All subject choices will again be made online. This year choices can be made online between Monday 15 August and Friday 26 August.

Details of how to make the online selections, including an individual password, will be given to students prior to these dates. Students who do not make their selections online during the subject choice period may submit their selection on the form on the next page. However, if classes have been allocated, students who submit forms late may miss out on their preferences.

If submitting late preferences, please include the appropriate signatures.

Year 9 students will study four semesters of elective subjects from the following lists. Students should read the information on the St John’s website or consult their teachers for further information about each elective.

The details of all of the Year 9 courses are shown below. Please note that the core courses (English, Mathematics, Science, Geography, History, Rite Journey, Physical Education) are listed first with the elective courses following them. Only the elective courses are listed on the subject choice form.

The classes being offered for study in 2017 are listed on the next page. This should be used to clarify your choices before making your final selection online. Late submissions will need to be made on paper instead of online, and the form on the next page may be used with appropriate signatures.

To help us form classes, first choose your Mathematics class (9 Mathematics, 9 Essential Mathematics, or 10 Mathematics 10/10A), then list 7 semesters of courses in order of preference by placing the numbers 2 to 8 in the Preferences column.
<table>
<thead>
<tr>
<th>SUBJECT NAME</th>
<th>Preferences</th>
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</table>

List preferences from 2 to 8 for the subjects listed below.

<table>
<thead>
<tr>
<th>Subject Choice Information — Year 9 2017</th>
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</thead>
<tbody>
<tr>
<td>9 Drama (1 Semester)</td>
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<tr>
<td>9 Drama (2 Semesters)</td>
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<tr>
<td>9 - 10 Food Tech - Asian Cuisine (1 Semester)</td>
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<td>9 - 10 Food Tech - Baked Goodies (1 Semester)</td>
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<td>8 - 9 Food Tech - Basic Cooking (1 Semester)</td>
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<td>8 - 9 Food Tech - Simple Meals (1 Semester)</td>
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<td>8 - 9 IT - Graphic Tales (1 Semester)</td>
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<td>9 Indonesian (2 Semesters)</td>
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<td>9 Japanese (2 Semesters)</td>
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<td>9 - 10 Media Studies (1 Semester)</td>
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<td>8 - 9 Music (1 Semester)</td>
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<td>8 - 9 Music (2 Semesters)</td>
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<td>8 - 9 Philosophy (1 Semester)</td>
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<td>9 - Physical Education (1 Semester)</td>
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<td>8 - 9 Technology Manufacturing 1 (1 Semester)</td>
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<td>9 - 10 Technology Manufacturing 2 (1 Semester)</td>
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<td>9 - 10 Technology – CAD (1 Semester)</td>
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<tr>
<td>8 - 9 Technology Systems 1 (1 Semester)</td>
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<tr>
<td>9 - 10 Technology Systems 2 (1 Semester)</td>
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<tr>
<td>9 Visual Arts - Art (1 Semester)</td>
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<tr>
<td>9 Visual Arts – Art (2 Semesters)</td>
</tr>
<tr>
<td>9 Visual Arts - Design/Craft (1 Semester)</td>
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</tbody>
</table>

(If submitting late preferences using this form, please include the appropriate signatures.)

Student’s signature ___________________________ Date __________________________

Parent’s signature ___________________________ Student Name: __________________________

Success, wisdom, balance
Core Subjects – Year 9 2017

Year 9 ENGLISH – Core Subject

Students will continue their formal study of English aimed at enhancing their understanding of the English language and their proficiency in using it for a variety of purposes, as well as developing their appreciation of literature and everyday texts. Students will study shared and independently chosen novels, short stories, poetry, film and drama texts, exploring the ways language is used to make meaning. A particular focus will also be on digital media and its role and application in contemporary society.

The emphasis will continue to be on developing each student’s ability to discuss and analyse texts and use language critically; presenting reasoned arguments with accurate expression. Students will continue to use technology to enhance their communication and research skills and, through choices offered, will be able to learn additional skills with which to publish their own creative work. Texts selected for class study will give students the opportunity to explore not only the past and present, but also issues related to the future of our society, especially looking at our place in the world.

Students will be assessed in the areas of writing, listening, speaking, reading and viewing. More specifically, they will be required to undertake a range of individual and group oral presentations, a variety of comprehension tasks in response to their reading and viewing, and they will write creatively and in response to texts in various forms and for different purposes.

There is an Extension English class in Year 9 that will cover the core components outlined above and also focus on the close reading of texts such as Shakespeare’s Romeo & Juliet. The English Extension program requires students to explore topics with greater breadth and undertake assessments that involve greater synthesis of information. There is also an English Foundation class in Year 9 that will be a smaller class and the focus here will be on providing more individual attention and improving students’ basic literacy skills.

Year 9 MATHEMATICS – Core Subject

In 2017 the Australian Curriculum will be taught after being introduced in 2013. Students choose one of two options in Year 9; Year 9 Mathematics or Year 9 Essential Mathematics. Essential Mathematics is based on the same content as the Mathematics course but topics are covered more slowly.

The Year 9 Mathematics course builds on the knowledge and skills developed in the Year 8 program. i.e. understanding and application of skills in, real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships, units of measurement, geometric reasoning, Pythagoras and trigonometry, chance and data representation and interpretation. The initial topics of Algebra, Pythagoras’ Theorem, Fractions and Measurement serve to consolidate and strengthen students’ understandings of critical mathematical concepts.

The course expands into a series of more complex topics including Deductive Geometry, statistics, Quadratic Theory and Business Mathematics, and relies on students developing their skills as problem solvers, critical thinkers and investigators.

Links between the learning and its application to situations outside the classroom become more prominent as students involve themselves in the key processes of mathematical

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modeling, estimation and prediction, and enquiry. Scientific and Graphics calculators, Geometry software and Statistics software continue to support the mathematics program.

Assessment tasks include regular summative topic tests, assignments, directed investigations, homework tasks and projects. End of Semester tests are held at the conclusion of each Semesters.

**Year 9 SCIENCE – Core Subject**

The Year 9 and Year 10 courses incorporate study from the four major disciplines of the natural sciences — Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

Specific Year 9 topics studied include —

<table>
<thead>
<tr>
<th>Ecosystems</th>
<th>The Dynamic Earth</th>
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<tbody>
<tr>
<td>Body systems and balance</td>
<td>Light and Sound</td>
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<tr>
<td>Living with Microbes</td>
<td>Electrical Energy Using Electricity</td>
</tr>
<tr>
<td>Inside the Atom</td>
<td>Student Project</td>
</tr>
<tr>
<td>Chemical Reactions</td>
<td></td>
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</tbody>
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This course is designed to consolidate and extend the skills developed in previous years.

**Year 9 GEOGRAPHY – One semester – CORE subject**

There are two units of study in the Year 9 Geography curriculum: *Biomes and food security* and *Geographies of interconnections*.

**Biomes and food security** focuses on investigating the role of the biotic environment and its role in food and fibre production.

This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

**Geographies of interconnections** focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

**Assessment**

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Assessment will involve homework, classwork, a fieldwork experience and written and oral presentations. There is an emphasis on skills development and the collaborative use of ICT. There is an end of Semester Test.

**Year 9 HISTORY - Core Subject – One Semester**

**TITLE: The Making of the Modern World 1750 -1918**

**Overview:**

The Overview content identifies important features of the period (1750 – 1918) as part of an expansive chronology that helps students understand broad patterns of historical change. The overview provides the broader context for the teaching of depth study content and will be built into various parts of a teaching and learning program. The overview content will be to give students an introduction to the historical period; to make the links to and between the depth studies, and to consolidate understanding through a review of the period.

Overview content for the making of the modern world includes the following:

1. the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia
2. the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)
3. the extent of European imperial expansion and different responses, including in the Asian region
4. the emergence and nature of significant economic, social and political ideas in the period, including nationalism

**Depth Studies:** The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period.

   OR The Industrial Revolution 1750 - 1914
   OR Movement of Peoples 1750 – 1901

2. Australia and Asia: Making a Nation: Australian History 1750 – 1918
   OR an Asian nation

3. The First World War

**ASSESSMENT**

Assessment will involve homework, classwork, written and oral presentations. The analysis of primary and secondary sources will be emphasised. In addition to a range of ICT skills, Power Point presentation skills and working collaboratively using digital learning platforms will also be further developed. An end of semester exam will be undertaken.

**Year 9 THE RITE JOURNEY Core Subject – All Year**

As a culmination of Year 9 and Middle School, all students participate in the Rite Journey. It is a combination of Health and Personal Development and Religious and Values Education. The program has been created to complement your role as parents in guiding children into young adulthood. The Rite Journey was developed in South Australia and is now being used by many schools across Australia and internationally. It provides the opportunity for students to participate in a year-long rite of passage experience. Many cultures have their own version of a rite of passage designed specifically for this age group.

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Learning how to be an adult male or female in any society requires guidance, mentoring and a great many conversations. In our society today, young people often turn to their peers, the internet and the media to source their knowledge and guidance. During the Rite Journey, students will be required to have important conversations about what it is to be a respectful and responsible man or woman in our society. As each child journeys through the year, they will explore 4 main themes; Relationship with self, Relationship with others, relationship with Spirit and Relationship with the World. We hope that the discussions they are having at school will stimulate conversation in the home.

A unique feature of The Rite Journey is the seven steps that form a contemporary rite of passage. In conjunction with the program’s founder, Andrew Lines, we have developed a memorable series of events, aimed at honouring each child’s transition into young adulthood. This include

**Year 9 PHYSICAL EDUCATION – Core Subject**

Students will continue to build upon the skills, tactical awareness and knowledge they have developed in previous years. They will learn the rules and explore tactics in activities including netball, touch football, badminton, dance and volleyball. They will have the opportunity to further develop leadership skills through Sport Education. They will test their fitness level by using the SASI Fitness Test and develop and implement a fitness program based on their fitness test results.

Students will be assessed in practical aspects of the course using a combination of performance checklists, teacher observation, peer assessment and personal management skills.

**Year 9 DRAMA - Elective Subject – One or Two Semesters**

The main objective of Drama at this level is to continue development of students’ performance skills and to develop a strong appreciation and love for theatre.

**Pre-requisite:** students must be prepared to work in team situations and be willing to perform within the school community.

**Semester 1: On The Road Again – Theatre Company**

This elective will involve the creation of a Performing Arts Theatre Company. Students will write and produce a performance and will gain practical insight into the workings of a small Theatre Company, Event Management (Business, Budgeting & Publicity) and Technical Theatre (Lighting, Sound and Costume Design).

The key areas studied are:

- Group Performance
- On-stage & Off-stage roles
- Technical, production and design element

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Through an extensive process, the product could include:-
- A Group Production for an identified audience
- Theatre In Education piece for local schools (issue/message based)
- A Theatre Performance designed for a primary school audience
- An Adelaide Fringe production
- A Travelling Troupe where performances could be part of the ‘pop up’ culture of today
- Production elements of study
- A Devised Group Production
- Script Writing/Interpretation
- Acting skills, Improvisation, Physical Theatre, Dance, Movement, Mime

There is a focus on original work, creative problem solving, memory, voice work, spontaneous thinking, listening/speaking, literary and numeracy, evaluative and analytical skills. This course will also encompass the school wide pedagogy; social, independent, authentic, reflective and generating creative learning.

Outcome: Students will write and produce a performance and will gain practical insight into the workings of a small Theatre Company.

Assessment tasks include:
- Class workshops
- Practical Work
- Folio (review writing, reflective journal writing, research, analysis and evaluation)

**Semester 2: Lights, Camera, Action: Acting for Film and TV**

**The key areas studied are:**
- Representational Theatre
- Realism (Stanislavski)
- Film Production – Acting & Editing skills

**Elements of study:**
- Improvisation
- Stage Craft
- Performance Skills
- Character Development
- Technical Theatre (Level 2)
- History of Australian Theatre
- Review Writing

There is a focus on creative problem solving, memory, voice work, spontaneous thinking, listening/speaking and analytical skills. Assessment tasks include:
- Class workshops
- Practical Work
- Folio (review writing, journal, research)

**Year 9 FOOD TECHNOLOGY – BASIC COOKING - Elective Subject - One Semester**

Students will be introduced to the basics of food safety and hygiene and embark on a series of practical and theoretical exercises developing their skills and culinary vocabulary. This course forms the basis for a number of other electives and will provide students with not only skills but also a broad knowledge of nutritional requirements for healthy bodies. Students will be required to cook for their families regularly in lieu of other homework tasks.

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Year 9 FOOD TECHNOLOGY – SIMPLE MEALS - Elective Subject - One Semester

Students will develop the skills for preparing simple, healthy and satisfying meals within both time and budget constraints. There will be opportunities to develop skills further in the production and presentation of both sweet and savoury dishes.

In lieu of alternative homework tasks students will be required to cook for their families once a week. In the development of menu plans, students will identify nutritional needs and cost effective ways of meeting these criteria.

Assessment consists of a series of theory and practical tasks incorporating information technology in both research and presentation of the responses to these tasks.

Year 9 FOOD TECHNOLOGY – ASIAN CUISINE - Elective Subject - One Semester

Assumed knowledge of ‘Basic Cooking Techniques' or ‘Simple Meals’

Students will discover the delights of the Asia Pacific Rim. Through their study they will develop an appreciation of the diversity of tastes and produce used in this style of cuisine as well as some of the cultural issues associated with the region. In addition, an exploration of the development of ‘Fusion’ cuisine Australia will be investigated, as will the desirable health benefits of incorporating an Asian perspective. Students will be required to cook regularly for their families.

The assessment for this elective will comprise both theory (40%) and practical (60%) assessments and will require students to use their information technology skills both in research and presentation of responses.

Year 9 FOOD TECHNOLOGY – BAKED GOODIES - Elective Subject - One Semester

Assumed knowledge - ‘Basic Cooking Techniques’ or ‘Simple Meals’.

Students will be introduced to the wonders of pastry (both sweet and savoury) in its various styles, cakes, biscuits, muffins and slices. An understanding of the variety of uses and cultural applications of different types of pastry will also be explored. The baking process will be explored as will the broad range of food product made using this process.

Food Culture studies leading into the festive season focus on Italian food and the Christmas Traditions of Germany, France, Italy and Austria. A study of food appropriate to festive occasions, its preparation and decoration will also be addressed as will budgetary concerns within the framework of sound nutritional practices.

The assessment for this elective will comprise both theoretical (40%) and practical (60%) assessments and will require students to use their information technology skills both in research and presentation of responses.

Year 9 INFORMATION TECHNOLOGY – GRAPHIC TALES

Students develop skills in the design and creation of multimedia products including computer games, animations, digital images, comic strips, object oriented programs and computer aided designs. Programs used include GameMaker, Adobe Animate, Adobe Photoshop, Comic Life, Microsoft Visual Studio, Autodesk Inventor, and Autodesk Revit.

Emphasis is on knowledge construction and creation of new products, utilising new technologies to create and share content. Students undertake design briefs in which they investigate, plan, create and evaluate their work with all content developed posted to a personal blog which forms an ePortfolio of their progress.

Success, wisdom, balance
**Year 9 IT ELEMENTS – Elective subject - One Semester**

Students develop skills and deep understanding in the design and creation of multimedia products including web pages, computer graphics, and animations, and are introduced to a variety of programming languages including Action Scripting, Visual Basic and Game Maker, producing a variety of applications for both desktop and mobile devices.

Programs used include Adobe Photoshop, Adobe Animate, Microsoft Visual Studio, and GameMaker Studio.

Students are required to enroll in this subject if they wish to study Stage 1 Information Technology.

Pre-requisite – It is strongly recommended that students complete Graphic Tales prior to enrolling in this course. Students who would like to enroll in this course but have not completed Graphic Tales should discuss this option with the Head of Department, Riccardo Rosadoni.

**Year 9 INDONESIAN - Elective Subject - Full Year**

In Year 9 students learn the language functions that enable them to discuss topics including housing, shopping, ordering food at a restaurant, sports, weather and seasons, and traveling around a city. Students will look at role bargaining plays in Indonesian culture as well as investigating different ethnic groups in Indonesia. The course will be complemented with the use of the student’s slates, with a membership to an online vocabulary learning site ‘Language Perfect’ assisting the student’s learning of relevant words and phrases. Language learning is also accelerated with the use of free online applications and sites, taking advantage of social learning and interaction to help engage students in learning Indonesian.

Assessment includes written work in different genres such as surveys, comparative pieces and letters as well as aural comprehension, role-plays, and project-based learning. Students will also be coached towards a simple oral exam in preparation for SACE Indonesian.

Language learning at St John’s Grammar provides an accelerated program for students as they progress from Year 9 to Stage 1. The course has therefore been altered to increase the grammar functions taught at Year 9 to enable students to undertake Stage 1 Indonesian the following year (as a Year 10 student).

**Year 9 JAPANESE - Elective Subject – Full Year**

The Year 9 Japanese course aims to combine language, writing and cultural knowledge through studying the topics of life at school in Japan, Japanese housing design, weather and seasons, and describing people and their abilities. We use the Obento Supreme textbook which is linked into the online program called Language Perfect, where students can practice their language as well as compete with students in our class, the school and around the world in an engaging and interactive zones. This allows student to use their slates to personalize their learning to either extend or revise work when needed.

Language learning at St John’s Grammar provides an accelerated program from Year 9 to Stage 1. The course has therefore been altered to increase the grammar functions and Kanji taught at Year 9 to enable students to undertake Stage 1 Japanese the following year (as a Year 10 student).

From Year 9 students have the opportunity to be part of the biannual school trip to Japan (even years) so the emphasis in Japanese at Year 9 is on communication skills and therefore students will write and perform a number of role-plays, using technology to

Success, wisdom, balance
recording and create ICT tasks. The presentations will be used to help students develop this confidence and build their cultural understanding. Throughout the year students learn about Japanese culture first hand through authentic activities such as cooking traditional Japanese food, cultural days, sister school visit from Japan, popular anime movies and an excursion to the Himeji Japanese gardens and Japanese restaurant.

Assessment is planned to cater for a variety of learning styles and involves listening, oral and writing tasks and tests, presentations, research, and homework. There is an emphasis on assessment that is authentic such as role-plays, letter writing, translations and listening skills.

**Year 9 MEDIA STUDIES – Elective Subject – One Semester**

The media are among the most powerful cultural influences in society today. The media inform, educate, entertain, and offer an interpretation of the world.

Through investigating issues involving the media and their effect on society, and exploring, on a practical level, aspects of the media industry, students will be better equipped to cope with social and technological change.

In this course students will participate in examining and producing media materials. By working in a team to produce media materials, students will develop the skills of cooperation, collaboration, problem-solving, and communication.

Students will have the opportunity to plan, direct, record, and edit their work after studying the way in which media is used to communicate ideas and information in our society. Students will create a range of media products such as films, podcasts, billboards and other media forms.

**Year 9 MUSIC – Elective Subject - One or Two Semesters**

The Music program in Years 8 and 9 involves practical, historical, theoretical and computer technology components with an emphasis on performing and creating music. In each area classes will be formed with students from more than one Year level. Students enter the music program from a variety of backgrounds and this approach allows us to be more specific in meeting each student’s needs.

In the practical area students will choose to be part of a band or a vocal ensemble, while in the theory classes, students will be streamed into different levels according to their individual theory knowledge.

**Pre-requisites:** Students are required to have private instrumental tuition if they elect to be in an instrumental ensemble. There are no extra requirements for the vocal ensemble, although private voice tuition is encouraged.

**Content**

1. **Practical Component**
   Students will be involved in a cross Year level instrumental or vocal ensemble with parts tailored to their specific ability.

2. **Music History Component**
   All students will undertake short units of work on influential musical periods. Students will study the blues, jazz, classical and Rock and Roll music and the social and political events that influenced the composition of music.

3. **Theory Component – General Theory Stream**
   1. **Level 1 (AMEB Grade I equivalent)**
Students will listen to, compose and perform music using:
- Melody and tonality
- Repetition and contrast (popular song forms)
- Tone Colour
- Harmony (primary triads and chords)
- 12 bar blues
- String and electronic instruments

Skills
- Play and sing pieces in popular song forms, using 1 - 4 - 5 harmony
- Play, sing and notate major, minor and blues scales
- Recognise intervals and 1 - 4 - 5 progressions
- Understand basic theory concepts aimed at their particular level
- Pick out the tune of a favorite song and work out chords to given melodies
- Identify popular song form and create pieces utilizing these forms
- Improvise over the basic 12 bar blues progression and various harmonic progressions

Theory Component – Advanced Theory Stream

2. Level 2 (AMEB Grade 2 equivalent)
Pre-requisites: - Theory Level 1 or by negotiation
Students will listen to, compose and perform music using:
- Simple and compound time, binary ternary, variation and rondo form
- Brass, woodwind instruments
- Tonality up to 4 sharps and 4 flats
- Characteristics; of musical style

Skills
- Sing and play pieces in simple and compound time and in various keys
- Recognise compound time
- Recognise binary, ternary, variation and rondo form, intervals, major/minor chords, tonality
- Play rhythms in compound time
- Listen to brass and woodwind instruments
- Compose a melody and variations
- Notate rhythms and melodies from dictation
- Improvise in various keys
- Play and recognise major and minor scales

Assessment

Assessments include aural theory and technology tasks throughout the year, a solo performance at the end of each semester and participation and part tests within each ensemble.

Year 9 PHILOSOPHY — Elective Subject — One Semester

This semester course is designed to give students a taste of Philosophy and an engagement with some of the Big Questions of life.
For those who have never studied Philosophy before this course will introduce key ideas and important thinking skills. For those who have undertaken Philosophy in younger years, it will be an opportunity to deepen an understanding of important philosophical content and skills.

The specific questions/units to be studied include:

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• The Branches of Philosophy
• Tools of the Trade - Argument Analysis
• Metaphysics – What is The Nature of Reality?
• What is Time?
• What is Civilisation?
• What does it mean to be ‘human’?
• Does Science hold all the Truth?
• What is Justice?
• What does a Good Life entail?
• How should human societies be organised?

A crucial part of this course is a weekly open discussion forum which students have always found to be a highlight of Philosophy. The course, complete with resource materials and assignments, can be accessed from the following Web address:
http://stjohnsbigquestions.wikispaces.com
This is an exciting course for both those new to Philosophy, as well as those already hooked.

Year 9 PHYSICAL EDUCATION - Elective Subject – One Semester

Students will further develop their skills, knowledge and tactical understanding by choosing from a variety of individual, partner and team activities such as badminton, netball, hockey, korfball, basketball, European handball and volleyball. Students will have the opportunity to gain the Level 1 General Principles of Coaching Certificate. They will explore aspects of coaching such as communication, group management, planning, fitness, safety and associated legal issues. They will implement what they have learnt by coaching junior students during Physical Education lessons. Students will be assessed through a combination of performance checklists, tests, assignments and practical activities.

Year 9 TECHNOLOGY - MANUFACTURING 1

Aimed primarily at students in Year 8 this semester course focuses on the areas of:
Designing - The design process, communicating ideas, technical drawing, a design plan, costing.
Making - Safety, hand tools and skills used in marking out, cutting, shaping and jointing, gluing and finishing methods.
Critiquing - Evaluation of the student’s own work, an investigation into the impact of manufacturing technology on the individual, futures.

Year 9 TECHNOLOGY – MANUFACTURING 2

Aimed primarily at Year 9 students, this semester course focuses on the areas of:
Designing: - Problem solving, researching, communicating, ideas, technical drawing, introduction to CAD.
Making - Safety, development of the use of tools, machines and equipment in manufacturing techniques.
Critiquing - Evaluation of commercial products, the student’s own work and processes used, and investigation into the impact of an aspect of technology on society or the environment, futures.

Success, wisdom, balance
Year 9 TECHNOLOGY – CAD – Elective Subject – One Semester

This one semester course is aimed at students interested in design, engineering or architecture. Two major topics are covered, Mechanical Design and Architectural Design.

In Mechanical Design students learn how to use Autodesk Inventor to create parts, assemblies, animations and advertisements. Introductory tasks include small printable designs with final products manufactured by the schools 3D printer. The development of a gadget is the major assignment.

In Architectural Design students are introduced to Autodesk Revit, creating floor plans, walls, building features like doors and windows, and rendering. The design of a future house is the major assignment. Autodesk 3DS Max is also introduced as an animation tool for developed content. Pre-requisite – It is strongly recommended that students complete Graphic Tales prior to enrolling in this course.

Year 9 TECHNOLOGY - SYSTEMS TECHNOLOGY 1

This course focuses on the areas of:
Electronics - The nature of electricity and electronics, electrical safety, basic components, designing with electronic circuits, Ohms Law, using a multimeter and circuit board assembly.
Machines and Mechanisms - motion and forces, simple machines
Robotics - components and construction, Pilot programming, Future.

Year 9 TECHNOLOGY - SYSTEMS TECHNOLOGY 2

Aimed primarily at Year 9 students this semester course focuses on the areas of:
Electronics - Electronic devices, sensing circuits, semiconductors, output devices, construction techniques.
Machines and mechanisms - Simple machines, machine efficiency, mechanical advantage, CO2 powered vehicles.
Robotics - Robolab construction, Explorer programming. Futures

Year 9 VISUAL ARTS – ART - Elective Subject – One or two semesters

This General Art course will incorporate aspects of two-dimensional art (painting, drawing and printmaking), three-dimensional art (sculpture) and Design, including multimedia and photography.

For students who have previously undertaken Art at a Year 8 level, this course reinforces prior learning with an increased emphasis on skills acquisition and greater exploration of the creative processes to refine ideas.

Students will use a variety of skills, media and techniques to translate ideas and concepts into visual statements. Experimentation and individual expression are encouraged.

Via a critical study component and their own work, students will acquire appropriate language and terminology and grow in their understanding and appreciation of the Visual Arts. Greater emphasis will be placed on the development of research skills, written analysis and active participation in class discussions.

Both formative and summative assessment tasks will be undertaken.

Homework will consist of individual tasks or a continuation of class work and is an expected requirement of the course.

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Year 9 VISUAL ARTS – DESIGN/CRAFT - Elective Subject - One Semester

This course introduces students to Design within the Visual Arts. Distinct areas of Graphics and Visual Communication, Product Design and Environmental Design will be explored along with Design within the Crafts.

Students will be introduced to the design process to generate creative and diverse ideas in response to the constraints of the design problem or ‘brief’. A variety of Design related Craft disciplines will also be introduced and explored, including jewellery, glass/ceramic, photography and fabric design.

The process of research, idea generation, exploration, refinement and evaluation to determine a final solution will be thoroughly documented.

The use of the computer as a valuable design tool will be encouraged utilising a range of graphics software to develop knowledge using available technologies.

Students will study design from a variety of perspectives in order to gain a greater understanding and appreciation. Students will acquire and develop skills in analysis using subject specific terminology.

Both formative and summative tasks are undertaken and assessed according to specified criteria.