

**Learning Area:** Technologies

**Course Length:** One semester

**Assessment:**

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including written and practical food assignments.

**Content:**

This course aims to develop the students' range of food preparation skills and nutritional knowledge. Through the use of the design cycle students use their knowledge and understanding of nutrition to investigate, design, plan, create and evaluate the 'Food of Today' and how an adolescent's health can be influenced by the wider society they engage within. Food Technology and its role in food production and distribution in the 21st Century is also investigated.

Topics covered include:

- Adolescent eating patterns and dietary requirements
- Food technology
- Food and diet related diseases and disorders
- Snacking - fat, salt, sugar and fibre
- Recipe modification and adaptation
- sustainable/local food production and consumption
- Scotch Live Well Program

## French

**Learning Area:** Languages

**Course Length:** One year

**Subject Prerequisites:** Satisfactory completion of Year 8 French.

**Assessment:**

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including vocabulary and skills in speaking, listening, reading, writing and formal grammar.

**Content:**

This course uses the Australian Languages Curriculum; the strand being Communicating and Understanding. The course is designed to enable students to comprehend written and spoken texts in French, and to develop skills in writing French accurately. Fluency in conversing in French is emphasised and extensive opportunities for oral practice using drills, role plays and dialogues are provided.

## Humanities

**Learning Area:** Humanities and Social Sciences

**Course Length:** Full Year

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including written assignments, multi-modal presentations and group work which reflect research and understanding. A focus upon the integration of digital technologies to provide valid evidence through research.

### Content:

Students study both subject disciplines of Geography and History with units being interlaced to provide a more meaningful and engaging exploration.

### Geography

The course is derived from the Australian Curriculum and has two themes which determine course content. The first, Biomes and Food Security, explores the interaction of human need for food with the restraints and opportunities provided by diverse environments. Starting with Australia and then building to a global perspective the unit encompasses agricultural innovation and moves to achieve a sustainable food supply for an overcrowded planet. The second theme, Our Interconnected World, is a fascinating exploration of the way travel, trade, technology and tourism have formed bonds (and zones of exclusion) between nations.

### History

This course investigates increasing interaction within our modern world and explores the way cultures have been influenced by internal and external factors that drove momentous and long-lasting change. It starts with the Industrial Revolution and the notion that it was the most important event in the last three thousand years of human history. The course follows the rise of European Empires, globalization and urbanization. The lasting impact of changing perceptions about the use of natural resources is explored along with impacts on Indigenous peoples both in Australia and around the world. A case study is undertaken of Japan to see how rapid industrialization occurred after contact with the wider world was forced by Western powers. The course concludes with the first truly global conflict, the Great War, and has a particular focus on how Australia was brought into a world war.

## Japanese

**Learning Area:** Languages

**Course Length:** One year

**Subject Prerequisites:** Satisfactory completion of Year 8 Japanese

**Assessment:** Formative and summative criterion based assessment including vocabulary and skills in speaking, listening, reading, writing, conversation and formal grammar.

### Content:

This course uses the Australian Languages Curriculum; the strand being Communicating and Understanding. The course is designed to enable students to comprehend written and spoken texts in Japanese, and to develop skills in writing Japanese accurately.

Fluency in conversing in Japanese is emphasised with extensive opportunities for oral practice using drills, role plays and dialogues are provided. Students learn the katakana script and in the course of the year approximately another 60 kanji ideographs are acquired.

## Mathematics

**Learning Area:** Mathematics

**Course Length:** One year

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum, including skills and applications tasks and mathematical investigations.

### Content:

The Australian Mathematics Curriculum provides students with essential mathematical skills and knowledge. It aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations encountered. It develops the numeracy capabilities that all students need in their daily life, and provides the fundamentals required of mathematical specialists and professionals.

### Content Strands:

The content strands are:

- Number and Algebra
- Measurement and Geometry, and
- Statistics and Probability.

### Content Descriptions:

- Number and Algebra: Real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships.
- Measurement and Geometry: Using units of measurement, geometric reasoning, Pythagoras and trigonometry.
- Statistics and Probability: Chance, data representation and interpretation.

Set 1: Classes follow the mainstream course and cover topics in greater depth.

Set 2: Classes consolidate concepts of the mainstream course.

Students prepare for the Year 9 NAPLAN test through revision of their numeracy skills, with reference to the minimum standards as described on the NAPLAN website.

## Music

**Learning Area:** The Arts

**Course Length:** One or two semesters

**Subject Prerequisites:** Satisfactory completion of Year 8 Music or twelve months instrumental experience or by negotiation with the Head of Music.

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum including:

- instrumental performances
- musicianship
- music in context assignments
- tests and the continuing evaluation of performance.

### Content:

This course focuses on more detailed aspects of music literacy, early arranging concepts, composition using computers, aural skills, music in context studies, group singing, instrumental performance and improvisation. Students complete core units of study as well as a range of 'choice' units of study. These units provide extension learning opportunities and acknowledgment for students with advancing musical skills and interest. All students are expected to play one or more instruments as part of the practical rehearsal and performance aspects of the course. Students also have the opportunity to participate in Graded Music Theory examinations (Level 1-4) provided by the Australian Music Examination Board.

Students are also expected to participate in the co-curricular ensemble program.

## Photography

**Learning Area:** The Arts

**Course Length:** One semester

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

### Content:

This Visual Arts course reflects a curriculum rich in creative thinking and practical application. Photography is explored from a Visual Arts and Design perspective.

This enables students to explore and learn through a wide range of topics, to practice problem solving through creative activities and to express personal ideas about the arts, visually and in a written context.

Wherever possible practice and theory are linked to support the students' understanding of new concepts. Project work will include individual research components and foster curiosity about the arts across time, place and culture. Both Art and Design topics are included in the course. Taking photographs is an integral component of all projects and emphasis is placed on skill development.

Students use materials, media and technologies to make visual artworks. They develop autonomy in a range of forms and can make judgments informed by their understandings of traditional and emerging visual art practices. They identify and discuss characteristics and restraints in the techniques and processes of art making and develop innovative and challenging approaches to art making.

They investigate the way techniques and processes are embedded in contemporary and traditional visual arts practice. They apply their understanding of aspects of practice to critical and historical interpretations of art. They identify and explain how artists and audiences interpret artworks through explorations of different viewpoints.

Topics may include:

- Digital photography
- Light art
- Printing and presentation techniques design
- Photoshop
- Traditional black and white photography
- Mixed media
- Experimental techniques
- Photography for advertising

## Physical Education & Health

**Learning Area:** Physical Education & Health

**Course Length:** One year

### Assessment:

Formative and summative assessment using the achievement Standards as specified by the Australian Curriculum.

### Content:

This course aims to develop the knowledge, understanding, and skills to ensure students:

- access, synthesise and evaluate information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity across the life-span
- develop and use personal, interpersonal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity, wellbeing and to build and maintain positive relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences, and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

### Health Education:

Topics include:

- Drugs
- Sexuality and relationships
- Contraceptive methods and STIs
- Physical fitness and health

Core Physical Education activities are:  
Swimming, athletics and cross country.

Additional activities include: Field lacrosse, soccer, basketball, badminton, touch, fitness and tennis.

## Science

**Learning Area:** Science

**Course Length:** One year

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum on practical design and implementation, research skills, group-work, knowledge and understanding, problem- solving and communication.

Types of assessment tasks include:

- Tests
- Practical investigations
- Research investigations.

Assessment is conducted against the content strands of the Australian Curriculum Science:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills.

### Content:

The Australian Curriculum - Science contains the following content strands:

#### Science Understanding

- Biological sciences: Multicellular organisms, Ecosystems
- Chemical sciences: Atomic structure, chemical reactions
- Earth and Space sciences: Plate tectonics  
Physical sciences: Energy transfer, wave and particle models

#### Science as a Human Endeavour

- Nature and development of science
- Use and influence of science

#### Science Inquiry Skills

- Questioning and predicting
- Planning and evaluating
- Processing and analysing data and information
- Evaluating
- Communicating

Science as a Human Endeavour and Science Inquiry Skills are addressed across all the topics. Science Understanding is assessed after each topic is completed.

## Textiles

**Learning Area:** Technologies

**Course Length:** One semester

### Assessment:

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum.

### Content:

The purpose of this course is to develop design and sewing skills with a specific focus on fashion design. The Sewing Studio is equipped with a range of sewing machines and overlockers suitable for use with a variety of textiles used in garment construction.

Students will develop a basic understanding of the principles and processes of fashion design including general sewing knowledge and practical and decorative sewing skills. They will develop skills in the design, presentation and construction of their ideas as they communicate through the investigate, design, plan, manage, create and evaluate process including illustrations, mood boards and garments. Complementing the practical process, students will produce a skills and applications folio, documenting their progress as they explore individual interests, build on their knowledge and skills in fashion design, and garment construction.

Topics covered include:

- Basic sewing machine, overlocker and hand sewing techniques
- Wool4School Fashion Design Competition
- Block printing on fabric
- Shorts construction
- AATFA Wearable Art on Society and Environment entry
- Fashion Illustration techniques
- Fast Fashion and the impact on the World around us

## 9@Scotch

**Learning Area:** Cross Curricular

**Course Length:** One year

**Assessment:** Formative based assessment with a focus on 'real world' examples of demonstrating knowledge and understanding.

### Content:

Based around the Australian Curriculum, 9@Scotch allows students to explore each of the following topics;

- Critical and Creative Thinking
- Intercultural understanding
- Personal and social capability and sustainability (including a residential experience)
- Entrepreneurship

A key component of this course is a residential experience that will see students live in small groups with a responsibility for a shared living environment. This eight-night experience will lead directly into an Outdoor Education expedition for an additional four nights.

Wellbeing is integral to the 9@Scotch program and will contribute to the final year of a student's Live Well journey. 9@Scotch will be a timetabled lesson that students attend as part of the weekly timetable throughout the year.

