MacKillop
CATHOLIC COLLEGE

IN FAITH AND HOPE AND LOVE

Curriculum Guide

Year 9 2025

compassion
excellence service

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From the Deputy Principal - Learning and Teaching

Dear Parents, Caregivers and Students

Year 9 is the consolidating phase in a student's progress towards the completion of their middle years of schooling. As such, for the first time, students are offered the opportunity to study Mathematics, English and HASS with their pathway to Senior Schooling in mind. In addition, students are able to study four electives, two electives per semester.

The purpose of this curriculum guide is to provide students and parents with the basic information needed to select core pathways and electives for Year 9. It is an exciting time for studying at MacKillop Catholic College. All of the subjects offered in this curriculum guide are an opportunity to explore what students are interested in and what they are good at.

I urge families to read the information in this curriculum guide carefully and discuss the choices carefully. My experience over many years suggests that parents and students who work together to achieve goals in schooling find being successful more achievable. Every student can set goals and strive to achieve them. If we strive for excellence, we will have high standards. This is an essential part of the spirit of the College. I look forward to the progress and success of this group of students over the next four years.

Yours in Christ

Alanna Stretton

Deputy Principal – Learning and Teaching

Year 9 Curriculum Structure

The Year 9 program of study consists of Australian Curriculum mandated core subjects and **two** elective units per semester.

CORE subjects: All students must study these in both semesters.

- Theology and Spirituality 'T&S'
- English OR English Applied
- Essential Mathematics OR General Mathematics OR Mathematical Methods Introduction OR Advanced Mathematics
- Science
- Humanities and Social Sciences 'HASS' OR History
- Health and Physical Education 'HPE'
- Personal Development 'lutha'

ELECTIVES subjects: Semesters 1 OR 2

Arts

- Drama
  Acting for Stage and Screen, Drama Production
- Music
  Music Studies, Contemporary Music Studies
- Dance
  Dance Performance, Dance Production
- Visual Art
  Sculpture and Ceramics, Painting and Printmaking
- Media Arts
  Photography and Graphic Design, Film and Animation

Technologies

- Digital Technologies
  Computer Science: Programming, Digital Information Systems
- Design Technologies - Materials, Design and Technology
  Design in Wood, Computer Aided Design and Drafting, Industrial Design Studio
- Design Technologies - Food Technology
  Creating and Enjoying New Food Experiences, Food Adventures: Global Cuisine

English

Creative Writing

Humanities and Social Sciences

Economics & Business, Introduction to Psychology & Sociology, Society & Law

Health and Physical Education

Fitness Experiences, Sport and Recreation Experiences, Outdoor Education Experiences, Sport Science

Languages

Japanese A, Japanese B

Science

Science Extended

Selecting Year 9 Subjects (Core and Elective)

Making a choice

Students, parents/caregivers should consult the subject listings in this Curriculum Guide, noting any restrictions and any subjects of interest. It is a good idea to make a list of subjects and then rank them 1, 2, 3 etc. Students are strongly encouraged to *speak with their Subject Teachers and Learning Leaders* about their study pathway ideas and intentions for feedback about their suitability for core subjects and Electives especially for those subjects that may require particular skills and attributes (e.g. Advanced Mathematics, Outdoor Education).

- It is recommended that students choose subjects that they like, because they are more likely to do well in a subject that interests them. It is important to set themselves up to experience success in their pathway.

- Japanese and Music are recommended to be studied for the whole year (as two elective subjects per year) if considering it as a pathway to Year 12.

The Process

1. Students should choose their core subjects and FOUR electives with two reserve electives. The electives should be ranked in order or preference (Elective 1 = 1st choice, Elective 2 = 2nd choice and so on).

2. Details, instructions and a webcode will be provided via College email to each student. This online form has drop-down lists of all subjects to enable the selection process.*

3. Students submit their choices via Edval Web Preferences as outlined in the email they receive.

   The following *must* be adhered to in this process:
   i. A subject cannot be chosen more than once
   ii. No more than two HPE electives can be chosen
   iii. A subject chosen in the first four preferences cannot be a reserve subject.

   Please note, only preferences submitted correctly and by the advertised closing date can be used for student placement into subjects.

4. Students need to print out a copy of the 'receipt of subject selected' (sent automatically via email). This must be signed by the student and the parent / caregiver and returned to the front office.

5. Students will be placed in their subjects as closely aligned with their preferences as possible. Where they are unable to get all their preferences they might be placed on waiting lists in case space becomes available later should changes occur.

6. Students will be notified by College email of their subjects for 2025 before the end of the 2024 school year.

*For support with the digital forms or email links please contact rzehmeister@mackillop.tas.edu.au for assistance.

Subject Availability and Changes

Please Note: Students and parents should be aware that subjects will only go ahead on the timetable if there are enough students who wish to study them and if the school is able to resource them.

Changes to elective subjects can be requested up to Week 3 of Term I for Semester I subjects or Week 3 of Term 3 for Semester 2 subjects, where a subject does not seem to be the right fit. However, moving to other classes will be dependent on class sizes and availability at the time of request.

Changes to core classes can be requested at any time and will be considered on a case by case basis. They are typically difficult to execute and can cause great disruption to teaching and learning. Wherever possible it is best to select the core class of best fit in the first instance so please seek assistance for this from College staff if there is uncertainty.

Course Information

Theology and Spirituality [Core]

At MacKillop Catholic College we endeavour to introduce students to a view of the world founded on scripture and the ongoing tradition of the Church. This is embedded in the religious identity and culture of the school as expressed through the charisms of the St Mary of the Cross and Blessed Edmund Rice. The College follows the F–10 Tasmanian Religious Education Curriculum (*Good News for Living*).

All students in Year 9 study Theology and Spirituality. The subject is organised into three interrelated strands:

- Knowledge and Understanding.
- Inquiry and Communication.
- Discernment and Making Connections.

These strands are used to assess the learning of students from Years 7 to 10.

Students in Year 9 explore and to develop intellectual frameworks by which they reflect on experience and search for personal meaning in the light of faith tradition. In Year 9 students engage in the following:

- A study of Jesus through the four Gospels.
- A study of world religions.
- An exploration of morality, conscience and decision making.
- An examination of Christian approaches to grief and loss.

The curriculum invites the learner to encounter God revealed in Jesus present in the world, fully human and fully God. Jesus calls his followers to discipleship. The Church is revealed as proclaiming the Good News of Jesus and is missionary and prophetic, challenging injustice and proclaiming that all of creation is intended for 'fullness of life" (Jn 10:10). Students in year 9 study and pray with the scriptures, encountering the Bible as a text of inspiration and challenge. Students are encouraged to pray and explore the teachings of Catholic spiritual writers to foster habits of prayer, knowing that effective prayer transforms and leads to a deeper love of God and one another. Christian life is explained as living in the right relationship in the context of building the "Kingdom of God". While the church celebrates diversity, it seeks unity amongst all peoples.

One of the following English Core subjects are studied at the advice of the Year 8 English teacher.

English [Core]

Year 9 English is built around the three key strands of language, literature and literacy. Students will experience a balanced approach to these strands, focusing on developing their knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, novels, poetry, plays and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

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.

OR

English Applied [Core]

Year 9 English Applied is built around the three key aspects of language, literature and literacy. Students will experience a supported approach which focuses on developing and consolidating their knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In English Applied Year 9 I will learn to:

- Engage with a variety of simple texts for enjoyment
- Interpret, create, evaluate and discuss a variety of texts
- Develop and consolidate literacy and communication skills
- Create a range of written oral and multimodal texts
- Participate in collaborative and individual work
- Students create a range of imaginative, informative and persuasive texts

To enrol in this subject, I need:

- Further development of literacy skills
- Consolidation of communication skills for employment or personal applications

Creative Writing [Elective]

What is it about?

In Creative Writing, students examine the craft of writing, enhance their use of language and grammar, and hone their writing skills in a variety of forms. This course will enhance and enrich student's appreciation of the creative writing practice.

Students have spent much of their schooling learning how to analyse narratives, their structures, and their use of techniques. This course will enable students to build on these and further learn the key skills of drafting, reviewing and editing, including the opportunity to share their work and to learn from their peers. Students are supported to write creatively and to assume increasing responsibility for their own learning.

Who might be interested in Creative Writing?

- Students who enjoy writing and are motivated to improve their creative expression
- Students wanting a strong grounding for the study of pre-tertiary English courses
- Students interested in being a writer in any field, such as the arts, public service, journalism, education, communication, politics, or the law.

What do you need for this subject?

- a strong interest in words and ideas and the willingness to learn how to use them effectively
- interest in writing in their own time and enjoy analysing other types of texts
- the ability to analyse texts and craft extended pieces of work

One of the following Core subjects are studied at the Year 9 Level

Humanities and Social Science – HASS [Core]

In Year 9 HASS, students will study one semester of Australia Curriculum History and one semester of Australian Curriculum Geography. In History, students will use inquiry, source analysis, research and communication skills to discover the past. Units covered include Conflict & Colonisation, Colonial Australia and World War 1.

In Geography, students use geographic skills and inquiry including mapping, Geographic Information Systems and research to explore both the human and natural world. Units covered include Biomes, Food Security and Interconnections through transport, trade and tourism.

OR

History [Core]

In Australian Curriculum History, students will delve into the past in greater detail, for a full year of study. They will become skilled in critical thinking and source analysis as they examine the past from multiple perspectives. Students will focus on the making of the modern world, 1750 – 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. The period culminated in World War I, 1914–1918, the 'war to end all wars.' Historical knowledge, understanding and skills are developed using the key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Asian Studies [Elective]

In Asian Studies, students will begin learning about Asia. Over the 20th and increasingly the 21st century Australia has become more connected to Asia through history, trade, culture and education, and it is important for our students to become aware of our region. The primary role of the subject is to develop the students' Asian Literacy through the learning of the past and present. Students will begin with a unit on introducing Asia through a range of mapping skills and analysing geographical data. Students will use current events to explore issues in the region. The other major unit is understanding the importance of Australia-Asia relations both past and present.

Economics and Business [Elective]

In Economics and Business, students will cover the course outlined in the Australian Curriculum and the two strands: economics and business knowledge and understanding, and economics and business skills. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. Students develop their understanding of economics and business concepts by exploring the various interactions within the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments and the responsibilities of participants operating in a global workplace.

Introduction to Psychology and Sociology [Elective]

Introduction to Psychology and Sociology presents students with basic concepts from Sociology and Psychology. They become familiar with subject specific terminology, concepts, theories and ideas. Sociology begins with making sense of the information we have about patterns of behaviour in contemporary Australian society. Psychology is the scientific study of human behaviour. Its goals are to describe, understand, predict and control behaviour. Whenever possible psychologists seek empirical evidence (objective and observable) based on scientific observation to describe, understand, predict and control behaviour. Units covered in this subject include Crime and Deviance, Gender and Sexuality, Nature vs Nurture, the Brain, Mental Health, Positive Psychology, Sleep and The Darker Side of Human Nature.

Society and the Law [Elective]

Society and the Law is centred on the interaction between the discipline of law and society. This subject considers the legal system that regulates activities and aims to protect the rights of all individuals and balances these with obligations and responsibilities. An understanding of legal processes and concepts enables citizens to be informed and better able to constructively question and contribute to the improvement of laws and legal processes. Knowledge of the law enables students to have confidence in approaching and accessing the legal system and provides them with an appreciation of the influences that shape the system. It empowers students to make constructive judgments and knowledgeable commentaries on the law and its processes from critical perspectives. The subject satisfies interest and curiosity as students question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Students will study the following topics:

- Law, what is it good for? An introduction to the legal system
- Crime and Punishment
- An introduction to civil law

Health and Physical Education [Core]

This course supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different situations. Students learn to critically analyse and apply health and physical activity information to maintain healthy and active habits. Students also learn to apply more specialised and complex movement skills, strategies and concepts in different movement environments. They analyse and evaluate how participation in physical activity and sport influences an individual's identity and they refine their own and others' movement performances. There are opportunities for students to consolidate skills in leadership, teamwork and collaboration in a range of physical activities.

The Australian Curriculum: Health and Physical Education (F–10) aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful 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.

Fitness Experiences [Elective]

The Year 9 Fitness Experiences curriculum will enable learners to develop a variety of skills and knowledge through practical involvement in selected fitness activities.

Fitness Experiences aspires to challenge and engage the learner, build positive lifelong attitudes and behaviours toward fitness, through regular exercise and physical activity. Learners will primarily develop their understanding and application of training principles and methods.

Further aims include learners:

- participating in a diverse range of fitness training activities
- identifying personal goals and targeting relevant fitness areas
- selecting and using suitable activities and exercises
- measuring and tracking improvement and progress
- demonstrating commitment to regular engagement in physical activity aligned to personal fitness goals
- following safety and equipment use instructions
- accessing local community facilities
- participation in post session reflection and recording fitness (journal)
- identifying future pathway options for ongoing physical activity.

Outdoor Education Experiences [Elective]

The Outdoor Education Experiences course is a predominantly practical course and will suit students who like to be physically active and be pushed out of their comfort zone. Students develop a deeper appreciation, understanding of, and reasons for, codes of conduct in outdoor recreation activities. They engage in adventurous activities as a way of exploring self and nature, and apply lessons learned to everyday living. Students assume leadership roles and are increasingly required to assess and manage risk in both recreation and everyday life. Students develop an understanding of the impact of decision making on natural environments through investigation of issues relating to conservation. Through taking action, students develop increased self-efficacy and citizenry towards the natural environment and develop their own ideas and strategies to support such efforts.

In Outdoor Education, students will develop respect, resilience, leadership and organisation. Activities may include:

- Team building/problem solving activities
- Surfing
- Snorkeling
- Navigation
- Mountain Biking

Sport and Recreation Experiences [Elective]

Students in Year 9 Sport and Recreation experiences will examine the multi-skilled role of individuals in operational and customer support positions in the sport or community recreation industry. Students will engage with a range of activities and functions developing individual skills and knowledge within a defined range of situations and environments.

Students will examine and develop understanding of sport and recreation in fitness centres, sporting grounds or complexes, leisure and aquatic centres and community recreation centres.

Sport Science [Elective]

In this course, learners will explore the world of sports and exercise science. Throughout the year, students will cover a wide range of topics related to human physiology, biomechanics, nutrition and injury prevention in the context of sports and physical activity.

Learners will look at the workings of the human body, understanding how different systems such as cardiovascular, respiratory and musculoskeletal systems contribute to athletic performance.

The basic principles of biomechanics and how they impact movement efficiency, injury prevention and performance enhancement will also be covered.

Additionally, learners will examine the role of nutrition in sports, learning about the importance of proper fueling and hydration for optimal performance. Students will investigate different types of nutrients, their sources, and how they affect the body during exercise. In this course, learners can expect a mix of theory and practical activities. Learners will engage in hands-on experiments, data analysis and group discussions to reinforce the concepts learned.

Japanese A and Japanese B [Electives]

Year 9 Japanese builds upon the language skills developed in the Year 7 and 8 course. Activities are designed to build reading, writing, speaking and listening competency in Japanese. Students will complete intercultural units exploring topics including daily routine, hobbies, interests and travel. Students will work more with the Katakana alphabet, improving their confidence in reading Japanese signs, menus, websites, manga and advertising material.

Students interested in continuing their Japanese studies in future years are recommended to complete both semesters of Year 9 Japanese. However, students may study Japanese, for a single semester prior to commencing their Year 10 Japanese studies.

Students will be able to further augment their Japanese studies through the College N5 extension program. This extra-curricular program aims to prepare students to sit Level 5 of the globally recognised “Japanese Language Proficiency Test”.

One of the following Mathematics subjects is studied in Year 9 at the advice of the Year 8 Mathematics teacher.

Essential Mathematics [Core]

Year 9 Australian Curriculum Mathematics provides students with essential mathematical skills and knowledge in Number, Algebra, Measurement, Geometry, Statistics and Probability. Year 9 Essential Mathematics is aligned to the Australian Curriculum Year 9, giving students time to develop their understanding and fluency with a supported structure. Where possible, the abstract qualities of algebra are integrated into practical and functional applications. Successful completion of this course will allow a 'C' achievement to be obtained.

Pre-requisite: Recommended maximum of D award against the Australian Curriculum Year 8 General Maths course.

Pathways: Students completing Year 9 Essential Mathematics course at a C achievement level will be prepared to access Year 10 Australian Curriculum General Mathematics. Alternatively, a D achievement will prepare students to access Year 10 Australian Curriculum Essential Mathematics.

Students will be identified by their Mathematics teachers to complete this course.

OR

General Mathematics [Core]

Year 9 Australian Curriculum Mathematics provides students with essential mathematical skills and knowledge in Number, Algebra, Measurement, Geometry, Statistics and Probability. In addition, the content is explored and developed through the proficiency strands of understanding, fluency, problem solving and reasoning. General Mathematics develops the numeracy capabilities that all students need in their personal, work, and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Pre-requisite: Recommended minimum of C award against the Australian Curriculum YEar 8 General Mathematics course.

Pathway: Students completing Year 9 General Mathematics course at an A or B achievement level will be prepared to access Year 10 Maths Methods Introduction II. Alternatively, a C achievement will prepare students to access Year 10 General Mathematics and a D achievement would indicate a pathway to Year 10 Essential Mathematics.

This course will be studied by the majority of Year 9 students, unless advised to study either of the alternative CORE options. Students should ensure they have discussed their Mathematics option with their teacher.

Students who are considering a higher level of mathematics in future years would normally be expected to select the Mathematics Methods Introduction in Year 9.

OR

9 Mathematical Methods Introduction I [Core]

This course is designed for students who enjoy mathematics and who wish to broaden their mathematical knowledge. It is an accelerated course where students cover the full Year 9 Australian Curriculum Mathematics syllabus and then move on to some of the advanced topics such as Quadratics and extended Algebra. Mathematical Methods Introduction I is aimed at mathematics students who are considering studying higher levels of mathematics, especially the Mathematics Methods pathway in future years.

Pre-requisite: Recommended minimum of a B award against the Australian Curriculum Year 8 General Mathematics course.

Pathway: Students completing Year 9 Mathematical Methods Introduction I at an A or B achievement level will be prepared to access Year 10 Maths Methods Introduction II. Alternatively, a C or D achievement will prepare students to access Year 10 General Mathematics.

9 Advanced Mathematics

Year 9 Advanced Mathematics is a course designed for those students whose pathway is to complete Mathematics Specialised 4 in Year 12, Mathematical Methods 4 in Year 11 and Mathematical Methods Foundation 3 in Year 10. In this course, students will have the opportunity to consolidate and extend their mathematical knowledge and understanding of Australian Curriculum from both Years 9 and 10. Higher level concepts and problem-solving strategies will be explored. Students who take this course will need to have strong mathematical skills, be motivated and enthusiastic learners with a resilient and positive attitude to being challenged.

Pre-requisite: Recommended minimum of an A award against the Australian Curriculum Year 8 General Mathematics course.

Pathway: Students completing Year 9 Advanced mathematics at an A achievement level will be prepared to access mathematics Methods Foundation 3 (MTM315117). Alternatively, a B result will prepare students for Year 10 Mathematical Methods Introduction II, and a C result for Year 10 General Mathematics.

DRAMA

Acting for Stage and Screen [Semester 1]

This course is designed for students who would like to build on their skills and confidence whilst performing in a range of different styles. This will include performing to an audience and performing to camera. Students will have the opportunity to view a diverse range of live and/or recorded performances to enhance their knowledge and inspire their own performances.

During the semester students will work individually and in groups to develop skills in voice, character and movement which they will use to enhance both their scripted and devised Drama performances. Students who choose to study Drama for the whole year will be able to apply skills learned in this unit to Drama Production in Semester 2.

Drama Production [Semester 2]

This course is designed for students who would like to build on their skills in Drama by working together with their peers to create polished performances with the goal of presenting to an audience. Students will have the opportunity to develop their confidence and knowledge in a variety of theatre styles, they will also spend time learning about other elements of a theatre production.

*Closer to performance time there may be a requirement for students to undertake some after-school rehearsals. Dates and times of these will be communicated well in advance.

DANCE

Dance Performance

This course is designed for students who would like to build their confidence while learning more about performing for an audience. Dance provides students with the opportunity to explore and respond through dance, movement, performing art and physical fitness. Students will expand their dance and performance skills and develop foundations of choreography. Students are provided with a variety of performance opportunities through solo, small group and whole-class routines. Students will explore a variety of dance styles including hip-hop, lyrical, contemporary, tap and ballet.

Dance Production

This course introduces students to the style of Musical Theatre, focusing on how the three art forms of dancing, acting and singing create an engaging theatrical experience. It provides students with the opportunity to think critically about why the style is so popular by exploring and responding to choreography from hit musicals locally, around Australia and the world. They will work as part of a team to develop multiple routines and confidently play their role in the school production. If you are a triple threat or want to work on developing your performance skills this course is for you.

*Closer to performance time there may be a requirement for students to undertake some after-school rehearsals. Dates and times of these will be communicated well in advance to minimise disruption.

MEDIA ARTS

Photography & Graphic Design (Semester 1)

This course is an introduction to a variety of areas within the Media area of The Arts learning area. Students will explore the evolution of photography and graphic design throughout history. They will learn technical skills to confidently use a range of industry-standard software programs including Adobe Photoshop, Lightroom, Illustrator and InDesign. Students will use specialised equipment to explore photography conventions, lighting and themes. They will communicate through imaginative and expressive responses, respond to design briefs, explore the use of typography, and develop artworks from ideas, through to finished products for display.

Film & Animation (Semester 2)

This course is an introduction to a variety of areas within the Media area of The Arts learning area. Students will explore the use of media within society and investigate legal and ethical considerations of this platform. Students will learn technical skills to confidently use specialised equipment and produce works in short film and animation focus areas. Students will acquire skills using industry standard software, including Adobe Premiere Pro and Animate. They will communicate through imaginative and expressive responses, analyse films, learn filmmaking techniques to inspire and extend their creativity.

MUSIC

Music Studies [Elective]

This course is designed for students who are interested in developing their skills on a chosen instrument. Students will explore traditional and non-traditional notation and access music from a variety of genres and historical contexts. Students will work on solo and ensemble skills at the level that is relevant to their knowledge and experience.

Contemporary Music Studies [Elective]

Do you want to be in a band? Rock a slamming solo? Perhaps you want to write and record your own songs. If so, Rock Studies is for you. Students will gain experience with a variety of modern instruments, develop theoretical knowledge and instrumental proficiency and explore other aspects of the modern music industry such as recording and sound design. Learning will occur through performing, listening, creating and reflecting.

VISUAL ARTS

Sculpture & Ceramics [Elective]

By creating three-dimensional art, students can learn how to embrace the challenge of working with artworks that can be viewed from all directions and angles. The Sculpture & Ceramics course enables students to produce sculptural forms in a range of materials, that may include clay (hand building and pottery on the wheel) wire, recycled and mixed materials. Students will research artists and the way they work and respond to these artists in written and practical responses.

Exploring themes of sustainability, form and function, students will problem solve and learn techniques to create aesthetically pleasing artworks. Students will learn to think of three-dimensional pieces as artworks, explore installation art and communicate ideas.

Painting and Printmaking [Elective]

The Painting & Printmaking course allows students to enhance their two-dimensional artworks through these mediums. Exploring themes, artists and ways of working to enhance their drawings and designs.

Students will further their skills acquired in year 8 to achieve interest, depth and mood within their paintings. Students will explore a variety of painting mediums that may include acrylic, watercolour, inks and oil paints, students will explore a variety of formats and styles of painting.

The artistic process of printmaking is based on the principle of transferring images from a matrix onto another surface, most often paper or fabric. Students will experiment with a variety of printmaking forms, including etching, collagraph and lino printing. Students will transform their drawings into designs and can mass produce their artworks in different applications.

DIGITAL TECHNOLOGIES

Computer Science: Programming [Elective]

This subject focuses on exposing students to a range of computer programs, techniques and creative processes to develop fun and exciting projects. The following areas of study are somewhat flexible, meaning that students can choose to work on areas that interest them while still achieving the goals set out in the digital technologies curriculum.

- Learn to code in a variety of programming languages.
- Use the Design Thinking Process to identify and solve problems
- Apply your programming skills and design thinking knowledge to solve a real world problem
- Opportunities to use and programme Micro:Bits, Raspberry Pi, Lego Mindstorms and more

Digital Information Systems [Elective]

This subject focuses on exposing students to computer networks, hardware and software. The following areas of study are flexible. Students will learn about computer networks, the internet and the hardware that makes them work.

- Build a computer operating system and make it communicate across a network
- Understand about server and desktop software and hardware solutions
- Take a PC apart and identify what makes it work
- Introduction to data and spreadsheets

DESIGN TECHNOLOGIES: Materials, Design and Technology

Design in Wood [Elective]

The Design in Wood course provides students with the chance to participate in a wide range of practical problem-solving opportunities. Through analysing design briefs, designing and making practical projects, students will be exposed to relevant materials, processes, techniques, and equipment, leading to the development of new skills and ideas. By looking at design principles students also gain a sound understanding of design history and its relevance to contemporary design. Projects may incorporate a range of processes such as:

- design drawing & problem solving
- marking and measuring
- understanding appropriate construction techniques
- safely operating workshop tools and equipment
- research on aesthetics, ergonomics, timber species and manufactured materials
- developing skills and techniques in timber fabrication

Computer Aided Design and Drafting [Elective]

This is a subject where students are able to freely design and express their own ideas as well as design and solve problems with which industry is faced. Students will have the opportunity to use computer software to develop prototypes for use and then use design technologies to develop these prototypes. It provides for personal development, lays a foundation for career opportunities and allows the students to undertake further studies in the design industry. This subject offers students the opportunity to:

- learn new computer graphic processes
- use specialist software
- explore 3-dimensional computer modelling
- use a range of materials to build prototypes

Students could then choose to develop their skills further in Design in Wood.

Industrial Design Studio [Elective]

Design Studio follows a design process learning format where students analyse design briefs, generate design ideas, produce products, and reflect on their learning. Students gain a deeper understanding of design concepts to enhance critical thinking. Course topics include, design and technologies occupations, sustainability, and learning about new and exciting materials and technologies. The course is a great resume builder and a fun introduction to materials research and technical communications. The goal of Design Studio is to cultivate students who will lead the next wave in creative innovation.

Complementary Year 9 subjects: Design in Wood, Graphic Design (subject to name change)

DESIGN TECHNOLOGIES: FOOD TECHNOLOGIES

Creating and Enjoying New Food Experiences [Elective]

The major emphasis is on students exploring food-related topics through a range of practical cooking experiences. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to use appropriate ingredients, methods and equipment safely and competently. Throughout the course, students also develop their knowledge of food and nutrition in the wider community.

This is a food specialisation course investigating ‘What is Australian Cuisine?’, and how it has developed as part of our Multicultural immigration over the past two centuries. Students explore popular Australian recipes and how they have evolved throughout our national history.

Food Adventures: Global Cuisine [Elective]

With the continual growth of multicultural cuisine in Australia we examine a journey through some of the key world cuisines. From the Mediterranean clean and crisp flavours to the fragrant temptations of Asia and the Chocolate and Chili focus of South American Food we will prepare and cook a range of recipes. This course aims to lead you through some of the most delicious and intriguing food from around the world.

Over this semester we link Australia's experience of welcoming these multicultural flavours, focus on the origin of some of their ingredients and how key recipes showcase these ingredients. We will design, create and look at the preferred and developed technology in food production from these food cuisines.

This Semester based subject links to the Australian Curriculum Food Specialisation theme and will be assessed through the two strands of Process and Production and Knowledge and Understanding.

Food Technology provides a food pathway to the Year 10/11/12 Food, Cooking and Nutrition courses as well as preparing students for direct entry into the Vocational Education Certificate I &; II in Hospitality and Certificate II in Cookery.

Science [Core]

In Year 9 Science students will cover all three strands of the Australian Science Curriculum. This includes Science Understanding, Science as a Human Endeavour and Science Inquiry). In Biology, students will study the interactions of our body systems in the maintenance of our internal conditions, they will learn about the Carbon Cycle in Earth Science, the properties of conduction, convection and radiation in Physics and the structure of atoms and how this relates to chemical reactions in Chemistry.

In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

Science Extended [Elective]

This course is a pathway course intended to introduce students to the topics covered by the Science subjects offered in Years 10, 11 and 12. In Science Extended, students will plan, carry out and analyse an independent investigation. By doing this, students will learn the hard skills of carrying out a scientific investigation of their own design, while at the same time, they will be practising the skills of organisation, creativity, collaboration and resistance. All of these skills are essential aspects of the Transdisciplinary Science 2 and 3 courses offered in Years 11 and 12.

In these courses, learners will apply inquiry-based approaches to design, plan, and undertake investigations across scientific disciplines on a shorter or more extended scale, responding to local or global situations. Students will also learn about cells and cellular chemistry which is a vital component of the Biology courses offered in Years 10, 11 and 12. Finally, students will explore Chemical reactions and chemistry's benefits for humanity. This is an essential part of the Physical Science courses that are offered in Years 10, 11 and 12.

The National Curriculum Strands of Science Understanding, Science as a Human Endeavour and Science Inquiry will be woven into the topics listed to give students a good introduction to some of the topics they will cover should they choose a Biology or Physical Science Course in Year 10, 11 or 12 or Transdisciplinary Science at Year 11 or 12.

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