

Student Handbook

Year 9 Studies at Our Lady's College



*Inspiring young women
since 1964*



*Mutual
Respect*



*Conscious
Compassion*



Creative Courage



Intentional Inclusivity

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Message from the Deputy Principal



Dear Parents/Carers and Students,

This handbook provides information to assist you in understanding the subject offerings and curriculum framework at Our Lady's College. It is designed to help you to make your elective choices from the subjects offered.

Year 9 is important year in both personal and academic formation. The knowledge, skills and processes learnt, and the study techniques developed, will form the basis from which further habits and skills will grow. It is important that each student feels happy and successful in their studies. Hence, it is important that you consider your choices carefully.

The Australian Curriculum v9 provides direction for the College's course structures and delivery. Our Lady's draws on this to offer a broad-based education in the middle years with opportunities for student specialisation, enrichment and extension. Core subjects, including Religious Education, English, History, Mathematics, Science and Health & Physical Education, provide strong foundations. The following pages contain valuable information about each of the subjects offered in Year 9 at Our Lady's College.

Subject choices are best made when parents and students spend some time together discussing the options available. In making your selection, it is wise to reflect on personal interests and talents to choose a relevant, realistic course of study that will prove to be both personally rewarding and a solid foundation for senior studies. Subject teachers, Curriculum Leaders and our Guidance Counsellor are also available to assist you in the decision-making process.

Always remember that the College motto "Ad Altiora—Ever Higher" encourages us to "lift our hearts" and to be active in striving to make our ideals a reality in our lives.

Best wishes,

Anthony Stevens
Deputy Principal



The College Vision & Mission Statement

The community of students, parents, teachers and friends of Our Lady's College seeks to uphold the ideals of St Mary of the Cross MacKillop (foundress of the Josephite Order) and values excellence as embodied in the College motto, "Ad Altiora - Ever Higher". Within the wider context of the universal Catholic Church, we believe in the importance of the family and respect the dignity of each person.

As students begin this journey, it's a great opportunity to reflect on some important questions:

Our Mission

Our Mission is to provide a high-quality Catholic education for young women in a vibrant, caring and engaging environment that prioritises Tradition, Excellence and Community.

Our Vision

Our Vision is to empower young women to become self-directed and reflective individuals who enact Christ's mission by contributing positively to a changing world.

Our Values

Our values of compassion, justice, integrity and service, as lived through the example of St Mary of the Cross MacKillop, are strengthened through the three priorities of Tradition, Excellence and Community.

Pastoral Care

Under the priority of COMMUNITY:

Our aim is to:

- Encourage in students a willingness to be responsible for their own actions and decisions.
- Nurture the growth of relationships so that all members experience a sense of belonging in a supportive and inclusive community.
- Develop an appreciation of our connectedness with the past and our responsibility as custodians of our school environment for the future.
- Pastoral Care expresses this ethos and philosophy of the College. It is experienced whenever the people within our community interact to make positive choices about life.

As well as the day-to-day care of the girls, there are also aspects of personal and social development education that are included in Pastoral Care lessons. In Years 9 the focus is on building healthy relationships, perseverance, and resilience, and working towards a career plan for the future.

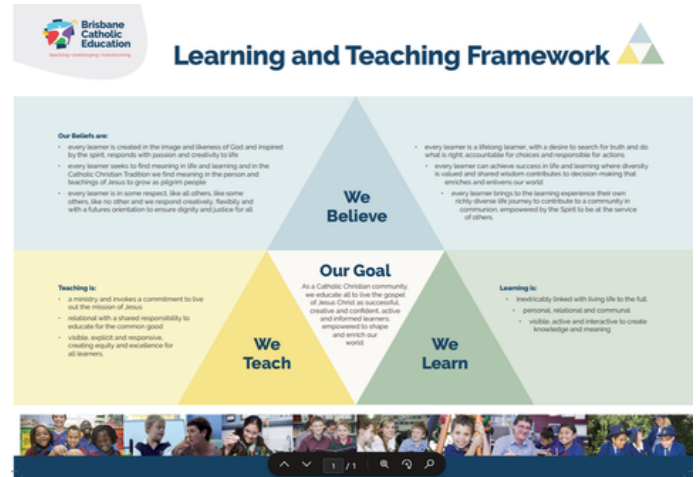


Curriculum Overview

The curriculum at Our Lady's College is flexible and relevant to the needs of all our students. Quality teaching and learning are valued and all students are encouraged to strive for excellence by achieving to their full potential.

In Year 9, students have access to the Australia Curriculum v9. This provides a comprehensive basis for subject choices in later years increasing pathway options available to all students. The curriculum program is designed in core and elective semester units. Each unit provides links to the academic rigour of senior schooling, to assist with the smooth transition into the senior phase of learning.

Literacy and Numeracy will be a focus for all Key Learning Areas where responsibility is shared across the curriculum.



Curriculum Design

Year 9 students study six subjects each semester, consisting of core and electives.

Core include the following Key Learning Areas:

- Religious Education (two semesters)
- English (two semesters)
- Mathematics (two semesters)
- Science (two semesters)
- History (one semester)
- Health and Physical Education (HPE) (one semester)

Students will study Religious Education, English, Mathematics, and Science for both semesters and History and HPE for one semester.

Electives

Over the course of Year 9, students will be asked to study two semester units across various key learning areas.

Students will be required to select their choices of units at the end of Year 8 or at the time of their enrolment if entering studies during the Year 9 academic year.

Choosing a Course of Study

All students will study the core suite of subjects in Year 9 as listed above. In addition, they will need to choose two elective units which will be studied over the course of Year 9. Elective units are discrete and can be studied in isolation of other units.

Students are asked to select semester units of electives to complete their curriculum plan. In making choices, it is important for students to choose what they enjoy and what they are good at. These choices in Year 9 are intended to be **career forming** rather than career informing. That is, they will give students an idea of what they might like to, or not like to, pursue in the future.

Subject choices made at this stage should not be designed to feed into a career path. Whilst consideration towards what this might look like has its place, the decision to study (or not) an elective should not be based on whether one wants to work in this industry. In many cases career paths are as individual as those working in the career. So, with this in mind, the decision should be based on whether the student has an interest in this area which can be utilised to develop the global problem solving, communication, research and presentation skills which can be found in all elective courses. Students should select subjects in which they will experience success. This success will allow higher level skill sets to be accessed throughout the course of study which will transfer across all areas when mastered in the subject of interest.

It is important that decisions are based on a student's particular strengths, needs and requirements which can be quite different their friend's choices.

We advise students to take time to read the course overview provided in this handbook for each subject offered and to talk further with classroom teachers. This will ensure that the decision is an informed one.

Students will be allocated their classes for core subjects.

Choosing elective units...

1. Using the codes listed for each unit in the Year 9 Handbook (e.g. 09ECBUS to choose the Humanities and Social Sciences unit titled Let's Trade), students will, on the subject selection planning form, indicate the units that they wish to complete in priority from the most desired to least desired.
2. Subjects in the Australian Curriculum v9 have outcomes provided as either "Year Level Outcomes" or as "Band Outcomes". Please note that codes beginning with "09..." will be Year 9 only classes (following the Year 9 Outcomes), whereas codes beginning with "MY..." will have combined offering for Year 9 and Year 10 students (Middle Years - following the 9/10 Band Outcomes.)
3. On the subject selection planning form, all students are asked to also include additional preferences in case the first preference becomes no longer available.

It is important to note that subjects will not run **if there is insufficient interest from the required number of students**. Similarly, classes will be allocated in order of receipt and some popular classes may fill quite quickly.

Please take the time to write down your choices as, whilst it is not common, there have been cases where students forget their choices and assume that there was an error in the allocation of classes. Students who change their mind after the allocation of subjects may find that changes to subjects may not be possible due to space limitations in courses.



Key Learning Areas

Course and Unit Outlines

Religious Education

CORE

General Information and Course Aims

The term 'Religious Education' refers to a wide range of activities that take place in homes, parishes, schools and elsewhere. While all of these activities focus on aspects of religion, many of them reflect quite different aims, objectives, styles, expectations and requirements. The subject Religious Education refers to the classroom teaching of religion. This subject follows similar guidelines with regards to learning experiences, assessment and reporting as other curriculum subjects.

This course seeks to:

- promote knowledge, skills, attitudes, and values that enable students to participate as active and informed members of the Church and Society.
- encourage students to be actively involved in gaining knowledge and understanding of the Catholic/Christian tradition, but also some awareness of other religious traditions.
- examine the interaction between culture and faith.
- foster values based on the dignity of the human person in the Catholic tradition.
- develop a variety of ICLT skills in presentation of work.
- foster the desirability of a spirit of service in families, church communities and the wider community.

Course Outline

The validated programme is linked to both the current Archdiocesan Religious Education Guidelines and the Liturgical Year.

Year 9:

- Making sense of Jesus
- Foundations
- Living Justly
- Making the Modern World

Assessment

Oral presentations, written tasks, research tasks, short response exams, response to stimulus exam. Some assessment tasks will be individual and others small group. There will be a variety of assessment genres across each year.

General Information and Course Aims

This course follows the Australian Curriculum subject – English v9.

The English course for Year 9 aims to develop and refine a student's ability to compose and to comprehend spoken and written English for a wide range of personal and social purposes. Students will learn to use English confidently and with enjoyment; they will learn to think imaginatively, logically and critically; they will learn to use and interpret textual features appropriately according to cultural and social contexts. The English course is organised into the three inter-related strands of Language, Literature and Literacy.

Course Outline

In this year level, new genres are introduced, and more intensive study is undertaken of set texts to teach critical awareness of how texts work. Topic studied include:

- The language of persuasion
- Australian voices in fiction
- Speculative Fiction - writing our own dystopia
- Fractured fairy tales

Text types studied include films, novels, non-fiction, poems, plays and texts from popular culture.

Assessment

In this year level, the genres used for assessment in Year 11 and 12 General English are introduced. Year 10 English assessment will include:

- a persuasive text
- an analytical text
- creative writing
- writing for a public audience, for example a feature article

General Information and Course Aims

This course follows the Australian Curriculum subject – Mathematics v9.

Mathematics is a core subject through Year 9 and aims to develop and enhance the student's mathematical concepts, processes and skills, paying particular attention to their numeracy skills.

The program aims at providing suitable mathematical experiences which:

- build comfortably on students' previous experiences
- are suited to their particular stages of development
- provide challenge and opportunity consistent with student ability
- adequately prepare students for future life needs and further study

Students study the six Content Strands as set out in the Australian Curriculum. These are; Number, Algebra, Measurement, Space, Statistics and Probability. Throughout each year, Mathematics units are based around these strands and the degree of difficulty of knowledge accumulates.

Assessment

Problem-solving and modelling tasks (PSMT) and exams.

With each task, students are assessed upon the four Proficiency Strands:

- understanding
- fluency
- problem solving
- reasoning

These strands are an essential part of the Australian Curriculum (v9) and prepare junior students well for the assessment of Mathematics in Years 11 and 12.

General Information and Course Aims

This course follows the Australian Curriculum subject – Science v9.

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.

Thus, we aim to develop further in students:

- a knowledge and understanding of humans, their planet, the Universe and the relationships that exist between them, all within a framework of the four broad scientific disciplines that are Biology, Chemistry, Earth Science and Physics.
- an appreciation and a practical understanding of the Scientific Method and its incredible contribution to the advancement of knowledge.
- a knowledge and understanding of some aspects of science as an intellectual endeavour - its structure, breadth, limitations, historical development and relationships with other forms of human endeavour.
- an appreciation of how Science and Technology have drastically changed our planet and society, balanced by a concern for their wise applications to ensure a sustainable future.
- the skills, processes and vocabulary necessary to confidently engage with the senior Sciences.
- share our passion for Science and the wonderment of the universe that we live in.

Course Outline

Over the two years, students study a board range of topics as described in the Australian Curriculum for Science. These topics are grouped in the following areas:

- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

Each area is studied for approximately one term.

Assessment

Our assessments are varied and include models, profiles, quizzes, worksheets and other items in addition to a mixture of exams, data tests, student experiments, research investigations and multi-modal presentations.

General Information and Course Aims

This course follows the Australian Curriculum subject – History v9.

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as an ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively.

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world in which they live.

History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication

Course Outline

Title: The Making of the Modern World: 1750 - 1918

This is a one-semester unit that is studied by all Year 9 students, either in Semester 1 or Semester 2. The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 – 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was also an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War 1: 1914 – 1918, the 'war to end all wars'.

Possible Depth Studies

- The Industrial Revolution and the movement of peoples
- Making and transforming the Australian Nation
- World War One

Assessment

- extended written response
- multi-modal presentation

General Information and Course Aims

This course follows the Australian Curriculum – Health & Physical Education v9.

The year 9 curriculum enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary, and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.

Requirements

Laptops are to be brought to all theory lessons and students must wear correct sports uniform for all Physical Activity lessons. Should any student be unable to participate for any length of time in any physical activity a medical certificate is required.

Students are to arrive at the College in full school uniform and change into their sport uniform as required.

Assessment

Assessment will be in the form of theory and practical components.

Humanities and Social Science

The Humanities and Social Science subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

At Our Lady's College we offer students the opportunity to engage in study strands of:

- Geography
- Economics and Business

Geography

ELECTIVE

General Information

This course follows the Australian Curriculum subject – Geography v9.

In Geography students develop skills in exploring, analysing, and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale, and change.

Students will integrate knowledge from the science and humanities to build a more complete understanding of their world and develop their:

- sense of wonder, curiosity and respect for places, people, cultures, and environments
- knowledge of South-East Queensland, Australia, and the world
- ability to think geographically
- ability to solve problems creatively and become informed, responsible, and active citizens who can contribute to the development of an environmentally, economically, and socially sustainable world.

Course Outline

Unit Title: Unit 1 Biomes, food security

Unit Title: Unit 2 Geographies of interconnections

Unit Code

09GEO1

Unit Description

There are two units of study in the Year 9 curriculum for Geography “Biomes and food security” and “Geographies of interconnections”. Unit One focuses on the characteristics of world environments and, their significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider how people change biomes, and the environmental challenges and constraints of expanding sustainable food production in the future. Unit Two focuses on how people, through their choices and actions, are connected to places throughout the world, and how these connections help to make and change places and their environments. Students examine the nature of these connections through the products we buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.

Assessment

- assignment – research multimodal / fieldwork
- Folio of class tasks



General Information and Course Aims

This course follows the Australian Curriculum – Economics & Business v9.

There is one course of study offered in the Economics and Business strand, “Let’s Trade – globalisation and consumer finance focus. Let’s Trade (09ECBUS1) is available in Semester 2.

Course Outline

Unit title - Let’s Trade – consumers and finance



Unit Description

In this unit students will explore investment and different financial products. They will explore decision making for consumers and the purchasing of goods and services. Students will also explore globalisation and issues relating to globalisation such as fast fashion and the consequences of this issue. They will complete practical bookkeeping activities.

Focus

- Enterprise and globalisation and the Australian consumer
- Explore financial sector and making money
- Practical bookkeeping

Assessment

Assessment will be an infographic, inquiry report and a practical test.

The Arts

Unit Description

The Key Learning Area, The Arts, will be delivered in across a variety of subjects:

- Drama
- Media Arts
- Music
- Visual Arts

Drama

ELECTIVE

General Information and Course Aims

This course follows the Australian Curriculum – Drama v9.

Drama uniquely explores and communicates the human condition through the enactment of real and imagined worlds. Students work individually and collaboratively as artists and audiences to create, perform, and respond to drama. It is an active, embodied and aesthetically rich subject that engages students cognitively and affectively as they learn in, through and about drama.

Drama aims to develop students' confidence, self-esteem, and develop their skills in analysing and creating dramatic works.

Course Outline

Unit Title: Storytellers and Storytelling

Unit Code
MYDRA1

Unit Description - Storytellers and Storytelling

The Drama course combines learning that is targeted across years 9 and 10 and involves both making and responding to theatre. Students will develop their performance skills and techniques through individual and group performances. They will use pre-established scripts to guide their work and develop their own through a devising process. Additionally, students will build their knowledge and understanding of theatre styles and forms through analysis of a performance piece, research of theatre styles, and justification of choices to their own and others' dramatic works.

Assessment

- Making task: Project - Individual Performance
- Making task: Project - Group Performance
- Responding task: Multimodal – Individual Research
- Responding task: Script – Collaborative

Media Arts

ELECTIVE

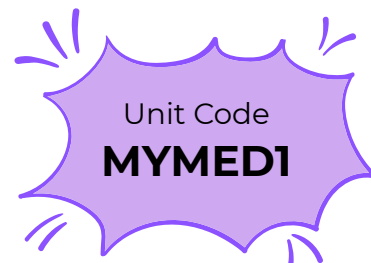
General Information

This course follows the Australian Curriculum – Media Arts v9.

Learning in Media Arts involves students responding to media products, creating and making their own media products, and developing their skills of production in various media forms. Through the creative use of materials and technologies to convey meaning, students manipulate still and moving images, text, sound, and interactive elements. They construct representations and communicate or challenge understandings, ideas, and positions. This is done individually and collaboratively and through the production of products that reflect and make comment on modern, Australian identity.

Course Outline

Unit title - Media Arts



Unit Description – Media Arts

Media Arts draws on the production and consumption of contemporary media products like film and TV and provides students with an opportunity to build their skills in an art form that is ever-present in modern society.

Students will respond to film, photography, and print media products and learn about the various codes and conventions applicable in each form. They will develop an understanding of the production process in media while creating and presenting a range of media products like film, photography, magazines, and podcasts.

Assessment

- Responding task: Short Response – Individual
- Making task: Project – Group Short Film
- Responding task: Multimodal – Individual
- Making task: Project – Individual Media Product

Music



General Information

This course follows the Australian Curriculum – Music v9.

Music has the capacity to motivate, inspire and enrich the lives of all students. Students participate in music learning individually and collectively as listeners, composers, and performers.

Music in Year 9 and 10 focuses on developing and expanding students' prior learning and experiences from the Junior years. Through continuous sequential music learning, students will integrate listening, composing, and performing activities, using a variety of technologies which will develop students' confidence to be creative, knowledge and skills for listening, develop respect for music and music practices across global communities, cultures and musical traditions, and understand the aural art form of music.

Music learning enhances students' capacity to perceive and understand musical concepts, and to recognise music's contribution in shaping their identity and their ability to explore personal, local and global issues and ideas. Through the study of music, students increasingly value the power of music in its ability to transform the heart, soul, mind and spirit of individuals and communities.

Course Outline

Unit Title - Snapshots of Time – A study of instrumental and vocal music through the ages



Unit Description

In this unit, students will study instrumental and vocal music through the ages. The purpose of this unit is to develop students' musicianship by exploring and responding, developing their practices and skills, and create and make through presenting and performing.

Students are exposed to historically significant pieces from a range of musical eras including Medieval, Baroque, Classical, Romantic, and Modern times. All secular and sacred music styles and genres will be explored practically and theoretically. Composing, performing, analysing learning experiences and assessment will enable students to explore these historic fundamentals of music, and apply them to capture and express recent times and personal snapshots of time.

Focus

- Analysing repertoire to discover how composers revolutionised genres and styles by manipulating musical elements, traditional compositional devices/techniques
- Deconstructing repertoire to understand compositional techniques/devices
- Comparing/contrasting musical works
- Investigating the relationship between music and other art forms and philosophies throughout history
- Composing for instrumental and vocal groups
- Exploring compositional techniques, notating methods, and performance media
- Performing a variety of instrumental and vocal styles and genres

Assessment (Exploring and Responding / Creating and Making / Presenting and Performing)

- Performance
- Composition
- Project

Visual Art

ELECTIVE

General Information

This course follows the Australian Curriculum – Visual Arts v9.

In Visual Arts, students learn in, through and about visual arts practices, including the fields of art, craft and design. They experience and explore visual artworks created by artists working in diverse contexts, styles and forms, and build understanding of the significance and impact of visual arts practice and culture for themselves and local and global communities.

Year 9 students:

- Experiment with visual conventions, processes and materials to refine skills and develop personal expression.
- Investigate the ways that artists across cultures, times, places and/or other contexts develop personal expression in their visual arts practice to represent, communicate and/or challenge ideas, perspectives and/or meaning with a focus on First Nations Australian artists celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practice.
- Experiment with media process and techniques.
- Reflect on how they and artists develop ideas for their work.
- Resolve artworks to communicate meaning and curate works for an audience.

Course Outline

Unit Title - Unit 1 – Surrealism & Unit 2 – Metamorphic Botanicals

Unit Code
MYVAR1



Unit 1 Description: Surrealism

The semester is divided into two units, each focusing on both making and responding in Visual Art. In this unit, students explore the world of Surrealism, investigating how artists use imagination, symbolism, and unexpected combinations to communicate ideas about the unconscious mind and dreamlike realities. Students develop a surreal drawing that expresses a personal concept, experimenting with composition, symbolism, and visual techniques to challenge traditional perceptions of reality. Through researching key Surrealist artists as inspiration, students refine their artistic intentions, build technical drawing skills, and develop a distinctive personal style. This exploration encourages imaginative and expressive thinking while deepening their understanding of how art can communicate ideas beyond the ordinary.

Assessment

- Project: resolved artwork, visual diary, artist statement
- Short response: Investigation

Unit 2 Description: Metamorphic Botanicals

Students will design and create a sculptural artwork inspired by plant forms that have been transformed through imagination and surreal concepts. They will explore how natural structures can be reinterpreted to communicate ideas about growth, transformation, and the connection between nature and the subconscious. Through further researching of Surrealist and contemporary artists, students will investigate how ordinary organic shapes can become extraordinary through creative distortion and symbolism.

Students will develop skills in construction, assemblage, and surface finishing techniques to produce a cohesive and expressive sculpture. This unit encourages experimentation, imaginative thinking, and technical refinement as students bring their own metamorphic botanical forms to life.

Assessment

- Project: resolved artwork, visual diary, artist statement
- Responding: Examination

Technologies

Unit Description

The Key Learning Area, Technologies, will be delivered as two subjects:

- Design & Technology (Hospitality Practices)
- Digital Technology

Design Technology (Food Specialisation)

ELECTIVE

General Information

This course follows the Australian Curriculum subject – Design & Technology v9.

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service. Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from the food and beverage sector.

Course Outline

Unit Title: Hospitality Practices

Unit Code
MYDTFS1

Unit Description

In this unit students will be introduced to some of the core concepts and ideas of Hospitality Practices.

They will gain an understanding of the following:

- The different sectors that make up the hospitality industry
- Essential personal attributes to work in the industry
- Principles of sustainability practiced in the hospitality industry
- The importance of good communication systems within hospitality
- The importance of safe and hygienic work practices within the industry
- Food and beverage production and service

Assessment

Assessment will be in the form of theory and practical components.

Digital Technology

ELECTIVE

General Information

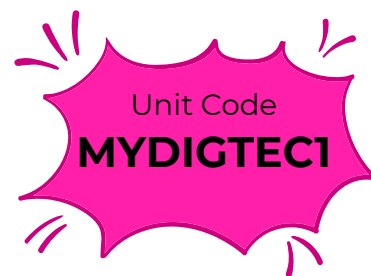
This course follows the Australian Curriculum subject – Digital Technology v9.

Wherever there is a need for communication, whether private or in a business, a working knowledge of computer systems and programs is desirable. Because of the changing nature of technology, which is so integral to our way of life, it is important for students to develop skills, which enable them to be adaptable.



Course Outline

Unit Title: Coding Across Applications



Unit Description

STEM (and particularly Coding) has become the buzzword for the new “must have” skill. This unit will look at the various levels of coding required in different areas of computing with an introduction to the emerging uses of AI and the impacts on society. Students will undertake a variety of tasks designed to increase their understanding of what coding can do to increase the power of their computing tasks.

Focus

- Developing an understanding of how coding is used in computers to achieve functionality.
- Using simple coding (formulas) to control spreadsheets and databases.
- Introduction to programming languages.

Unit Outline

- Brief introduction to computers “under the hood”
- Investigation of current technology and AI (artificial intelligence)
- The nature of data, privacy, protection and safety
- Introductions to algorithms, coding and languages
- Designing an interactive application

Assessment

Assessment will be in the form of a small tests and major project.

Notes

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