

YEAR 9 HANDBOOK 2024

....Continuing the Journey



Inspiring young women since 1964



Current as of October 2023

CONTENTS

From the Deputy Principal	3
The College Vision & Mission Statement	4
Pastoral Care	4
Curriculum Overview	5
The Learning Framework	5
Curriculum Design	6
Choosing A Course of Study	6
Choosing elective units	7

Key Learning Areas - Course and Unit Outlines

Religious Education	8
English	9
Mathematics	10
SOscience	11
History	12
Health and Physical Education	13
Elective Units	
Humanities and Social Sciences	15
Geography	15
Economics and Business	16
The Arts	
Drama	17
Media Arts	17
Music	18
Visual Arts	19
Technologies	
Design and Technology (Hospitality Practices)	21
Digital Technology	21
Language	
Spanish	23

Message from the Deputy Principal

Dear Parents/ Carers and Student,

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

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 Mary 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.

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.

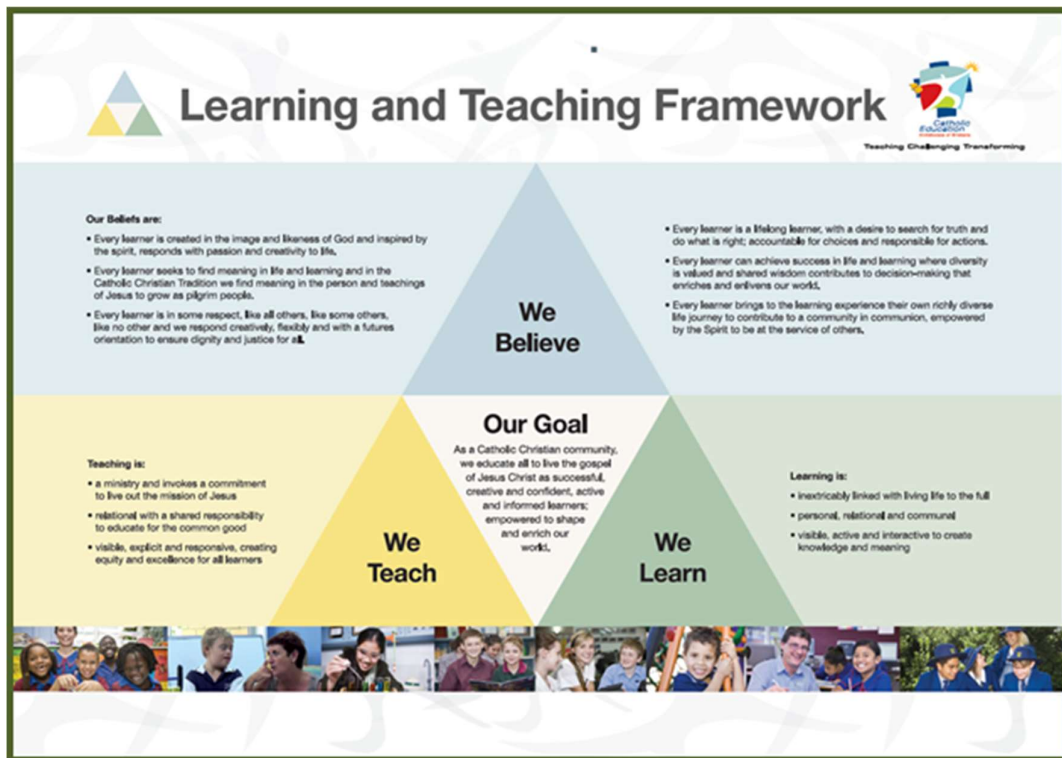
As well as the day-to-day care of the girls, there are also aspects of personal and social development education that are included in Pastoral Care lessons. In Years 9 the focus is on building healthy relationships, perseverance, and resilience, and working towards a career plan for the future.

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 semesters)

Students will study Religious Education, English, Mathematics, 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 an additional preference for each line and semester 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.

English

CORE

General Information and Course Aims

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. Topics studied include:

- The language of persuasion
- Narrative writing with an Australian voice
- Speculative Fiction
- Who are our heroes?

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

Assessment

- Assessment may include:
- Writing personal reflections.
- Analytical expositions.
- Spoken tasks include persuasive speeches, dramatic monologues and play performance.
- The use of digital/media content to create an interpretation texts.

Mathematics

CORE

General Information and Course Aims

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.

Science

CORE

General Information and Course Aims

Science, through technology, continues to transform our world physically and socially. To better comprehend this complex, changing environment students need a basic scientific literacy so that they are better able to make responsible decisions, both as users of technology and as responsible citizens. The study of Science, tempered by Catholic Gospel values, is seen as an indispensable part of the College's vision of educating for life.

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 cope 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 Science
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

Each area is studied for approximately one term.

Assessment

Comprised of a mixture of exams, data tests, student experiments, research investigations and multi-modal presentations.

History

CORE

General Information and Course Aims

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

Unit Description

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

Health and Physical Education

CORE

General Information and Course Aims

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.

Course Organisation

In year 9, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and other' movement performances. Students analyse how participation in physical activity and sport influence an individual's identity and, explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. The course has been divided into UNITS that address a range of opportunities in both theoretical and physical contexts.

Title: Safe Sailing – Making Safe Decisions

In this unit, students identify situations where they may be at risk and how adolescents respond to these, including drug and alcohol and personal safety. Students will apply knowledge of safety and apply basic first aid principles. They evaluate responses and propose and practice appropriate responses to these situations. The students identify safe practices in social situations and compare personal decisions acknowledging the right to act differently.

This unit explores the practical unit of moving their bodies and learning through movement. The practical component of Health and Physical Education encompasses movement skills and are adapted for game play in a game-sense approach to learning. Students are required to participate and demonstrate appreciation of how movement in all its forms is central to daily life. Movement meets functional requirements and provides opportunities for active living. It is also a setting where personal, social, and cognitive skills can be developed and refined.

Title: Promoting Health – Improving Health

In this unit, students investigate health practices throughout the community. They explore the needs to promote health in current issues such as Mental Health, Sun Safety and improving physical health. They use their knowledge of health practices to enhance the health of others and connections to the community. They analyse the impact attitudes and beliefs towards diversity have on community connection and wellbeing.

Title: Practical Component

This unit explores moving their bodies and learning through movement throughout the semester. The practical component of Health and Physical Education encompasses movement skills and are adapted for game play in a game-sense approach to learning. Students are required to participate and demonstrate appreciation of how movement in all its forms is central to daily life. Movement meets functional requirements and provides opportunities for active living. It is also a setting where personal, social, and cognitive skills can be developed and refined.

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.

Organisation

Strands	Personal, Social and Community Health	Movement and Physical Activity
Sub-Strands	<ul style="list-style-type: none"> • Being health, safe and active • Communicating and interacting for health and wellbeing • Contributing to health and active communities 	<ul style="list-style-type: none"> • Moving our body • Understanding movement • Learning through movement
Focus Areas	<ul style="list-style-type: none"> • Alcohol and other drugs • Food and nutrition • Health benefits of physical activity • Mental health and wellbeing • Relationships and sexuality • Safety 	<ul style="list-style-type: none"> • Games and Sports • Challenge and adventure activities • Games and sports • Lifelong physical activities • Rhythmic and expressive movement

Assessment:

- Folio of Work – In Class
- Online Quizzes
- Project-Based Outcomes – Multimodal Presentation
- Practical Demonstration of Skill Acquisition

Humanities and Social Sciences

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 and Course Aims

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:	Geography: Unit 1 Biomes, food security Geography: 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

Economics and Business – Let's Trade

ELECTIVE

General Information

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:	Economics and Business: Let's Trade – consumers and finance
Unit Code:	09ECBUS1

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

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

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:	Drama: 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

Ad Altiora - Ever Higher

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 Code:	MYMED1

Unit Description – Media Arts

Media Arts at Our Lady's College is a new and exciting subject for students to select in the Arts domain. Media Arts will draw on the production and consumption of contemporary media products like film and TV and provide 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 also develop an understanding of the production process in media and create and present 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**ELECTIVE****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 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:	Music: Snapshots of Time – A study of instrumental and vocal music through the ages
Unit Code:	MYMUS1

Ad Altiora - Ever Higher

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
- Examination

Visual Arts

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.
- investigate how First Nations Australian artists celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practice.
- reflect on how they and artists develop ideas for their work
- resolve artworks to communicate meaning and curate works for an audience.

*Ad Altiora - Ever Higher***Course Outline**

Unit Title:	Unit 1: Visual Art: My voice Unit 2: Visual Art: Wearable art
Unit Code:	MYVAR1

Unit 1 Description: Moments in time

Students will create a design for a skateboard deck related to the theme 'Moments in time' and specific events and current affairs they are passionate about. They will develop ideas, experiment with media, research artists for inspiration and resolve their work to communicate an idea using visual language.

Assessment

Project: resolved artwork, visual diary

Short response: artist statement

Unit 2 Description: Wearable art - masks

In this topic students will understand the importance of culture and its influence on their art practice. Students will explore masks from different times and cultures, understand their great spiritual and traditional significance and how they can be used to tell stories. Students will design and generate visual solutions for artworks and develop creative practices and skills with a range of three-dimensional forms.

Assessment

Making: resolved artwork, visual diary

Responding: Examination- short response, artist statement

Technologies

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

- Design & Technology (Hospitality Practices)
- Digital Technology

Design & Technology (Hospitality Practices) **ELECTIVE**

General Information

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

Course Outline

Unit Title:	Design & Technology : Food Choices
Unit Code:	MYDTFS1

Unit Description

In this unit students will investigate the need to develop food solutions and will sensory test a range of foods to develop an understanding of food's key characteristics to help create possible sustainable solutions. It will explore the role marketing plays in the customer's choice and the strategies businesses use to promote their products. Students will then research how marketing influences food trends and the consumer's ability to make choices around healthy eating.

Assessment:

Assessment for this unit is both practical and a supporting written folio.

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:	Digital Technology: Coding Across Applications
Unit Code:	MYDIGTEC1

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. 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.

Ad Altiora - Ever Higher

- Introduction to programming languages.

Unit Description:

- 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 small tests and a major project.

Language

The following language is offered in Year 9:

- Spanish

Spanish

ELECTIVE

General Information

Spanish is a truly global language with 21 countries identifying it as their official language. It is the second most widely spoken language in the world with over 400 million native speakers worldwide. Spanish has become a major community language in Australia. The migration of Spanish speakers to Australia from Europe and Latin American has been ongoing over the centuries and continues into the present. It is currently influenced by interest in tertiary education and employment opportunities presented by trade agreements in sectors such as mining, agriculture, defence, technology and education. Due to this steady history of migration, Spanish remains an important community language throughout Australia and there are many opportunities for students to engage with the Spanish language and culture in daily life. Learning Spanish provides opportunities for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life and on their own participation and ways of being in the world.

Learning Experiences

Year 9 students have the opportunity to elect Spanish as a yearly subject. They will continue to build on the language skills and knowledge they have learnt in the previous years. Students will explore the Spanish-speaking world by investigating different aspects of Spanish-speaking countries. They will learn language to describe their world, their environment, past events and future directions.

This course is designed to fulfill the ACARA achievement standards of year 9. Students are required to have prior experience of learning Spanish to build on previous language experiences. The focus is to expand on the student's knowledge and use of the Spanish language to interact in their everyday lives. It is highly recommended that students take this course in year 9 in order to attain the necessary knowledge and skills to succeed in Year 11 and 12.

Studying Spanish will enable students to:

- communicate effectively in a range of situations on familiar topics.
- comprehend and compose a range of simple information in realistic, practical situations.
- comprehension is developed through listening and reading tasks and composing Practical folios (artwork and visual diary)
- through writing and speaking tasks.

Course Outline

Unit Title:	Spanish Sem 1: 'El Verano Pasado' and 'Mi vida, mis intereses' Spanish Sem 2: 'Organising to meet friends' and 'Operación Verano'
Unit Code:	09SPN1

Ad Altiora - Ever Higher

Unit 1 Description: 'El Verano Pasado' and 'Mi vida, mis intereses'

In this unit, 'El Verano Pasado', students in Term1 will draw on past experiences and describe the events of their summer holidays using cognates and logic to work out the meaning of new vocabulary. They will learn to conjugate regular and irregular verbs using the preterit tense. Students will provide opinions about their holidays.

In 'Mi vida, mis intereses' in Term 2, Students will discuss youth related activities and cultural events that attract the interest of young people in Australia and in Spanish speaking countries. Students will compare issues relating youth culture in Latin America with their own and provide their opinion.

Assessment

The following criteria summarise how you will be assessed in this course:

- Oral presentation "Mi verano pasado.
- Reading and responding test: describing an amazing holiday.
- Create a "Ficha del artista" (timeline of an artist's career) and present information to the class.
- Listening Test.

Unit 2 Description: 'Organising to meet friends' and 'Operación Verano'

In this unit, 'Organising to meet friends', students will use the conditional tense "would you like" to organise to meet friends. They will learn to accept invitations and plan where to meet and what activities to do. Students will also learn to make excuses when unable to accept. They will discuss rules set by parents and share their opinion. They will describe sporting or musical activities they are involved in and provide an account of their experiences.

In this term, 'Operación Verano', students will build on prior learn vocabulary and grammatical concepts to compare and contrast holiday destinations, accommodation and leisure activities. They will learn to ask and provide and follow direction. Students will reinforce their knowledge and use of the three tenses (Present, preterit and immediate future) studied to date. Students will embark on a project creating a tourist brochure of a holiday destination in their own city.

Assessment

The following criteria summarise how you will be assessed in this course:

- Writing Project: 'Baile de disfrases' describing fancy dress outfit
- Project: Tourist brochure
- Listening Test

-----END BOOKLET-----