COOMERA ANGLICAN COLLEGE

SUBJECT SELECTION

For

YEAR NINE

2020

TABLE OF CONTENTS

COLLEGE PURPOSE

College Purpose Statement
At Coomera Anglican College we have one strong purpose that binds us together and drives all that we do as a community of teachers, students, support staff and parents. The following Purpose Statement was designed to clearly explain our strategic direction:
Inspire excellence in teaching, learning, service and faith.

AUSTRALIAN CURRICULUM

The College follows the Australian Curriculum with some modifications to suit our own students and environment. You can view the P–10 Australian Curriculum online at www.australiancurriculum.edu.au.

GENERAL SUBJECT SELECTION PROCESS

CHOOSING YEAR 9 SUBJECTS

Some of the most important decisions you have to make while at the College concern the choice of subjects to take in Year 9 and 10 and, later, the selection of subjects for Years 11 and 12. Though there are many pathways that you may take on your way towards your career, these decisions you make on which subjects to study, may affect the type of training or study you can be involved in after your senior studies and the occupation or career you can follow. Your course selections can also directly affect your success at the College and how you feel about your school life.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects:

- you enjoy
- in which you have already had some success
- which will help you reach your chosen career/careers, or at least keep many careers open to you.
- which will help you develop skills, knowledge and attitudes that will be useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of subjects which meets your needs.

ASSESSMENT

The Australian education system is based on a criteria based, continuous assessment model. This model requires the development of a profile of student learning from the student's earliest days in a subject, through to the time of exit. During the course of study in a subject, a student will be able to observe how their general skills, processing of information, and knowledge are developing through their profile. To develop and maintain relevant feedback for students, assessment is performed in a range of ways including assignments, which can range from a few days to a few weeks in length, and shorter tests at the end of units of work. This type of assessments focuses on specific criteria, rather than the traditional "all encompassing" examinations of the past.

GRADING AND GRADE POINT AVERAGES

Promotion to the next year level is NOT automatic at Coomera Anglican College.

GRADING PURPOSE

Grading is for three purposes, these are:

- To give feedback to students on their achievement on individual assessment tasks and across time
- To allow teachers to judge how effective the teaching and learning is in helping students to develop
- To give students, teachers and parents information on progress at reporting time

With the introduction of the Australian Curriculum all schools are required to report on Australian Curriculum courses using the A, B, C, D, E scale. In an effort to provide parents with detailed feedback Coomera Anglican College qualifies grades by awarding A+ to E-.

Grade Point Averages are used to determine whether or not a student is eligible for promotion to the next year level. In other words, a GPA of less than '8' (a 'C' GRADE average) means that promotion to the next year level is not 'automatic' and is subject to further consideration. If, in the opinion of the College, a student has not demonstrated an ability to cope with his/her academic programme he/she will be asked to repeat the year level or to look at alternate pathways in Years 10, 11 and 12. A Grade Point Average is calculated by converting each of a student's semester grades to a numerical value. A student's Grade Point Average is calculated using the following table:

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E+	E	E-
15	14	13	12	11	10	9	8	7	6	5	4	3	2	1

ASSIGNMENTS

Assignments are an essential component of all subjects in the curriculum at Coomera Anglican College. Assignments may be written, oral or practical. They are tasks set over a period of time involving research, practice and skill development for the student at home and in normal class time. Assignments are set to provide the opportunity for developing independence in learners. Such independence comes from knowledge of critical and creative thinking skills, information retrieval skills, cognitive processes and selection of appropriate resources.

HOMEWORK

Regular home study for secondary students not only encourages the consolidation of what has been learnt at school, but it also allows for the fact that students learn at different rates and have different needs. Hence a student's home study may vary on occasions from that of his/her peers. Daily study at home gives parents an opportunity to encourage, express approval and relate positively to their children. All homework should be recorded in the Student Diary.

To develop successful home study habits, students should include three parts in their routine home study. Students should first revise the day's work. This may involve completing or correcting work done in class. The student should then complete set homework or any planned assignment work that is required. Lastly, the student should choose something that they know will help or prepare them for the next lesson. This may include pre-reading, general research or collecting resources. This last stage encourages the students to be proactive. This home study method is called the 'time-slot model'

Suggested study time for secondary school students is as follows:

Year 7	approx. 60 - 75 minutes per night
Year 8	approx. 75 - 105 minutes per night for 5 nights per week
Year 9	approx. 105 - 120 minutes per night for 5 nights per week
Year 10	approx. 120 minutes per night for 6 nights per week
Year 11 & 12	will vary - successful students average 180 minutes per night.

Home study, assignments and assessment are all essential elements of learning. Parents are asked to monitor that their children are keeping up to date with these important areas.

MEETING ASSESSMENT DEADLINES OR DUE DATES

An important part of the preparation for Senior Courses is the need for all students to work towards meeting assessment due dates. It is vital that students appreciate the importance of organising their study programme to ensure that they submit completed assignments by the due date. Assessment Planners are issued at the start of each term to assist students in this endeavour.

PLEASE NOTE: Extensions are only granted in exceptional circumstances and where documentary evidence (e.g. Doctor's Certificate) has been provided.

REPORTING

The College provides an electronic Report for each student and it is the responsibility of the Parent/Guardian to download and keep a copy for future reference.

The College Reports are generated at the end of each semester. Parent/Teacher interviews are held at the College early in Term Two and Term Four.

After each assessment task is completed students and parents will receive feedback from the subject teacher as well as the results for that particular task. This will be via progressive reporting.

At the end of each semester, a report is produced and made available on-line. It indicates the student's scores in a range of criteria presented in each subject.

These scores are then summarised to provide an overall scores and grade for that particular subject. Parents and students should read the report carefully, take particular note of the criteria being assessed, and discuss the student's achievement. It is important to focus on the performance in each criterion; that way it is easier to know the areas of strength and weakness.

This can be of great assistance in identifying the areas on which to focus for improved performance.

INTRODUCTION TO TIMETABLING

Students will be asked to study eight subjects for each semester. In opening up this choice, we are enabling students to choose the subjects in which they are most comfortable or best challenged.

Giving students the opportunity to select what they study enables them to become more responsible for their own learning. It also allows them to focus on what they need to achieve, in order to complete the pathway they have plotted for themselves.

CHOOSING SUBJECTS

To ensure that students achieve a broad, liberal education over the course of the four years, it is desirable that components of all eight Learning Areas proposed in the national curriculum are studied. These areas include English, Mathematics, Science, The Arts, Humanities and Social Science, Health and Physical Education, Languages and Technologies.

Our aim is for students to study at least one semester in all Learning Areas. The order in which students study the units will be largely determined by their selection. *Please note that some units may not be offered, depending on student selections.*

By the end of the first four years in Secondary at Coomera Anglican College, students should have completed eight semesters in Mathematics, English, Religious and Values Education (RAVE), Science, Humanities and Social Sciences (currently offered as Humanities) and at least six semesters in Health and Physical Education (HPE). Additionally, students should have studied a range of other subjects, thus experiencing as broad an education as possible at this stage.

We believe that this presents a tremendous opportunity for students to become more involved in their own learning, by empowering them to make choices appropriate to their needs and areas of interest. Students should experience as many subjects as possible, before needing to specialise in Years 11 and 12.

FACULTIES AND LEARNING AREAS

The subjects offered are grouped in faculties as per the following table:

FACULTY	SUBJECTS
English	English
Health & Physical Education	Health & Physical Education (Core) Physical Education Elective
Humanities	History Geography
Languages	Chinese
Mathematics	Mathematics (Core) Mathematics Extension
Religious & Values Education (RaVE)	Religious & Values Education (RaVE)
Science	Science
Technologies	Industrial Technology Skills Digital Solutions Design Food Technology
The Arts	Drama Media Arts Music Visual Art

GUIDELINES FOR SELECTION IN 2020

YEAR 9 2020

You must study **Mathematics, Science, English, Humanities, RaVE and Physical Education each semester.**

You will also study two **ELECTIVES** each semester from the list below.

ELECTIVE SUBJECTS

Economics and Business	Drama	Media Arts
Chinese	Food Technology	Physical Education
Design	Industrial Technology Skills	Visual Arts 1
Digital Solutions 1	Mathematics Extension	Visual Arts 2
Digital Solutions 2	Music	

PLEASE NOTE:

You should choose AT LEAST one unit from the ARTS and one unit from TECHNOLOGIES in Year 9. Students studying Chinese for the whole year are exempt from this requirement.

HUMANTIES AND SOCIAL SCIENCES	TECHNOLOGIES	THE ARTS	HEALTH AND PHYSICAL EDUCATION	LANGUAGES	MATHEMATICS
Economics and Business	Design Digital Solutions 1 Digital Solutions 2 Food Technology Industrial Technology Skills	Drama Media Arts Music Visual Arts 1 Visual Arts 2	Physical Education Elective	Chinese	Maths Extension

DESIGN

Students will learn how to solve design problems graphically. Students will be introduced to the fundamentals of architectural drawing. They will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. They will solve graphical problems in the two design areas: Industrial and Graphic Design.

Graphics contributes to the understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills.

As students study Graphics, they will learn to use design processes in graphical contexts and formulate design ideas and solutions using the design factors, which include:

- User-centred design
- Design elements and principles of design technologies
- Sustainability and material
- Design strategies

This will be based around the students drawing the furniture and layout of their bedroom. The students will look at inserting lights and developing a "walkthrough" that follows a path around their room.

DIGITAL SOLUTIONS

DIGITECH 1: TECHNOLOGY IN A HUMAN WORLD

The elective 'Digitech 1: Technology in a Human World' builds students' experiences as users of technology.

The course helps students become informed users and competent makers of technology and information based products.

This course assists students who wish to complete more specialised senior studies in digital technologies and computer science.

In this course ***students use technology to study technology***. Engaging in a wide range of interests related to the use of technologies for work, study, communication and recreation.

The use of technology during this course will expose students to the authentic use of a range of modern technologies and digital tools. Students consider current and future technology trends and study technology concepts. Students will work toward developing their knowledge and demonstrating their learning using technology as the major tool.

During this elective course, students use networked computing equipment, programmable devices, online applications, and a wide range of software in order to create media, develop programs and write code, and design applications.

Areas of learning:

1. ICTs – Information and Communication Technologies
   - The Internet –history, structure and use of the Internet. Internet related issues such as social change, web technologies, the 'Internet of things (IoT), social networking, and Internet safety.

   - Understanding Networks - Information and Communication Technologies (ICTs) – design and use hardware, networks, modern devices and human-computer interfaces (HCI).

2. Software design
   - Students will design and make a software application using various platforms.

3. Introduction to Robotics/Coding
   - Programming and controlling computers – types and uses of programming tools, basic programming vocabulary and principles, program design and writing code.
   - Virtual reality and online gaming – real world VR uses (medicine, military, online training, simulation), types of games and the gaming industry.

The course will encourage students to use and learn about modern technologies and give have the ability to critique the effects of technology. Students will reflect on the effect of technology both on them personally and more generally on the world in which they live.

DIGITECH 2 - AUTOMATION, TAKING CONTROL OF TECHNOLOGY

Learning about automation and robotics provides a new and exciting way to interest and motivate students regardless of their gender, ability level, preferred learning style or background. The study of robotics encourages the development of Higher Order Thinking Skills including problem solving techniques and critical analysis skills.

The Year 9 'Digitech 2: Automation and Control' elective has no formal prerequisite. This elective will cover the study of robotics including the design of robots to solve problems and computer programs to control robotic devices and perform computer processes.

Students will build robots, write code, research and problem solve as they work to complete a series of inquiry-based units of study. A central aim of this elective is to develop students' abilities to engage and self-monitor their progress as they develop their knowledge and skills.

The Year 9 'Digitech 2: Automation and Control' elective will cover three main areas of learning:

1. Robotics Studies
   - The history and application of robotics.
   - Types of robot including military, medical, space and industrial robots.
   - Current research into robotics – reasons, applications, potential.
   - Artificial Intelligence (introduction of concepts).
   - Students will also write a proposal for a future robot, which will be designed to solve a real human problem.

2. Skill Building, Programming and Code
   - A significant part of this course will be introducing the students to principles of robot design including robot construction and programming skills.
   - This will take students from an assumed 'zero' knowledge of programming protocols to the use of a range of programming concepts and skills.
   - Exploration of robotic hardware – Including Lego Mindstorms, mini drones and other models

3. Individual Projects
   - Students will propose, document, plan and build a robot of their own design to perform a useful function. Examples of useful robots may include; a Lego block or marble sorter, dancing robots, and search and rescue robots.
   - Project planning and management skills are promoted though this independent project.

DRAMA

THEATRE FOR YOUNG PEOPLE

This exciting semester of Drama explores Theatre for Young People, which is defined as a style that is *"driven by the idea that the arts can inspire creative, courageous and confident young people wherever they are and whatever they want to be. The arts have the power to transform lives, enrich communities and ultimately impact upon the future of our nation."* Students will therefore explore issues that affect young people, as documented in a variety of contemporary scripted play texts and explored through original, student-devised work. The Elements of Drama are manipulated to produce entertaining, dynamic and powerful performances.

Unit 1: Children's Theatre
Students will enjoy planning, scripting, creating and then presenting a polished performance of a Children's Theatre production to a live audience of CAC Primary School students. To achieve this, students will develop a knowledge and understanding of Theatre in Education and experiment with voice and movement to create characters and develop storylines that are suitable and entertaining for child audiences.

Unit 2: Acting for Stage
Working collaboratively in small groups, students will rehearse and then perform scenes from play texts that explore a range of dramatic styles to develop and hone their acting skills for the stage. They will also experiment with sound and lighting to complement their performance.

In both units of work, students will develop a range of skills, including effective use of voice, movement, directing and scriptwriting to engage their audience. Students will understand and appreciate how to create dramatic action and meaning, by participating in highly practical activities.

ECONOMICS AND BUSINESS

Economics and Business introduces students to the important Business world. With the Australian economy reliant upon small and large business, it is important for students to gain an understanding of the way businesses operate, and the contribution they make to our society. This course will prepare students for further studies in Economics and Business.

PERSONAL FINANCE

This unit will introduce the students to the key principles of personal financial management and budgeting. The unit will involve the completion of a personal finance project, requiring students to role-play a situation in which they must research and make financial decisions about such matters as paying bills, renting a home and buying a car. Through this hands-on, practical project, students will have the opportunity to develop a range of skills and knowledge to enable them to interact effectively as future consumers and employees.

LOCAL AND GLOBAL ECONOMICS

Economics concerns itself with the study of scarcity (not enough resources for everyone to have what they want) and how we use the world's resources in attempt to satisfy human wants such as: TV's, holidays, schools, food, defence force etc. This unit will explore how various participants in the economy help to shape the Australian economy. Students will identify participants in the Australian economy including household, business, finance, government and foreign sectors. They will also create a product that can be marketed internationally.

ENGLISH – COMPULSORY

SEMESTER ONE

BRAVE NEW WORLD

Advertising and persuasive texts with integrated NAPLAN preparation.

TALES FROM THE TRENCHES

Poetry and narrative texts with integrated NAPLAN preparation.

During Semester One, you will study many genres and you will continue to develop skills in the writing and speaking process. By the conclusion of the semester, you will have delivered a persuasive advertising campaign on an important social issue and created an original narrative after studying a range of World War One poetry.

SEMESTER TWO

JUDGING INJUSTICE

Film and media texts

ARE FORCES BEYOND OUR CONTROL?

Novel study

During Semester Two, you will explore the genres of film, media and literature, as well as the continuing development of skills in the writing process. You will explore the concept of injustice through a film text and engage with a novel to analyse how meaning is created by an author about the influence that forces have on the attitudes, decisions and actions of characters.

Development of writing skills, through the use of online learning platform, *Education Perfect,* is continuous throughout the year.

FOOD TECHNOLOGY

NUTRITION & YOU

This unit is designed to increase students' knowledge and understanding of nutrition to enable them to make informed healthy food choices. Students will learn about the nutritional components of food, its role in the body and investigate ways of meeting nutritional requirements to maintain optimum health. Students will also develop confidence and proficiency in their practical interactions with and decisions regarding food. Practical activities will provide students with the opportunity to develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products.

HEALTH AND PHYSICAL EDUCATION - COMPULSORY

FITNESS, SPORT AND ENERGY

This unit is a core unit which investigates the relationship between fitness, sport and health. Students will also learn about our Australia's Sporting Culture and role sport has played in our history. In addition, students will be involved in range of practical units, including Fitness Testing, Water Polo, Team Handball and Athletics units.

PHYSICAL EDUCATION - ELECTIVE

FUNCTIONAL ANATOMY AND THE MENTAL EDGE

This unit is an elective unit that has been designed to introduce students to some of the content foci and concepts of Senior Physical Education. The course is designed to focus on team activities (Netball/Basketball and OzTag) and an individual performance activity (Archery). The theory units will concentrate on the areas of Functional Anatomy and Sports Psychology. Concepts from these units will be linked to the practical activities covered, as well as other activities.

Guidelines for Senior Preparation: To study Physical Education in Year 11, it is recommended that students complete at least one Physical Education elective unit in Year 9 or Year 10 and achieve a passing grade in Year 9 and Year 10 Core Health and Physical Education.

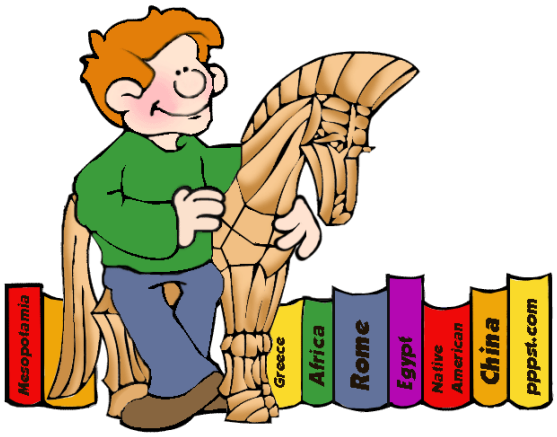
HUMANITIES - COMPULSORY

A TIME OF CHANGE: THE GOOD, THE BAD, AND THE UGLY

This is a Modern History unit based on the Australian Curriculum for Year 9 students. This study continues the historical progression of people and their ideas from medieval times through to the beginning of the modern world. This unit will introduce students to the Industrial Revolution, many issues that arose during the 17th and 18th centuries, and the impact these have had on the development of ideas in relation to race, human rights and modern day values. Students will investigate the causes and consequences of the Industrial Revolution, as well as the changes to specific social groups such as women and children.

A WORLD DIVIDED: WORLD WAR ONE

In this unit, students will explore, speculate and research the causes and consequences of World War One. They will identify key nations and groups of people involved in these conflicts, and question why young men were so keen to enlist in war. Specific battles, such as Gallipoli, will be studied in terms of their impact on the war effort, and their lasting legacy on wartime history. Students will research important roles performed by men and women, the controversy of conscription, and the influence of propaganda on the civilian population.



BIOMES AND FOOD SECURITY

In this unit, students study a Geography unit based on the Australian Curriculum for Year 9 – 'Biomes and Food Security'. Students begin this by examining the various biomes of the world, the way humans have altered these to suit their own purposes and their role in food production.

Students will also investigate the various environmental challenges to food production, such as climate change, competing land issues and extremes of weather. A focus on the capacity of the world's environments to sustainably feed the projected future population will follow this, with various issues of food security, such as food wastage and the unequal distribution of foods, examined in depth. This unit provides students with a basic understanding of the geographical skills required for further study in Geography.

THE WORLD OF WORK

This final unit for Year 9 Humanities provides an opportunity for students to investigate and understand workplace issue and employment. Topics covered include Workplace Health and Safety, and the rights and responsibilities of both employers and employees. During this unit of study, students will research and prepare a curriculum vitae and cover letter suitable for casual employment. They will also learn important interview skills before participating in a mock job interview.

INDUSTRIAL TECHNOLOGY SKILLS

This unit aims to give students an introduction to some practical life skills. These include basic fabrication skills for work with wood, plastic or metals. The students will follow the process of Design, Make and Appraise when devising practical solutions to the tasks they are given to do. Students will manufacture a Camp Chair made out of timber and fabric in the first term and a Serving Tray made out of timber only in the second term.

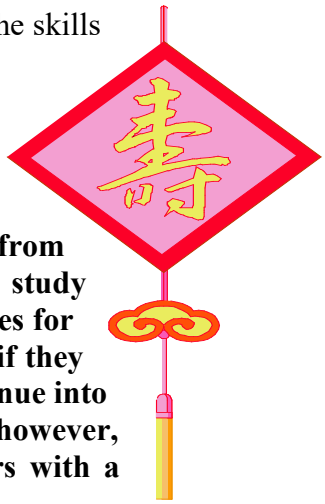
LANGUAGES - CHINESE

INTERMEDIATE CHINESE - NEXT STOP BEIJING!

All students at Coomera Anglican College have a sound basis on which to build and develop their Chinese language skills. In Year Nine, students have the opportunity to achieve their full potential in a language that is spoken by approximately one quarter of the world's population. Skills will be developed using a variety of activities such as: playing vocabulary games, using interactive technologies, singing songs, watching movies, character writing, role-plays, karaoke and much more. Some of the topics that will be covered in Semester One include: *Celebrations and Personal Identity* and in Semester Two: *My Community and iWorld.*

Learning about Chinese culture will also play an important role in this course. Chinese festivals, history and food are just some of the areas we will explore in class. Students will also have the

opportunity to participate in future Study Tours to China to practise all of the skills they have developed.



If you enjoy challenges and love to achieve, while having fun at the same time, this course is recommended for you.

Each semester, Chinese classes study new topics and the content from Semester One is not repeated in Semester Two. If students wish to study Chinese in both semesters they will need to use two of their four electives for the year. It is recommended that students study a full year of Chinese if they are interested in studying Chinese in senior years. It is possible to continue into a Senior Chinese course with only one semester of study in Year Nine, however, students who choose this option will need to be independent workers with a strong work ethic.

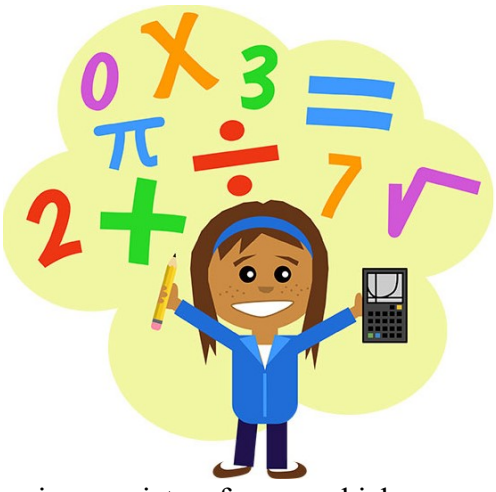
MATHEMATICS - COMPULSORY

All students study a common Mathematics course in Year 9. This is based on the Australian Curriculum for Year 9 Mathematics. Concepts from the following strands will be taught:

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

Throughout the course, students will be encouraged to:

- Apply knowledge and routines from previous years to problem solving tasks.
- Identify the mathematics in a range and balance of situations from life-related to purely mathematical.
- Identify opportunities to apply mathematical knowledge, procedures and strategies.
- Predict possible outcomes of investigations.
- Use mental computation strategies.
- Resolve problems with imagination and inventiveness.
- Interpret and follow mathematical instructions and directions.
- Represent information in different ways.
- Check the reasonableness of conclusions and answers.



Students will be assessed in the elements of Understanding, Fluency, Problem Solving and Reasoning, in a variety of ways which may include:

- Pre-tests – a means of determining the level of students' prior knowledge before commencing a topic.
- Inquiry tasks – both formative and summative.
- Examination – tasks that require the recall of rules the application of procedures to solve a variety of problems ranging from simple rehearsed to multistep routine. Examinations may cover up to one whole semesters work.

Mathematics plays a key role in the development of students' numeracy and assists in learning across the curriculum. Parents can assist in fostering their child's mathematical aptitude by ensuring that all homework is completed and that systematic weekly revision is undertaken.

MATHEMATICS EXTENSION

Mathematics Extension is designed for students who have a passion for, and enjoy, Mathematics. By exploring mathematical patterns and possibilities from the real world, students will gain confidence and develop skills in using mathematics in a wide range of situations. In addition to applying existing knowledge and skills to a variety of complex real-world problems, students will learn new techniques and methods not available in the core curriculum.

During the Extension Mathematics course, students will practise and develop their growth approaches to learning, including the use of appropriate Habits of Mind. Accordingly, the course includes weekly opportunities for students to practise self-monitoring and reflection on their progress. Students will also expand their verbal, written and media skills when developing and presenting their mathematical ideas and solutions.

Students will generate, design and solve a range of problems using a process called Problem-based learning (which is a form of Inquiry Learning often used by mathematicians). In preparing mathematical models and in communicating their ideas, students will use various software packages such as Geogebra, Desmos, Excel as well as a range of media applications.

Areas of study may include:

- Extension of regular Year 9 topics
- Algorithms and pattern analysis
- Applied geometry and proof
- Computational analysis and generalisations
- Number Theory
- Statistics and data analysis
- Logic

Students will cover the four proficiency strands from the Australian Curriculum and assessment is based on these strands. These are:

- Understanding
- Fluency
- Problem Solving
- Reasoning

Students may also be introduced to the criteria and expectations from the senior Specialist Mathematics syllabus but adapted to the work covered in Year 9 Extension Mathematics. The senior years' mathematics courses, Mathematical Methods and Specialist Mathematics, use techniques and ways of working similar to those in Year 9 Extension Mathematics.

MEDIA ARTS

THE HERO'S JOURNEY

This unit will introduce students to the narrative structure within films. Students will explore in detail the 3-ACT Narrative Structure along with The Hero's Journey, as they respond to a variety of short films and feature films. Over the semester, students will learn how to make and respond to Media content, as they complete the following Assignment Tasks:

- *Responding* to Narrative Structure: Essay Examination
- *Making* Media: Short Film Treatment, Storyboard and Production

Importance is placed on learning theoretical concepts through practical application. In other words, students are taught theory through classroom discussions, powerpoints, textbooks, online research, film examples and teacher tutorials etc. Students then apply what they have learned in theory through practical applications such as classroom activities and Assignment Tasks.

Overview of Skills Acquired throughout this Unit:

- Visual analytical skills
- Writing a Screenplay
- Designing Production Planning Documents: Camera Schema, Shot List, etc.
- Beginner Camera, Lighting and Sound Techniques
- Beginner Editing Techniques on Adobe Premiere Pro (Industry Standard Software)

Guidelines for Senior Preparation: To study Film, Television and New Media in Year 11 and 12, it is recommended that students complete a semester of Media in Year 9 or 10.

MUSIC

SOUL MUSIC

In this unit, you will study the origins of Soul Music, from the Blues, Rhythm and Blues and Gospel styles. You will be required to perform music of these styles as a soloist and as a group member. This unit will also introduce students to the traditional Blues characteristics, which will lead to composing and performance tasks that feature this style. You will continue to develop your knowledge of music technology by using sound production equipment and music notation computer programmes.

ROCK AND POP: THE CHANGING FACES OF SOUND

In this unit, you will study different styles of rock and pop music that have been heavily influenced by the developments in sound production. Focus works may include Queen's Bohemian Rhapsody (70s), Radiohead (90s) and Piano Guys (2010s). You will learn to perform as a soloist and in groups consisting of rock and pop instruments. You will study the musical elements of varied rock and pop styles, which will lead to the composition of your own piece. The use of technology will continue through this unit using music software, sound recording equipment and amplifiers.

Guidelines for Senior Preparation: To study Music in Year 11 and 12, it is recommended that students complete at least one of the units in Music at either Year 9 or 10.

RELIGIOUS AND VALUES EDUCATION – COMPULSORY

ONE COUNTRY, MANY FAITHS – AN EXPLORATION OF EASTERN RELIGIONS

Australia is increasingly becoming a multicultural country that embraces a wide variety of religions. As we learn to live together in peace, it is important for people of all religions to respect the belief systems of others. This unit begins an exploration of the ideas, doctrines and practices of people who follow a variety of Eastern world religions.

FAITH, HOPE AND LOVE

After the death of Jesus, the Apostle Paul was the most significant person to contribute to the development of Christianity. His teachings are recorded in several letters found in the New Testament and he was the one who wrote the words, "And now faith, hope, and love abide, these three; and the greatest of these is love." (1 Cor. 13:13). This unit will explore the importance of Faith, Hope and Love in Paul's teaching of Christian values.

THE CHRISTIAN MISSION

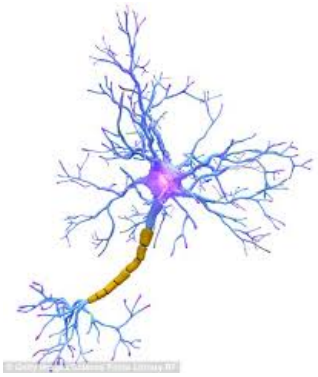
In two thousand years Christianity has grown from 11 predominantly uneducated Jewish men into the largest religion in the world with over 1.2 billion followers. It did this often under significant persecution and hardship. This unit will examine how and why the Christian Mission has been such a significant part of Christianity and how it continues to make significant contributions to the world today.

MADE TO MAKE A DIFFERENCE

Combining the lessons learned from Christian Mission with the values of Faith, Hope and Love, students explore how they can personally engage in service and contribute to the world. This unit asks the students to design, implement, present and offer reflections on a project that aims to 'Make a Difference' in our community using either a local, national or global perspective.

SCIENCE – COMPULSORY

BIOLOGY



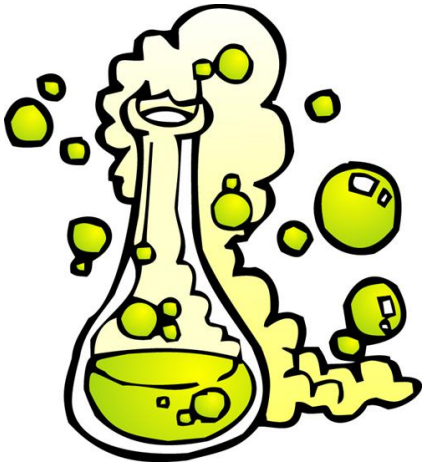
TERM ONE: BODY SYSTEMS

This is a Biology unit that is based on the Australian Curriculum for Year 9 Science. It describes how multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. The concepts covered in this unit are describing how the requirements for life (for example oxygen, nutrients, water and removal of waste) are provided through the coordinated function of body systems such as the respiratory, circulatory, digestive, nervous and excretory systems. Explaining how body systems work together to maintain a functioning body using models, flow diagrams or simulations and identifying responses using nervous and endocrine systems.

TERM TWO: ECOLOGY AND RIVER INQUIRY TASK

This is an Ecology unit that is based on the Australian Curriculum for Year 9 Science. It explores interactions between organisms such as predator/prey, parasites, competitors, pollinators and disease. It examines factors that affect population sizes such as seasonal changes, destruction of habitats and introduced species. Furthermore, it considers how energy flows into and out of an ecosystem via the pathways of food webs, and how it must be replaced to maintain the sustainability of the system and investigates how ecosystems change because of uncertain events.

TERM THREE: CHEMICAL REACTIONS



This is a Chemistry unit that is based on the Australian Curriculum for Year Nine Science. It describes how matter is made of atoms, which are composed of protons, neutrons and electrons; and that natural radioactivity arises from the decay of nuclei in atoms. It describes how chemical reactions involve rearranging atoms to form new substances and during a chemical reaction mass is not created or destroyed. The concepts covered in this unit include; describing and modelling the structure of atoms, comparing the masses of subatomic particles, describing how radioactivity is emitted from unstable atoms, writing chemical equations, considering the energetics of chemical reactions, investigating acid-base chemistry and combustion reactions.

TERM FOUR: PHYSICS AND VEHICLE INQUIRY TASK

This is a Physics unit that is based on the Australian Curriculum for Year Nine Science. It examines how forms of energy can be transferred in a variety of ways through different media. The concepts covered in this unit include investigating factors that affect the transfer of energy through an electric circuit and an Inquiry Based Learning Project involving the design, testing and construction of electric vehicles.

VISUAL ARTS

Visual art invites you to explore two separate courses: Visual Art 1 & Visual Art 2. One course will be allocated in one semester and the other in the alternate semester. Both courses have separate focuses. You can elect either course or both if required. so let the enjoyment and exploration begin with Visual Art.

VISUAL ARTS 1: THRILLS AND SPILLS

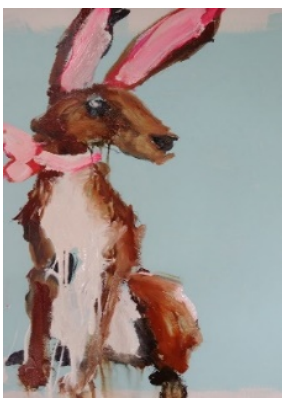
This course invites you to explore Art in a fun **two** dimensional sense. This unit will allow you to experiment with different techniques, application styles and to create original, exciting and imaginative art works. This course will give you the opportunity to be involved **in workshops by professional artists in residence, exhibitions, and/ or excursions to various Art Galleries** and to explore areas of study in:

Drawing and Illustration: Experimenting with all sorts of exciting media like charcoal, pastels, graphite pencils, water-colours, gouache and other drawing media. To experience illustration, free-hand drawing, pictorial, posters, design and realistic drawing techniques. If you have always wanted to improve your drawing skills, this is the unit for you.

Photography and Digital Imagery: Explore Photographic Art, Painting with Light and Digital Imagery. Students will experience the basic skills in Photography and Photoshop, working with some light sensitive materials, capture images understanding composition and effective Photography and Digital Imagery. If you enjoy taking photos and want to learn more about your camera and how to take a photo, this is the unit for you.

Painting: Do you love to paint? This unit you will explore a variety of fun painting techniques through the use of conventional and unconventional media such as water and oil based paints, inks, house paints on grounds and supports such as canvas, paper, wood and metal. You will have the opportunity to complete a major canvas painting. A great stepping stone to become an artist or simply enjoy the experience to do something creative.

Printmaking and Mixed Media: Have you ever wanted to use Art materials in an unconventional manner? In this unit, you will explore exciting printing techniques such as a Mono print, Collograph or Reduction Silk-Screen print. Explore the world of design through printmaking. For the students who enjoy screen printing, etching and working with ink and other assorted media, this unit is for you.



VISUAL ART 2: CUTTING EDGE

This course invites you to explore Art in a fun **two and three** dimensional sense with a concentration on more design based techniques and contemporary artworks. This course will give you the opportunity to be involved **in workshops by professional artists in residence, exhibitions, and/ or excursions to various Art Galleries** and to explore areas of study in:

Spray Painting, Air Compressor and Graffiti Art: Do you like Spray painting and creating some different artworks? In this unit you will experiment with conventional and unconventional media and mixed media. This unit will explore the use of Spray Paints, the Air Compressor and stencilling in Art. You will learn how to create your own stencils using Adobe Capture and the Scan & Cut machine. Messy, fun and very creative! (Artists in Residence).

Vector Art, Vector Illustration and T-Shirt printing: Do you enjoy illustration and working on iPads? In this unit, your Vector art will be created using Vector illustration software programs, such as Adobe Capture. Using this programme it is quick and easy to create art that is clean and ready to generate stencils to print on T-Shirts. You may also work with Riso Print Gocco screen printing device to create your T-Shirts and students will also have the opportunity to custom print their own design at local T-Shirt printing company. Lots of fun with Design!

Ceramics: Do you enjoy working with clay and building unique Ceramic pieces? In this course you will explore ceramics techniques through modelling, assembling, decorative and carving. Extended time will be allocated to ceramics, this will allow time for students to experiment in surface manipulation such as glazing, sgraffito, inlay design, and stamping. Students will construct functional and non-functional pieces using the slab, pinch and hand built method. Students will have an opportunity to work with local artists and participate in a Ceramic workshop. If you have always wanted to do more ceramics and clay work, this unit is for you.

Sculpture, Public Art and Installation: To begin with you will explore sculpture techniques that involve casting, construction, assemblage and designing motifs in Adobe Illustrator while using combined techniques with the new Laser Cutter. You will design and construct a freestanding sculpture that is for a unique public space. You will have the opportunity to explore in wire, clay, metal, found objects, fibres, junk materials, plaster and concrete. This unit is definitely fun and creative. You will be involved with a Public Art display, within the College or outside the College, working with the environment through Installation. This is a fun way to work with friends, in a collaborative situation. An imaginary unit where you can build, construct and design.