



YEAR 9  
SUBJECT  
INFORMATION  
HANDBOOK  
2024

*Wisdom to Seek - Courage to Thrive - Power to Change*

# Notes

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## INTRODUCTION

The process of selecting subjects can be challenging. This Subject Information Handbook has been designed to provide important information to students and parents to assist in making informed decisions about Future Pathways. It is intended to be used in conjunction with the subject selection process which occurs at home and at the College.

Students will begin the process of subject selection in Term 3, with student information assemblies and online subject selection.

There is a great deal of information to take into consideration. Students and parents should engage with their current and previous Teachers, Wellbeing Mentors, Year Level Leaders and Leaders of Learning to identify strengths and challenges which can assist in making choices. The Director of Student Pathways and the Assistant Principals can also provide further career options relevant to disciplines and subjects in this book. The staff at Thomas More College are dedicated to supporting you through this very important decision-making process and we encourage you to take advantage of the considerable support available.

Best wishes in making considered and informed decisions.

# SUBJECT SELECTION

## YEAR 9 CORE

All Year 9 students will study these compulsory core subjects:

- English
- History (One semester compulsory) \*
- Mathematics ^
- Physical Education
- Religious Education
- Science

\* *History/Language and Literacy Extension (LLE) is offered to students who would benefit from enrichment of their literacy skills to better access the curriculum. Most of these students studied Language and Culture in Year 7 and/or 8. The course will be structured so that students engage in intensive literacy activities assigned according to ability and integrated with the History curriculum. This course runs for a year. Students will receive a letter of invitation.*

^ *Thomas More College does not stream students within Mathematics at Year 9. This move is in line with contemporary practice and allows for a greater focus on personalised learning for all students. The course will offer a range and depth of learning experiences within the mathematics curriculum and students of varied abilities and learning styles will have opportunities to show their evidence of learning.*

## ELECTIVES

Year 9 students' study five semester-long elective subjects. Though courses will run different topics in semester one and semester two, they cover the same skills, capabilities and achievement standards. We cannot guarantee whether a student will be placed in the first or the second semester as this is dependent on space, demand for places in the course and College resources.

To select a Full Year of a subjects you must select both:

{subject name} Full Year Sem 1 AND {subject name} Full Year Sem 2  
i.e. Drama Full Year Sem 1 AND Drama Full Year Sem 2

If you only want to do a subject for a semester, then choose:

{subject name} Semester Only  
i.e. Drama Semester Only

Students can choose from the following elective subjects:

- Design and Technologies – Tech Design
- Design and Technologies – Materials
- Digital Technologies
- Drama
- Economics and Business
- English - Film and Media Studies
- Environmental Studies
- Fabric Technologies
- Food Technologies
- General Music or Special Interest Music
- History Broadening Elective
- Italian
- Photography and Film
- Physical Education Extension
- STEM
- Vietnamese - Beginners or Vietnamese - Continuers
- Visual Arts - Art
- Visual Arts - Design

Parents/caregivers or students who require more detailed subject information are asked to contact the teacher nominated on each subject page.

Please note that preference order is very important when making selections. Students need to list their choices in order of the subjects they MOST want to study.

# How Do I Choose My Subjects?



**Talk to people close to you**

What do your **parents and family** think are your strengths?

What do your **trusted teachers** think are your strengths?

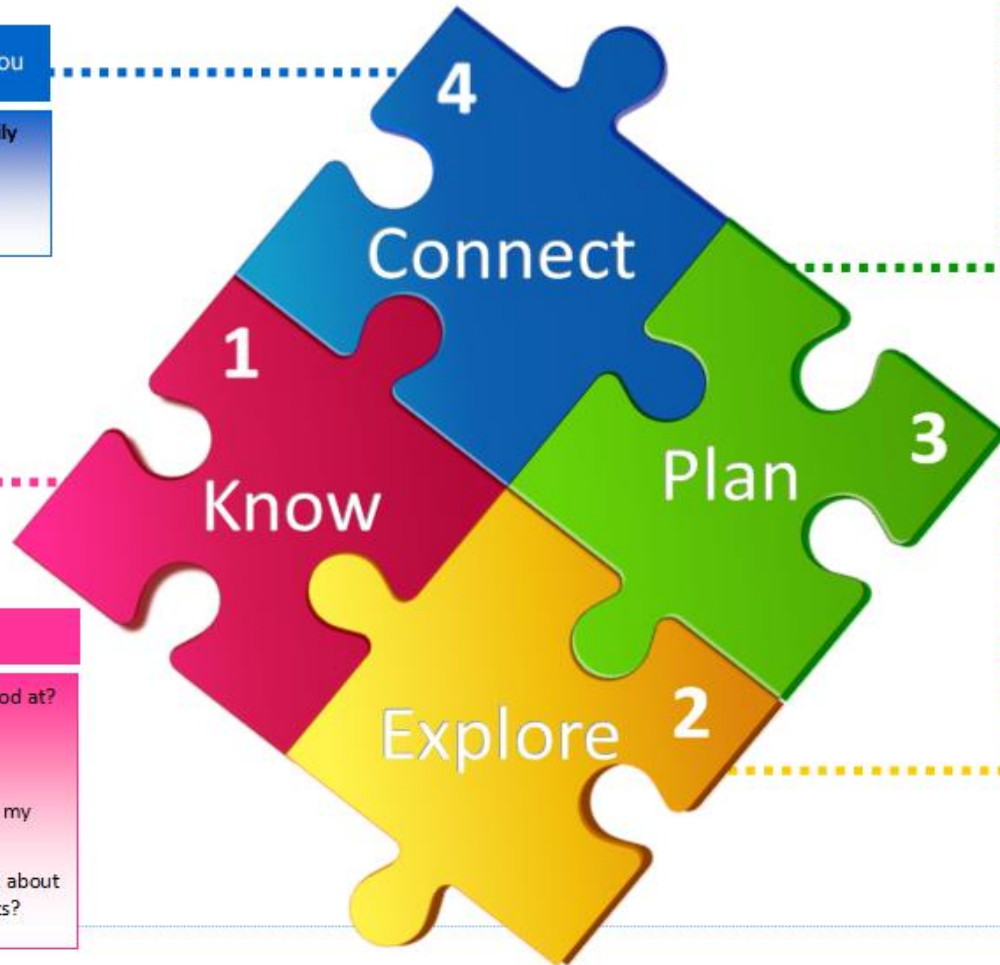
**Who am I?**

**Areas of strength:** What am I good at?

**Interests:** What do I enjoy studying?

**Aspirations:** What do I want for my life?

**Capabilities:** Am I being realistic about coping with subject requirements?



**Research**

**Check:** Entry requirements for university or TAFE courses.

Subjects or courses that are preferred study pathways for university or TAFE courses.

**Make sure that:** Subjects meet SACE pattern requirements.

Subjects lead towards preferred options for further study or employment.

**Where am I going?**

Consider future career options.  
Consider further study.  
Research TAFE and university websites, Australian job and career websites.

**What am I required to do in this subject?**

What is the content of the subject?  
What are the assessment methods?  
What skills and capabilities do I need to be successful?

**What will I know?**

Read the Subject Handbook and talk to Subject Teachers.

## How should students choose elective subjects?

We encourage students to choose subjects, which will be challenging and stimulating and lead to personal growth. We recommend that students make their choice on the following basis:

- Ability - Are you getting a good grade this year?
- Challenge - Does the subject keep you working hard and trying to achieve more?
- Interest - Do you enjoy the subject?
- Career choices - Is the subject desirable for any careers you have in mind?
- Planning - Where will the subject lead in future years?

## Constraints on Subject Choices

- Schools have finite resources meaning only a certain number of students can be accommodated in subject areas. Therefore, places in practical subjects may be allocated in a way that allows a variety of students to gain access to chosen electives.
- Subjects will only be offered if there is **adequate demand** from students.
- While every effort is made to accommodate a student's subject preferences, ultimately subjects will be determined by the College's final timetable line structure.
- Students are required to meet any pre-requisite as stated in the skill set for that subject.

## Student/Parent Initiated Subject Changes

Most students go on to complete the subjects they initially chose. Changing subjects after selections have been signed by parents/caregivers can potentially compromise this process, however in some cases, we accept that a student may want to change a subject(s).

As classes for the current year have been allocated and budgeted for based on students' subject choices, any subject change will not be automatic, but shall be treated more as a last resort. The case for change must be compelling and there is a process a student must go through which takes into consideration a series of factors.

Changes based on the teacher or friendships are not compelling reasons for change in a secondary environment. Furthermore, line structure, teacher recommendation and existing class sizes are other factors which can determine whether a change may be possible. Sometimes, a straight subject for subject swap may be possible. At other times, more than one subject may need to be changed to achieve the desired result.

To avoid a situation of disadvantage whereby a student changes classes and misses out on work once a semester has begun, **subject changes must be completed prior to the start of a semester**. For **Semester 1**, subject changes must be completed in the **previous year**. Students will receive their entire subject allocations for the next year in term 4. For **Semester 2** subject changes, students will be notified when the window to make changes is open.

Students wishing to change subjects must organise to meet with Dr Chris Soar, Assistant Principal Teaching and Learning. If a change is to occur, students will bring home a subject change form for parents/caregivers to sign and return to Dr Soar.



### College Initiated Subject Changes

There may be times when the College believes it is in a student's best interests to change a subject(s). Some examples of this include; initiating study through Vocational Education & Training (VET), supporting completion of SACE, acceleration of students and/or additional support with literacy/numeracy. Communication with parents/caregivers will occur in the event of College initiated subject changes.

# ENGLISH - FILM AND MEDIA STUDIES

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Anthony Arciuolo

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## SKILL SET

- An interest in visual literacy and in working collaboratively and independently
- An ability to justify decisions when creating short films and other forms of media for specific audiences and purposes
- An interest in critiquing forms of media and analysing how visual texts are created

## COURSE DESCRIPTION

This course focuses on the analysis of film techniques and the relationship between the use of such techniques, the purpose of filmmaking and the engagement of a target audience. As they work together, there will be an opportunity to refine skills in analysing how different techniques are utilised for different effects. The study will involve the consideration of film trailers and short films, ultimately leading to the production of visual texts. Students will be expected to produce writers' statements in which they articulate their understanding of how and why such texts are created and evaluate the end-product.

The broader media will also be analysed, involving the study of advertising, television, newspapers, magazines, blogs and other social media platforms. Students will be able to produce a variety of these text types. Again, responses will incorporate writers' statements which are used to elaborate the students' understanding of key techniques, as well as how these are manipulated for different audiences and purposes.

## CONTENT

- Developing the metalanguage of visual literacy
- Short films and film trailers (creating and analysing)
- Lighting and sound
- Editing, Camera Angles and Movement
- Character Construction and Storyboarding
- Mainstream media, including magazines, newspapers, blogs, social media

## ASSESSMENT

- Film reviews
- Storyboards
- Writers' statements

## COMPULSORY REQUIREMENTS

At least an 8GB USB drive for the storage and backup of digital files.

# STEM

STATUS: Semester

CONTACT TEACHER: Erin Daniel

## SKILLS REQUIRED

Students need to be prepared for self-directed and guided learning and projects in collaboration with peers and staff.

## WHAT WILL I LEARN ABOUT?

Students will work collaboratively to manage their own projects in a Disciplined and Driven manner. Effective groups will demonstrate Flexible Thinking through the determined projects of the semester that Connects to real world applications. Students will develop questioning and research strategies to increase their Curiosity. Students will provide solutions to two problems of living in the modern world.

## CONTENT

|  |  |
|--|--|
| <b>Introduction to STEM</b> <ul style="list-style-type: none"><li>• What is STEM and how is it applied in society?</li><li>• Collaboration skill development</li><li>• Resource allocation</li><li>• Design planning</li></ul> | <b>Project 1 and 2</b> <ul style="list-style-type: none"><li>• Connected project</li><li>• Project proposal</li><li>• Teacher directed project</li><li>• Material testing</li><li>• Justifying outcomes and decisions</li><li>• Design review and re-testing</li></ul> |
|--|--|

## ASSESSMENT

|   |   |
|---|---|
| <b>Introduction to STEM (20%)</b> <ul style="list-style-type: none"><li>• Introduction to STEM Project – An introductory task to identify essential skills that benefit students in Design Thinking</li><li>• What is STEM Essay – A research task that looks at the importance of STEM and the influence it has within society</li></ul> | <b>Projects (40% each)</b> <ul style="list-style-type: none"><li>• Design proposal – From the theme of the project, students are to provide a proposal of what solutions they will design</li><li>• Collection of Evidence Folio – Students will provide evidence of their research, testing and design ideas</li><li>• Present Outcomes – At the conclusion of the project, students are required to present their outcome and findings of the project</li></ul> |
|---|---|

## VISUAL ARTS FLOWCHART

| YEAR 9<br>(1 or 2 Semesters) |                       |                      |
|------------------------------|-----------------------|----------------------|
| VISUAL ARTS<br>ART           | VISUAL ARTS<br>DESIGN | PHOTOGRAPHY AND FILM |

| YEAR 10<br>(1 or 2 Semesters) |                       |                      |
|-------------------------------|-----------------------|----------------------|
| VISUAL ARTS<br>ART            | VISUAL ARTS<br>DESIGN | PHOTOGRAPHY AND FILM |

| STAGE 1<br>(1 or 2 Semesters) |                       |                                |
|-------------------------------|-----------------------|--------------------------------|
| VISUAL ARTS<br>ART            | VISUAL ARTS<br>DESIGN | PHOTOGRAPHY<br>(CREATIVE ARTS) |

| STAGE 2<br>(Full Year) |                       |                                |   |
|------------------------|-----------------------|--------------------------------|---|
| VISUAL ARTS<br>ART     | VISUAL ARTS<br>DESIGN | PHOTOGRAPHY<br>(CREATIVE ARTS) | PHOTOGRAPHY<br>COMMUNITY<br>CONNECTIONS |

## VISUAL ARTS - ART

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Paul Kralj

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### SKILL SET

- An interest in visual literacy and in working collaboratively and independently
- An ability to justify decisions when making art

### COURSE DESCRIPTION

Students are introduced to a broader field of visual expression by refining technical skills and exploring a range of contemporary and historical works to encourage imaginative solutions to projects.

Students are encouraged to work individually on projects and in collaborative situations. It is our aim for students to become confident at expressing themselves among their peers and develop individual artworks that display their interests, beliefs and skills. In each semester students will complete a range of three dimensional and two-dimensional artworks.

### CONTENT

Students develop their skills and experiment with techniques in the areas of:

- Arts Process
- Arts Elements and Principles
- Drawing
- Painting
- Printmaking
- Sculpture
- Ceramics
- Design
- Digital Media

### ASSESSMENT

- Formative Skill Development
- Major Practical Work and Folio
- Visual Study
- Visual Art Analysis
- Practitioners Statement

### COMPULSORY REQUIREMENTS

Students will need to ensure that they have Adobe applications, InDesign, Photoshop and Illustrator installed on their device as a basic requirement for this course.

## **VISUAL ARTS - DESIGN**

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Paul Kralj

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### **SKILL SET**

An interest in problem solving and drawing using traditional media and new technologies.

### **COURSE DESCRIPTION**

Students are introduced to the key Principles and Techniques of Design, including Typography, Layout and Colour. They will learn to create practical solutions to specific Design briefs through the exploration of media and use of the Design process. This process will include the critical analysis of historical and contemporary Designers to bring context and influence to their own work.

### **CONTENT**

The topics and tasks covered during the semester allow students to develop skills in the following areas:

- Design Process - Folio
- Design Elements and Principles
- Layout
- Cutting, Creasing and Construction
- Digital Techniques

### **ASSESSMENT**

Students will have the opportunity to complete the following tasks:

- Practical Skills Folio
- Practical: Packaging Design Brief
- Design Analysis
- Practitioners Statement

### **COMPULSORY REQUIREMENTS**

Students will need to ensure that they have Adobe applications, InDesign, Photoshop and Illustrator installed on their device as a basic requirement for this course.

# PHOTOGRAPHY AND FILM

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Paul Kralj

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## SKILL SET

- An interest in visual literacy and in working collaboratively and independently
- An ability to justify decisions when making art
- An interest in digital technologies

## COURSE DESCRIPTION

The Photography and Film course at Year 9 introduces students to working specifically with digital media to create a short Documentary and Stop Action Animation.

Our aim is for students to become not only confident in photographic techniques but to also establish conceptual processes to support their work. Students are encouraged and will have the chance to work both independently and collaboratively.

This course leads to Studio Photography and Film at Year 10.

## CONTENT

- Arts Process, digital folio
- Photographic Elements and Principles
- Digital Photography
- Lighting
- Stop Action Animation
- Production Elements
- Storyboarding
- Sound and Editing
- Camera Angles and Movement
- Character Construction
- Set Construction

## ASSESSMENT

Students will have the opportunity to complete the following tasks:

- Formative Skill Development
- Stop Action Animation
- Short Documentary
- Product Analysis
- Practitioners Statement

## COMPULSORY REQUIREMENTS

Students will need to ensure that they have Adobe applications, InDesign, Photoshop and Illustrator installed on their device as a basic requirement for this course.

## PERFORMING ARTS FLOWCHART

|  |   |  |       |
|--|---|--|-------|
| <b>YEAR 9</b><br>(1 or 2 Semesters)  |   |  |       |
| General Music  | Special Interest Music  | Drama  |       |
| <b>YEAR 10</b><br>(1 or 2 Semesters)   |   |  |       |
| General Music  | Special Interest Music  | Drama  |       |
| <b>STAGE 1</b><br>(Full Year)  |   |  |       |
| Music Advanced<br>Performance<br>Musicianship Theory<br>Composing and Arranging  | Music Experience<br>Performance<br>Musicianship<br>Arranging<br>Musical Elements                            | Drama  |       |
| <b>STAGE 2</b><br>(Full Year)  |   |  |       |
| Music<br>Explorations<br>(Popular Music Forms)<br><br>Musical Literacy<br>Exploration and<br>Experimentation<br>Creative Connections | Music Studies<br>(Classical and Jazz Forms)<br><br>Musical Literacy<br>Creative Works<br>Creative Synthesis | * Non ATAR<br>Community<br>Connections<br>Projects<br><br>Develop a musical<br>event<br>Event planning | Drama |



## GENERAL MUSIC

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**STATUS:** Semester or Full Year

**CONTACT TEACHERS:** Ben Simmonds

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### SKILL SET

Students choosing this subject are interested in learning how to play music and about the music industry (sound). Students gain skills in playing an instrument and running sound equipment.

### COURSE DESCRIPTION

Students engage in project-based activities such as performing, creating, listening and responding. The program is designed to prepare students for Year 10 General Music.

### CONTENT

#### Performing

Students learn through playing and practical application of skills. The Elements of Music are experienced through performance. Students listen to music, learn music by ear and use basic music symbols.

Students learn about sound, equipment set-up and stage managing. Involvement in school events is encouraged, eg stage crew for Primary School concerts, college masses, assemblies and productions.

#### Listening

Students listen to and watch music performances. Students learn about The Elements of Music through listening, then applying their knowledge practically.

#### Responding

Students write in multi-modal forms, responses and reflections on the music of others.

### ASSESSMENT

- Performance Presentations
- Practical and Theory Sound Tests
- Multimodal Presentation

### COMPULSORY REQUIREMENTS

Students are not able to study both General Music and Special Interest Music.

## SPECIAL INTEREST MUSIC

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**STATUS:** Semester or Full Year

**CONTACT TEACHERS:** Ben Simmonds

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### SKILL SET

Students choosing this subject have prior instrumental, vocal or compositional experience. Students are expected to commit to individual music tuition on an instrument of their choice or participate in the College Ensemble program.

The ability to read and write music at a basic level is expected. Successful completion of Year 8 Music is required.

### COURSE DESCRIPTION

Students engage in activities such as performing, listening and responding, composing, researching and applying music technologies. The program is designed to prepare students for Year 10 Special Interest Music.

### CONTENT

#### Performance

The presentation of prepared solo and ensemble repertoire in school ensembles is compulsory. Public performance and participation in school events is compulsory. This may include Primary School concerts, college masses, assemblies and College productions.

#### Musicianship

Focus on theory and listening; intervals, scales, keys and chords. Students demonstrate their understanding through set tasks, aural tests and performing.

#### Composition and Arranging

Students score-read and listen to musical works, analyse through the Elements of Music, compositional techniques and context of music. Students complete set tasks to demonstrate their level of understanding, knowledge and skills.

### ASSESSMENT

- Performances
- Theory tests/tasks (harmony)
- Composing/Arranging

### COMPULSORY REQUIREMENTS

All students will participate in the ensemble program.

Students are not able to study both General Music and Special Interest Music.

Students need to study a full year of Special Interest Music at Year 9 if they wish to continue with Special Interest Music at Year 10 (unless permission is granted).

**Note:** Course may be substituted by Year 9 General Music if numbers are insufficient for this class.

# DRAMA

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**STATUS:** Semester or Full Year

**CONTACT TEACHERS:** Nathan Quadrio

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## SKILL SET

An interest in developing performance skills and drama knowledge. Successful completion of year 7 and 8 Drama/Dance would be an advantage.

## COURSE DESCRIPTION

Students are introduced to a variety of theatrical forms and apply relevant concepts and skills in the creation of self-devised and scripted performances.

Students are required to reflect on their own and others' performances in written form, evaluate live performances and interpret various concepts of dramatic theory.

## CONTENT

Students are encouraged to work collaboratively and to develop their skills in:

- Basic skills
- Stagecraft
- Creative thinking
- Improvisation / Theatre Sports
- Theatre history
- Reflection / Journals
- Theatre of the Oppressed / Issue Based Theatre
- Melodrama
- Script writing

## ASSESSMENT

Assessment is based on both performance and theory work.

## HEALTH AND PHYSICAL EDUCATION FLOWCHART

| YEAR 9<br>(1 or 2 Semesters)                      |  |
|---|--|
| PHYSICAL EDUCATION CORE<br>(Full Year Compulsory) | PHYSICAL EDUCATION EXTENSION<br>(1 Semester) |

| YEAR 10<br>(1 or 2 Semesters)               |   |  |                   |
|---|---|--|-------------------|
| PHYSICAL EDUCATION<br>SPORT AND PERFORMANCE | PHYSICAL EDUCATION<br>HEALTH AND RECREATION | XVENTURE BASKETBALL<br>(10 STAGE 1 SACE CREDITS) | OUTDOOR EDUCATION |

| STAGE 1<br>(1 or 2 Semesters) |  |                   |
|-------------------------------|--|-------------------|
| PHYSICAL EDUCATION            | PHYSICAL EDUCATION INTEGRATED LEARNING | OUTDOOR EDUCATION |

| STAGE 2<br>(Full Year) |  |                   |
|------------------------|--|-------------------|
| PHYSICAL EDUCATION     | PHYSICAL EDUCATION INTEGRATED LEARNING | OUTDOOR EDUCATION |

# PHYSICAL EDUCATION EXTENSION

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**STATUS:** Semester

**CONTACT TEACHER:** Dwayne Treasure and Jarrod Dutschke

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## SKILL SET

An interest in physical activity and a willingness to be active. Students require a B grade or higher in Year 8 Physical Education to ensure they are suited to the physical and academic requirements of the subject.

## COURSE DESCRIPTION

Students will learn and apply key physical education principles, including; exercise physiology and training methods and principles. Students theoretical understanding will be assessed through lab activities, tests, performance analysis and peer teaching. They will be assessed on their practical skills, initiative, leadership and collaboration in each of the practical topics. This course aims to cater for students who are interested in continuing with Physical Education in Years 10 to 12.

## CONTENT

### Practical Units

- Training Methods and Principles
- Touch Football and Exercise Physiology
- Volleyball
- Netball

## ASSESSMENT

- Training Methods and Principles Group Training Session
- Touch Football Practical Performance and Exercise Physiology Lab Report
- Volleyball Practical Performance and Screencast
- Netball and Feedback on Performance

# TECHNOLOGIES FLOWCHART

|   |  |                      |   |   |   |                      |  |
|---|--|----------------------|---|---|---|----------------------|--|
| <b>YEAR 9</b><br>(1 or 2 Semesters)               |  |                      |   |   |   |                      |  |
| DESIGN AND TECHNOLOGIES<br>ADVANCED MANUFACTURING | DESIGN AND TECHNOLOGIES<br>MATERIALS         | FOOD TECHNOLOGIES    | FABRIC TECHNOLOGIES   | DIGITAL TECHNOLOGIES  |   |                      |  |
| <b>YEAR 10</b><br>(1 or 2 Semesters)              |  |                      |   |   |   |                      |  |
| MATERIAL SOLUTIONS                                | ADVANCED MANUFACTURING                       | DIGITAL TECHNOLOGIES | CHILD STUDIES   | FOOD TECHNOLOGIES   | FABRIC TECHNOLOGIES   | FOOD AND HOSPITALITY | CERTIFICATE I IN HOSPITALITY           |
| <b>STAGE 1</b><br>(1 or 2 Semesters)              |  |                      |   |   |   |                      |  |
| MATERIAL SOLUTIONS                                | ADVANCED MANUFACTURING<br>INDUSTRY SOLUTIONS | DIGITAL TECHNOLOGIES | FOOD TECHNOLOGIES   | FOOD AND HOSPITALITY  | CERTIFICATE II IN<br>KITCHEN OPERATIONS                                   | CHILD STUDIES        | FABRIC TECHNOLOGIES/<br>FASHION DESIGN |
| <b>STAGE 2</b><br>(Full Year)                     |  |                      |   |   |   |                      |  |
| MATERIAL SOLUTIONS                                | ADVANCED MANUFACTURING<br>INDUSTRY SOLUTIONS | DIGITAL TECHNOLOGIES | CHILD STUDIES<br>or<br>CHILD STUDIES COMMUNITY<br>CONNECTIONS | FOOD AND HOSPITALITY<br>or<br>FOOD AND HOSPITALITY<br>COMMUNITY CONNECTIONS | FABRIC TECHNOLOGIES<br>or<br>FABRIC TECHNOLOGIES<br>COMMUNITY CONNECTIONS |                      |  |

# DESIGN AND TECHNOLOGIES – ADVANCED MANUFACTURING

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Billy Blauhoefer-Clogg

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## SKILL SET

An interest in extending the skills acquired in Year 7 or 8 Design and Technologies.

## COURSE DESCRIPTION

In Year 7 or 8, students were introduced to various materials and the basic processes of marking out, shaping and joining materials using traditional and advanced technologies.

In Year 9 Advanced Manufacturing, students work within a design brief to develop their knowledge, skills and understanding of drawing techniques to produce a Design and Technologies centered solution. A focus is placed on 2D and 3D design techniques both by hand and using Computer Aided Design (CAD) software such as Fusion 360. Students produce a solution which may be cut or printed in the Design and Technology workshop, using the advanced machines available.

## CONTENT

**Semester 1 or 2 from a selection of:**

- Using the design process
- Workshop organisation, developing routine and Work Health and Safety
- Developing skills and techniques with hand drawing skills and CAD skills
- Using advanced technologies such as 3D Printing, Laser Cutting, Plasma Cutting or the CN Router to produce desired solutions

Students may produce a solution out of various materials depending on availability and desired outcomes. Not all outcomes involve the production of a physical solution.

## ASSESSMENT

The assessment is a folio task which focuses on the design process and the practical elements of producing the solution.

Folio: 30%

Solution (Project/practical work): 70%

**Approximate project costs:**

\$0-\$100 per semester (depending on the individual projects)

## DESIGN AND TECHNOLOGIES – MATERIAL SOLUTIONS

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Billy Blauhoefer-Clogg

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### SKILL SET

An interest in extending the skills acquired in Year 7 or 8 Design and Technologies.

### COURSE DESCRIPTION

In Year 7 or 8, students were introduced to various materials and the basic processes of marking out, shaping and joining materials using traditional and advanced technologies.

In Year 9 Material Solutions, students work within a design brief to develop their knowledge, skills and understanding of traditional production skills. A focus is placed on using traditional hand production methods and skills to create a solution. These skills could focus on wood, plastics or metal – drilling, cutting, welding, sanding, joint creation and finishing etc.

### CONTENT

Semester 1 or 2 from a selection of:

- Using the design process
- Workshop organisation, developing routine and Work Health and Safety
- Developing skills and techniques with hand drawing skills and CAD skills
- Using advanced technologies such as 3D Printing, Laser Cutting, Plasma Cutting or the CN Router to produce desired solutions

Students may produce a solution out of various materials depending on availability and desired outcomes.

### ASSESSMENT

The assessment is a folio task which focuses on the design process and the practical elements of producing the solution.

Folio: 30%

Solution (Project/practical work): 70%

### Approximate project costs

\$0-\$100 per semester (depending on the individual projects)



# FOOD TECHNOLOGIES

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Emily Donoghue

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## SKILL SET

An interest in extending the skills acquired in Year 8 Food Technologies. Students must be able to work independently and collaboratively, be highly organised and have excellent time management skills.

## COURSE DESCRIPTION

The Year 9 Food Technologies program is an introductory course aimed at developing the knowledge, independence and practical skills of the individual when designing and producing food products.

## CONTENT

| Semester 1  | Semester 2  |
|---|---|
| <ul style="list-style-type: none"><li>• Kitchen Fundamentals (Safety and hygiene)</li><li>• Design Challenge: Healthy lunch meals</li><li>• Investigate issues related to food sustainability</li><li>• Food production</li></ul> | <ul style="list-style-type: none"><li>• Health, Hygiene and Safety</li><li>• Breakfast for teenagers</li><li>• Biscuit Design Challenge</li><li>• Food production</li></ul> |

## ASSESSMENT

- Investigation and analysis
- Design development and planning
- Production
- Evaluation

## COMPULSORY REQUIREMENTS

Students are required to bring along a reusable container each week to package any leftover food.

# FABRIC TECHNOLOGIES

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Emily Donoghue

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## SKILL SET

An interest in extending the skills acquired in Year 8 Fabric Technologies. Students must be able to work independently, have good time management skills and be highly organised.

## COURSE DESCRIPTION

The Year 9 Fabric Technologies program is an introductory course aimed at developing designing and practical skills in the production of textile products.

Students will be required to purchase their own fabric for the Textiles component of this subject.

## CONTENT

|  |  |
|--|--|
| <b>Semester 1</b><br><b>Wearable Product</b> <ul style="list-style-type: none"><li>• Designing and constructing a wearable product</li><li>• Clothing design competition</li><li>• Investigating fabrics</li><li>• Investigating construction techniques</li></ul> | <b>Semester 2</b><br><b>Decorative Product</b> <ul style="list-style-type: none"><li>• Investigating fabric decoration techniques</li><li>• Investigating fabrics</li><li>• Designing and producing a decorative textile product</li></ul> |
|--|--|

## ASSESSMENT

- Investigation and analysis
- Design development and planning
- Production
- Evaluation

# DIGITAL TECHNOLOGIES

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Tim Nykke

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## SKILL SET

- An interest in solving problems by creating interactive solutions
- Can work collaboratively and independently
- Enjoys learning how the digital world we live in works
- Successful completion of Year 8 Digital Technologies

## COURSE DESCRIPTION

This course focuses on further developing students understanding and skills in computational thinking and coding skills. Students will have opportunities to analyse problems and design, implement and evaluate a range of digital solutions, in areas such as app development and game design.

It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years with the use of industry used programming languages (Python and C#) and software (Unity and Visual Studio).

## CONTENT

- Creating Apps
- Data-Driven Innovation
- Robotics and embedded systems
- Creating a digital game

## ASSESSMENT

- Research assignment
- Individual and collaborative Projects work
- Skills tasks

## HUMANITIES AND SOCIAL SCIENCES FLOWCHART

| YEAR 9<br>(1 or 2 Semesters)          |   |  |                           |
|---------------------------------------|---|--|---------------------------|
| HISTORY<br>(1 Semester<br>Compulsory) | HISTORY<br>BROADENING<br>ELECTIVE<br>(1 Semester) | ENVIRONMENTAL<br>STUDIES<br>(1 Semester) | ECONOMICS AND<br>BUSINESS |

| YEAR 10<br>(1 or 2 Semesters)         |   |                          |                           |
|---------------------------------------|---|--------------------------|---------------------------|
| HISTORY<br>(1 Semester<br>Compulsory) | HISTORY<br>BROADENING<br>ELECTIVE<br>(1 Semester) | ENVIRONMENTAL<br>STUDIES | ECONOMICS AND<br>BUSINESS |

| STAGE 1<br>(1 or 2 Semesters) |                    |                  |  |         |            |                        |
|-------------------------------|--------------------|------------------|--|---------|------------|------------------------|
| MODERN<br>HISTORY             | ANCIENT<br>STUDIES | LEGAL<br>STUDIES | ENVIRONMENTAL<br>STUDIES: PEOPLE AND<br>SUSTAINABLE<br>FUTURES | TOURISM | ACCOUNTING | BUSINESS<br>INNOVATION |

| STAGE 2<br>(Full Year) |                    |                  |         |            |                        |
|------------------------|--------------------|------------------|---------|------------|------------------------|
| MODERN<br>HISTORY      | ANCIENT<br>STUDIES | LEGAL<br>STUDIES | TOURISM | ACCOUNTING | BUSINESS<br>INNOVATION |

# HISTORY BROADENING ELECTIVE

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**STATUS:** Semester

**CONTACT TEACHER:** Debbie Wherry

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## SKILL SET

An interest in extending the skills acquired in Year 8 Humanities and Social Science. Students must be able to contribute to group discussions, express opinions and critically examine history through text, image and film.

## COURSE DESCRIPTION

This course is intended to develop an understanding of how and why historical, social and cultural change occurs. Students will continue to learn historical skills and develop their creative and critical thinking skills. They work collaboratively with others to communicate informed ideas and opinions about the big historical concepts. Students begin to critically analyse perspective and consider how the actions of individuals and groups have changed our beliefs and values.

## CONTENT

Topics are chosen from a variety of historical events and will focus on people, place and time. These can include philosophy, ancient civilisations, military conquests, piracy, popular culture, civic responsibilities, social movements and revolutions.

## ASSESSMENT

Students provide evidence of learning through:

- Source analysis
- Creative and writing tasks
- Group Activity
- Research assignment

# ENVIRONMENTAL STUDIES

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STATUS: Semester

CONTACT TEACHER: Debbie Wherry

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## SKILL SET

An interest in developing an understanding of how people interact with environments differently in different places and at different times, and of the opportunities and challenges for, and constraints on, such interactions. Appropriate levels of language, literacy and numeracy to cope with this subject.

## COURSE DESCRIPTION

Students focus on citizenship through the study of local, national and global issues and identify actions which could be taken to manage the issues. Environmental Studies continues to develop students' geographical knowledge and a mental map of the world through the investigation of various world regions.

## CONTENT

There are two units of study:

1. **Biomes and food security** - focuses on how the environment impacts on food production. The impact of changes in these environments on food production and food security are investigated using studies from Australia and across the world.
2. **Interconnections** - focuses on how the choices and actions of people impact on places and environments.

## ASSESSMENT

- Inquiry and research assignments
- Field work
- Case studies
- Note taking and summarising
- Analysis and reflection

# ECONOMICS AND BUSINESS

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**STATUS:** Semester or Full Year

**CONTACT TEACHERS:** Debbie Wherry

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## SKILL SET

An interest in looking into the management of business and economic issues in personal, business, and global contexts.

## COURSE DESCRIPTION

In Economics and Business, students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the global economy. They consider the role of participants in the economy, including the implications of decisions made by individuals, businesses and governments. Students focus on the definitions of work and the work environment.

## CONTENT

|  |  |
|--|--|
| <b>Semester 1</b> <ul style="list-style-type: none"><li>• Resource Allocation</li><li>• Work and Work Futures</li></ul> <b>Assessment</b> <ul style="list-style-type: none"><li>• Multimodal Presentation</li><li>• Advertising Campaign</li><li>• Infographic</li><li>• Research Task</li></ul> | <b>Semester 2</b> <ul style="list-style-type: none"><li>• Managing Financial Risk</li><li>• Consumer and Financial Literacy</li></ul> <b>Assessment</b> <ul style="list-style-type: none"><li>• Research Task</li><li>• Reflection</li><li>• Investigation</li><li>• Multimodal Presentation</li></ul> |
|--|--|

## LANGUAGES FLOWCHART

| YEAR 9<br>(1 or 2 Semesters) |                                       |
|------------------------------|---------------------------------------|
| ITALIAN                      | VIETNAMESE<br>BEGINNERS OR CONTINUERS |

| YEAR 10<br>(Full Year) |                                       |
|------------------------|---------------------------------------|
| ITALIAN                | VIETNAMESE<br>BEGINNERS OR CONTINUERS |

| STAGE 1<br>(Full Year) |  |
|------------------------|--|
| ITALIAN<br>CONTINUERS  | VIETNAMESE<br>BACKGROUND OR CONTINUERS |

| STAGE 2<br>(Full Year) |  |
|------------------------|--|
| ITALIAN<br>CONTINUERS  | VIETNAMESE<br>BACKGROUND OR CONTINUERS |



# ITALIAN

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Lisa Koles

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## SKILL SET

Successful completion of a full year of Year 8 Italian.

## COURSE DESCRIPTION

Students continue to learn essential communication skills in Italian, an intercultural capability, and an understanding of the role of language and culture in human communication. This course allows for the continuation of language exploration, vocabulary expansion, and experimentation with different modes of communication. Learners use Italian to communicate and interact, to access and exchange information, to express feelings and opinions, and to participate in imaginative and creative experiences. The course also provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world.

## CONTENT

This course covers a variety of topics including:

- L'italia e L'amore (Italy and Love)
- Il Corpo umano (The human body)
- La Famiglia (Family)
- Al bar (Italian coffee and desserts)
- Italian Brands
- Feste, Film e Festival (Italian festivals)
- Il gioventu (Teenage life)

## ASSESSMENT

- Listening comprehension
- Conversation
- Research assignment
- Writing tasks

## VIETNAMESE BEGINNERS

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Lisa Koles or Van Dang

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### SKILL SET

Successful completion of a full year of Year 8 Vietnamese Beginners.

### COURSE DESCRIPTION

Students continue to learn essential communication skills in Vietnamese, an intercultural capability, and an understanding of the role of language and culture in human communication. This course allows for the continuation of language exploration, vocabulary expansion, and experimentation with different modes of communication. Learners use Vietnamese to communicate and interact, to access and exchange information, to express feelings and opinions, and to participate in imaginative and creative experiences. The course also provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world.

### CONTENT

Topics are chosen from a variety of sources and deal with personal, historical and contemporary issues in Vietnam. These can include identity, family, friendship, school experiences and aspects of Vietnamese culture such as festivals, food, music, television, regional diversity, tourism, technology and industry.

### ASSESSMENT

- Listening comprehension
- Conversation
- Research assignment
- Writing tasks

## VIETNAMESE CONTINUERS

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**STATUS:** Semester or Full Year

**CONTACT TEACHER:** Lisa Koles or Van Dang

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### SKILL SET

Successful completion of a full year of Year 8 Vietnamese Continuers.

### COURSE DESCRIPTION

Students who choose this course will bring to their learning, existing knowledge of Vietnamese language and culture and a range of strategies. They will continue to learn essential communication skills in Vietnamese, an intercultural capability, and an understanding of the role of language and culture in human communication. This course allows for the continuation of language exploration, vocabulary expansion, and experimentation with different modes of communication.

Learners use Vietnamese to communicate and interact, to access and exchange information, to express feelings and opinions, and to participate in imaginative and creative experiences. The course also provides the opportunity for students to engage with the linguistic and cultural diversity of humanity, to reflect on their understanding of human experience in all aspects of social life, and on their own participation and ways of being in the world.

### CONTENT

Topics are chosen from a variety of sources and deal with personal, historical and contemporary issues in Vietnam. These can include identity, family, friendship, school experiences and aspects of Vietnamese culture such as festivals, food, music, television, regional diversity, tourism, technology and industry.

### ASSESSMENT

- Listening comprehension
- Conversation
- Research assignment
- Writing tasks