



# *Subject Selection* **INFORMATION**

**Year 9 - 2024**

**"The aim of Mueller College is to prepare students for life in the world and eternity by applying Biblical principles through excellent education in a distinctly Christian environment."**





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## Subject Selection

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# WELCOME TO YEAR NINE

## Subject Selection

Mueller College offers a diverse range of subjects designed to enrich and challenge students. The final year of Middle School requires energy, commitment and dedication. We encourage students to select subjects that are not only of interest to them but also provide opportunities which inform future pathways into Senior School and beyond. The range of subjects on offer will provide students with an in-depth understanding of the world around them to help them graduate as well-educated, independent young adults, ready for life in the world and eternity.

# YEAR EIGHT INTO NINE COURSE INFORMATION

## Subject Selection

The Mueller College Middle School curriculum is comprised of a blend of subjects based on the Australian Curriculum and school endorsed subjects. Year Nine is a valuable year of learning for students as they experience greater depth of learning in more specialised subjects. The learning in Year Nine serves both the purpose of preparing students for a career and quality learning for life.

The education program, in part dictated by Australian Curriculum requirements, undertaken by all students in Year Nine includes the following core subjects:

- English
- Mathematics
- Science
- History
- Health and Physical Education
- Christian Studies
- Sport
- SL@M - Student Life at Mueller
- Chapel

With the remaining 12 periods in the week, Year Nine students are eligible to select three elective subjects. The elective subjects are the preliminary subjects for specialised areas of study in the Senior School.

# CHOOSING YOUR SUBJECTS

## Subject Selection

When picking your subjects there are many factors to consider. It can be complicated to prioritise these, weigh up all your options and to be confident you are making the appropriate choice. To assist you in making these important decisions we have summarised some key ideas for students and families to consider when deciding on subjects.

### Who Am I?

Described as "God's masterpiece" (Ephesians 2:10), at Mueller College, we believe that all students are created with unique characteristics and qualities which means the right course of study for one student may not align with that of another. Having confidence in the selection of subjects is important as these subjects form the basis of learning over the course of the final two years of senior schooling, and can impact decisions students make about their future. As such, many factors are worth considering. The graphic below outlines six elements which inform the subject selection process for students and families.



### 01 Gifts and Talents

All students have gifts and talents. God has given each student specific talents and abilities which enable every student to learn. Considering the aptitude of each student in areas such as mathematics, reading, writing, critical thinking, physical capabilities and working in groups is important when selecting subjects. Matching the abilities of students with the demands of subjects sets them up for success in their schooling. A list of questions which we have outlined on the following page which can be asked of teachers to clarify the demands of each subject.

### 02 Personality Type

Each subject places unique demands upon the students who study it. Some subjects require skills of collaboration, others demand high levels of concentration and still others call for performance or public speaking skills. Therefore, it is crucial that students consider the way both the assessment requirements and learning experiences of each subject suit their personality type and learning preferences.

### 03 Social Environment

Whilst studying subjects together can be mutually beneficial, students should avoid placing undue emphasis upon selections that endorse a friend's priorities rather than their own. As each student is unique, selection of the most suitable and beneficial subjects is best achieved when personal preferences rather than social aspects are prioritised.

### 04 Calling

One of the key motivators for anyone's work or career is a sense of purpose or calling. God values all work and talks about people feeling a strong sense of purpose in specific work, whether it be a pastor, a builder, a teacher or a doctor. Some students feel this sense of purpose very strongly and as such should look to choose subjects which develop skills in this area.

### 05 Enjoyment

Selecting subjects that you enjoy is a worthwhile consideration when determining a course of study. Students who enjoy what they are studying are more engaged and generally achieve higher levels of success. It is important that your subjects are of interest to you but the goal of selecting your subjects should not be just to "have fun". All subjects have elements which are complex and have tasks which are onerous to complete. Avoiding difficulty and hard work should not be the main goal when selecting subjects.

### 06 Career Options

This is often considered the most important reason for selecting subjects, however is one of many factors to be contemplated. Subjects studied at school are generally an introduction and foundation to areas of further study. Some subjects are pre-requisites for specific university courses however many are not. For example, Legal Studies is not a pre-requisite for Law at university. QTAC releases a "Pre-Requisites Guide for Year Ten Students" which outlines these requirements specifically and is handed out to Year Ten students prior to the subject selection evening.

# KEY QUESTIONS TO ASK TEACHERS

## Subject Selection

**1. What types of assessment are involved in the subject?**

- Are they exam or assignment based?
- Is there any practical assessment?

**2. What skills are needed to be successful in this subject?**

**3. What do students typically find difficult about this subject?**

**4. Does the subject involve any group work or is it all individual work?**

**5. Does the subject require researching skills or is it mostly learned from the set textbook?**

**6. What level of study in other subjects or previous versions of this subject, eg. Science leading into Biology, is necessary to be successful?**



Mueller College has a comprehensive structure of support for students. The support offered is aimed at meeting both the pastoral and academic needs of students.



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# CORE SUBJECTS

## Subject Selection

### Core Subjects

The core subjects are studied by all students. However, within English and Mathematics there are options students will be allocated to which best suit their ability and developmental progress.

### English

Students will be allocated to either English or Essential English. English is the mainstream course and Essential English is for students who require extra assistance in the study of English. Students will be allocated at the end of Term Three this year in consultation with their parents and the Head of English. For more details on the specific subjects, please see the description in this booklet.

### Mathematics

Students will be allocated to one of three strands of Mathematics that vary in levels of complexity. Advanced Mathematics is the most complex, Mainstream Mathematics covers intermediate level content and Essential Mathematics the least complex.

The student's Mathematics teacher together with the Head of Mathematics will allocate students to the Mathematics class that will best suit their abilities demonstrated in Year Eight Mathematics. There will be opportunity in Term Four for either the student or parent to discuss their allocation with the Head of Mathematics if they wish to change level.

<b>Subject Overview</b>	<p>Year Nine English covers: visual literacy, textual analysis, persuasive techniques, presentation skills, creative and reflective writing, appreciating literature, and improving vocabulary, spelling, punctuation and grammar.</p> <p>Topics covered include: advertising, short stories, a novel study, poetry and autobiographical writing.</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multi- modal texts across a growing range of contexts with accuracy, fluency and purpose.</li> <li>• Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.</li> <li>• Understand how Standard Australian English works in its spoken and written forms of communication to create meaning.</li> <li>• Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.</li> </ul>
<b>Assessment Overview</b>	<p>In Year Nine English there are two assessment tasks per semester as well as ongoing testing in spelling, punctuation, and grammar. While technology is an important tool, students will keep a folder of their classwork, most of which will be handwritten. Most assessment tasks permit the submission of a draft. One task for the year will be spoken and at least one will be multimodal. Some assessment is under exam conditions. Most assessment is expected to be typed – all written assessment is to be submitted via Turnitin and multimodal tasks are to be uploaded via dropbox link.</p>
<b>Career Pathway</b>	<p>All career pathways benefit from the skills taught in English whether it is in regard to communication skills, the ability to formulate ideas, or the skills of analysis and persuasion.</p>

<b>Subject Overview</b>	Essential English is a course specifically tailored for students who find English an unnecessary challenge. Skills undertaken are focused on those that aid future employment. While the course is based on Year Nine English the tasks have been altered to match this aim.
<b>Pre-requisites</b>	Significant difficulties with Year Eight English and a discussion with the Head of Department and classroom teacher to determine placement.
<b>Learning Outcomes</b>	Increased literacy with an emphasis on: <ul style="list-style-type: none"> <li>• Reading skills.</li> <li>• Spelling, punctuation and grammar.</li> <li>• Communicating in the workplace.</li> <li>• Analysing and synthesising information.</li> </ul>
<b>Assessment Overview</b>	Assessment is based on English tasks completed by all Year Nine students, but the teacher may modify, or even remove an assessment to allow the student to focus on building particular skills. Most assessment is expected to be typed – all written assessment is to be submitted via Turnitin and multimodal tasks are to be uploaded via dropbox link.
<b>Career Pathway</b>	Essential English permits students to gain entry into Year Ten mainstream English, or continue with Essential English in Year Ten. By the end of Year Ten students should have a better understanding of whether they should select English or Essential English in Year Eleven.

<b>Subject Overview</b>	<p>These courses will cover the major strands of Mathematics:</p> <p>Number, Algebra, Measurement, Space, Statistics and Probability.</p> <p>Students will be allocated to a suitable level and then appropriately challenged in the hope of reaching their potential.</p> <p>Forming firm foundations and problem solving skills will be an important component of this course.</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will obtain a greater knowledge and understanding of the different branches of Mathematics and, where appropriate, how they can be applied to the real world.</li> <li>• They will grow in the ability to think logically and communicate mathematically.</li> <li>• Students will gain an appreciation of the usefulness and importance of Mathematics to everyday life and culture today.</li> </ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Diagnostic tests during the term, where appropriate.</li> <li>• Tests at the end of each term.</li> </ul>
<b>Career Pathway</b>	<p>This subject will form a basis for further study of Mathematics at the Senior level and thus for future study of Mathematics at a tertiary level, if desired, in fields such as Engineering, Sociology, Economics and any of the Sciences.</p>



# ESSENTIAL MATHEMATICS

CORE

## Mathematics

Year Nine Core Subject

<b>Subject Overview</b>	This course will cover the major strands of Mathematics but at a very basic level: Number, Algebra, Measurement, Space, Statistics, Probability.
<b>Pre-requisites</b>	Significant difficulties with Year Eight Mathematics and a discussion between the parents, the Head of Department and classroom teacher to determine placement.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"><li>• Students will obtain a greater knowledge and understanding of the different branches of Mathematics and, where appropriate, how they can be applied to the real world.</li><li>• They will grow in the ability to think logically and communicate mathematically at a basic level of understanding.</li><li>• Students will gain an appreciation of the usefulness and importance of Mathematics to everyday life and culture today.</li></ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"><li>• Diagnostic tests during the term, where appropriate.</li><li>• Topic tests and/or a test at the end each term.</li><li>• Alternative style assessment options to suit student needs.</li></ul>
<b>Career Pathway</b>	<p>This subject will form a basis for further study of Essential Mathematics, an Applied subject that teaches life related mathematics skills.</p> <p>A pass in a Unit of Senior Essential Mathematics satisfies the numeracy requirements of the QCE.</p>

<b>Subject Overview</b>	<p>This course will cover the major strands of Science with multiple units.</p> <ul style="list-style-type: none"> <li>• Chemistry: atoms, nuclear and chemical reactions.</li> <li>• Physics: energy transfer and its conservation.</li> <li>• Biology: body systems, reproduction.</li> <li>• Earth and Space Science: carbon cycle, interaction between Earth's spheres.</li> <li>• Psychology: an introduction.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will obtain a greater knowledge and understanding of the technological and natural world they live in.</li> <li>• Students will grow in the ability to test ideas and claims through experimentation.</li> <li>• Students will gain an appreciation of the scientific process which has led to the current body of knowledge.</li> </ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Student Experiments</li> <li>• Research Investigations</li> <li>• These will be assessed under the ACARA achievement standards of: Science Understanding, Science as a Human Endeavour and Inquiry Skills.</li> </ul>
<b>Career Pathway</b>	<p>This subject will form a basis for further study of science subjects at senior level and enable a career path toward the environmental, medical, health and education sectors.</p>

<b>Subject Overview</b>	History in Year Nine focuses on the early modern period. The course provides an overview of this period as well as depth studies into the Industrial Revolution, Australia's Colonial Period and World War One and the History of Popular Culture. The subject also serves as a preparation for the assessment types Humanities (particularly History) students will face in the Senior years.
<b>Learning Outcomes</b>	The learning outcomes for History centre around the six key steps to historical investigation; establishing the historical significance of events, the use of primary and secondary sources, identifying continuity and change in culture, analysing the cause and consequence of historical events, considering a range of perspectives on the same historical event, and understanding the ethical dimensions of historical perspectives as a way of informing our present and future.
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Museum Exhibit.</li> <li>• Historical presentation using artefacts and evidence.</li> <li>• Research essay.</li> <li>• Historical skills short response exam.</li> </ul>
<b>Career Pathway</b>	While History is valuable in and of itself for the simple fact that we are all a product of History, in terms of vocational opportunities the subject not only teaches students how to research well and write persuasively, but investigates why the world is the way it is and encourages students to conceive solutions to problems they discover. History is therefore both a practical and theoretical subject - it is about understanding our society and determining means to improve it.

<b>Subject Overview</b>	Year Nine will work their way through the book and workbook "A Sneaking Suspicion". Classroom discussions, small group work and writing activities cover topics like life, death, relationships, doubts, suffering, forgiveness, hope and God – things that are important but which we don't often talk about. Each lesson is designed to foster biblical thinking and how knowledge of the Bible connects to life experiences.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will be able to demonstrate an overall acquaintance with the text of the Bible.</li> <li>• Students will be able discuss some of the major themes of the Bible and their significance for the Christian life.</li> <li>• Students will be able to outline the main features of the gospel.</li> <li>• Students will be able to examine ethical issues and their implications for the Christian life.</li> </ul>
<b>Assessment Overview</b>	Students need to have completed certain sections of their workbook by the end of each term. Students also need to display knowledge and understanding of the biblical truths covered and be able to connect them to contemporary life experiences.
<b>Career Pathway</b>	Christian Studies gives young people a firm grounding in the Christian faith, thus preparing them for future roles as youth workers in either Christian organisations or local Church youth activities.

# HEALTH & PHYSICAL EDUCATION

CORE

## Health & Physical Education

Year Nine Core Subject

<b>Subject Overview</b>	<p>Core Health and Physical Education is compulsory for all Year Nine students. The learning in this subject is a combination of theoretical and physical tasks. It will be studied for three periods per week and involves learning that is distinct from the elective strand "Physical Education". These subjects can be studied together as they have complementary but not similar content.</p>
<b>Learning Outcomes</b>	<p>Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. It offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.</p>
<b>Assessment Overview</b>	<p>The assessment in this subject will be continuous and ongoing for all physical activities. This will culminate each term with performance in an authentic context for the physical activity.</p> <p>The theoretical aspect of the subject will be assessed through a range of assessment techniques including research reports, exams and multi-modal presentations.</p>
<b>Career Pathway</b>	<ul style="list-style-type: none"><li>• Sports Scientist (can specialise in dietetics, physiotherapy, sports medicine, podiatry)</li><li>• Sports Administration</li><li>• HPE Teacher</li><li>• Personal Trainer</li><li>• Sports Management, Marketing, Training and Coaching</li><li>• Medical Fields such as Rehabilitation, Ambulance Officer and Nursing.</li></ul>



# ADVICE ON SELECTING SUBJECTS

## Subject Selection

The course of study students choose to follow in Year Nine contains the opportunity for a lot of variety. Some questions you may wish to consider when selecting subjects with your child are:

- Which subjects do they do well at or have an aptitude for?
- Which subjects they enjoy studying and have a passion for?
- Which subjects will develop skills, competencies or mental abilities which will equip them for a future career option?

Whilst some students have an idea of a career pathway they would like to pursue there are many students who are still just exploring what they enjoy and are good at. Subject selection in Year Nine does not lock students into a given career pathway and there is opportunity to change their selection both at the end of Semester One and again in Year Ten.

## ELECTIVES BY DEPARTMENT

### English

Extension English

### Mathematics

Accelerated Mathematics

### Humanities

Business and Economics

Chinese

Geography

### Science

Extension Science

### Technologies

Design

Digital Solutions

Food Technology

Industrial Technology

STEM

Textiles & Fashion

### Physical Education

Physical Education

### The Arts

Dance

Drama

Film, Television & New Media

Music

Visual Art

<b>Subject Overview</b>	Extension English provides an opportunity for those passionate about writing, reading and speaking to deepen their skills. The course is built to complement English.
<b>Pre-requisites</b>	Extension English is not a replacement for English. All students undertaking this subject must complete English also. Students seeking to study in Extension English should have received a C+ or better, grade standard. As the overview suggests, this is a subject for those who like to write, read and discuss ideas.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Control of a wide range of text analysis methods.</li> <li>• Greater understanding of world literature.</li> <li>• Improved public speaking skills.</li> <li>• Greater control of sentences, to build a personal style.</li> <li>• Greater understanding of persuasive and creative techniques.</li> </ul>
<b>Assessment Overview</b>	Students are assessed on one formal item each term that has been developed in order to extend the students' responses to a higher level. Over the course, students will complete one persuasive, imaginative, analytical, and multimodal item. Most assessment is expected to be typed – all written assessment is to be submitted via Turnitin and multimodal tasks are to be uploaded via dropbox link.
<b>Career Pathway</b>	<p>This is a subject for students who see their future career path involving writing, reading, textual analysis or public speaking. Pathways such as Journalism will benefit from this course. It is also excellent preparation for Senior English.</p> <p>This course is a valuable foundation for students who are hoping to study Literature in Years 11 and 12.</p>

<b>Subject Overview</b>	<p>This course is intended to extend highly performing students who enjoy Mathematics and want to continue with studying the subject to at least the standard of Mathematical Methods in Years 10, 11 and 12.</p> <p>This content covered will be:</p> <ul style="list-style-type: none"> <li>• Making sure all classwork from the Year 9 Advanced Mathematics class is well understood.</li> <li>• Completion (as much as possible) of the Year 10 Mathematical Methods course, including Algebra, Probability, Statistics, Trigonometry, Equations and Co-ordinate Geometry.</li> <li>• Applying mathematics to the real world.</li> </ul>
<b>Pre-requisites</b>	<p>It is important to note that the pre-requisite for this course is an A standard in Year 8 Advanced Mathematics. If this pre-requisite is met, students will receive an invitation to pick this elective.</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will obtain a greater knowledge and understanding of the different branches of Mathematics and, where appropriate, how they can be applied to the real world.</li> <li>• They will grow in their ability to think logically and communicate mathematically.</li> <li>• They will grow in maturity in their approach to mathematics learning.</li> <li>• Students will be well-grounded in the Year 10 Mathematical Methods course.</li> </ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Tests at the end of each term.</li> </ul>
<b>Career Pathway</b>	<p>This subject will form a basis for further study of Mathematics at Senior level and thus for future study of Mathematics at a tertiary level, if desired, in fields such as Engineering, Sociology, Economics and any of the Sciences.</p>

<b>Subject Overview</b>	<p>Business and Economics in Year Nine is designed to provide students with knowledge and skills relevant to business and personal finance. Students investigate contemporary issues, events and case studies to examine concepts such as: managing personal finances, investments and budgeting, how businesses compete in local and global markets, consumer laws, rights and responsibilities, and marketing.</p>
<b>Learning Outcomes</b>	<p>To develop the knowledge, skills and confidence to:</p> <ul style="list-style-type: none"> <li>• Participate in the local, regional, national and global community as informed, responsible and ethical consumers, citizens and entrepreneurs.</li> <li>• Efficiently manage personal finances.</li> <li>• Interact effectively in personal and business environments.</li> <li>• To business opportunities and challenges.</li> <li>• Use information and technologies to record, report and create business information and/or products and to communicate relevant information to interested parties.</li> <li>• Work individually and co-operatively to develop and communicate business ideas.</li> </ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Written/research assignments</li> <li>• Multi-modal presentations.</li> </ul>
<b>Career Pathway</b>	<p>The knowledge and skills learned help students develop personal financial literacy and an understanding of how businesses seek to influence consumers. This will help students in everyday life and in a variety of employment settings including:</p> <ul style="list-style-type: none"> <li>• Human resource management</li> <li>• Marketing</li> <li>• Business administration and management</li> <li>• Financial planning</li> <li>• Accounting</li> <li>• Customer service</li> <li>• Banking</li> <li>• Government administration</li> <li>• Economics.</li> </ul>

<b>Subject Overview</b>	The aim of the course is to develop students' knowledge and understanding of the Chinese language and culture over a range of topics. These topics include: storytelling, food in China, leisure activities and describing people. Students will produce and present their work in a variety of ways with a significant focus on technology.
<b>Pre-requisites</b>	A passing result in Year Eight Chinese is an advantage.
<b>Learning Outcomes</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Translate conversational Chinese.</li> <li>• Shop for Chinese or Australian food and drink and discuss people's leisure activities.</li> <li>• Type Chinese characters to introduce people and their interests.</li> <li>• Compare Chinese and Australian cultural differences especially in the areas of food and entertainment.</li> </ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Reading: vocabulary quizzes and reading test</li> <li>• Speaking and Listening: role-plays</li> <li>• Writing: a comic story</li> <li>• Multi-media projects: a movie clip with Chinese sound and subtitles.</li> </ul>
<b>Career Pathway</b>	The ability to speak Chinese leads directly to careers in interpreting, teaching and foreign trade. Chinese complements all other careers and gives students an edge in gaining employment in business, engineering, tourism, the Defence Force and many other areas, where communication with other countries and people groups is common.



<b>Subject Overview</b>	<p>Geography aims to ensure that students develop: a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world. This subject is perfect for students who are passionate about the world, its people and the different ways we interact with and impact the environment.</p> <p>Over the course of the year, students will investigate:</p> <ul style="list-style-type: none"> <li>• Protecting biomes and managing food security (animal habitats, food production and sustainability, soils and plants).</li> <li>• Interconnection between individuals and communities (Permaculture, Biological cycles and environmental practices).</li> </ul>	
<b>Learning Outcomes</b>	<p>Geography aims to ensure that students develop:</p> <ul style="list-style-type: none"> <li>• A deep geographical knowledge of their own locality, Australia, the Asia region and the world.</li> <li>• The ability to think geographically, using geographical concepts.</li> <li>• The capacity to be competent, critical and creative users of geographical inquiry methods and skills.</li> <li>• As informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.</li> </ul>	
<b>Assessment Overview</b>	<p>Assessment includes:</p> <ul style="list-style-type: none"> <li>• Combination Response Exam</li> <li>• Action Plan</li> <li>• Field Report</li> <li>• Sustainability Project.</li> </ul>	
<b>Career Pathway</b>	<p>Students who succeed in Geography often move into the following careers:</p> <ul style="list-style-type: none"> <li>• Journalism</li> <li>• Advertising</li> <li>• International relations</li> <li>• Business</li> <li>• Tourism</li> <li>• Landscaping</li> </ul>	<ul style="list-style-type: none"> <li>• Architecture</li> <li>• Town planning</li> <li>• Environmental management</li> <li>• Teaching</li> <li>• Law</li> <li>• Real estate</li> <li>• Travel.</li> </ul>

<b>Subject Overview</b>	<p>Extension Science provides an opportunity for those passionate about Science to be challenged to be better young scientists and to realise their unique, important role as good stewards of our Earth.</p> <p>It will encourage students to make this world a better place, through having a growth mindset, extending their scientific knowledge, developing their inquiry skills and communicating their ideas.</p>
<b>Pre-requisites</b>	<p>Extension Science is not a replacement for Science. All students undertaking this subject must complete Science also. It is recommended that students seeking to study Extension Science should have achieved a C standard or better in Year Eight.</p>
<b>Learning Outcomes</b>	<p>Using innovation, invention, 'outside-the-box' thinking and other intellectual/practical skills, students will be solving problems and completing projects (with a scientific base) at a local, national or even global level.</p>
<b>Assessment Overview</b>	<p>The assessment in this subject may include:</p> <ul style="list-style-type: none"> <li>• Project/Research reports</li> <li>• Multi-modal responses (eg. TED talk)</li> <li>• Data tests.</li> </ul>
<b>Career Pathway</b>	<p>This subject could lead to future cutting-edge careers in science, engineering, health, environment or technology.</p>

<b>Subject Overview</b>	<p>Design is an exciting subject for any student who loves to be creative. Students learn sketching and design thinking skills and problem-solving techniques. The creativity, adaptability, communication and collaboration activities included in this subject are valuable "soft skills" for our next generation of all students.</p> <p>This subject incorporates sketching, modelling and up-to-date software to develop skills in architecture, product design, interior design, fashion, graphic design and senior assessment formatting. Students develop valuable designing, organising and drawing skills as they collaborate with real world clients to create innovative solutions.</p> <p>The Year Nine Design program also focuses on the development of enthusiasm. It is important that all students learn to apply their best efforts in everything they undertake on a daily basis.</p>	
<b>Learning Outcomes</b>	<p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• Sketch and communicate creative solutions to problems.</li> <li>• Work with a real client to design for a business.</li> <li>• Produce attractive outdoor architecture, product, fashion and interior design projects.</li> <li>• Follow the design process to produce drawings, prototypes and products.</li> <li>• Use AutoDesk software.</li> <li>• Operate a 3D Printer and a laser cutter.</li> <li>• Design usable 3D printing designs.</li> <li>• Solve simple and complex problems.</li> </ul>	
<b>Assessment Overview</b>	<p>Students are assessed using:</p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Examinations.</li> </ul>	
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Product Design</li> <li>• Interior Design</li> <li>• Architecture</li> <li>• Graphic Design</li> <li>• Fashion</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering</li> <li>• Drafting</li> <li>• Computer Aided Manufacturing</li> <li>• Trades.</li> </ul>

<b>Subject Overview</b>	<p>Digital Solutions seeks to equip students for a world where data and digital systems are transforming business, education, entertainment, manufacturing and many other industries.</p> <p>In Year 9, students will explore, develop, generate and evaluate digital solutions in various context including app design/development, database design/development, game design/development, and web design/development.</p> <p>A variety of programming languages are also explored including C# and CSS, HTML, JavaScript, Python, and SQL.</p>
<b>Learning Outcomes</b>	<p>Year 9 Digital Solutions provides students with practical opportunities to be innovative designers and developers of digital solutions. It will assist students to become more effective and critical consumers of data and digital systems.</p>
<b>Assessment Overview</b>	<p>All assessment is project based and may involve group work. Assessment in Digital Solutions seeks to mirror that of industry practice as closely as possible.</p>
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Application Designer</li> <li>• Communication Specialist</li> <li>• Data/System Analyst</li> <li>• Database Administrator</li> <li>• Game Developer</li> <li>• Information/Cyber Security Engineer</li> <li>• Network/Systems Engineer</li> <li>• Project Manager</li> <li>• Software Developer</li> <li>• Web Developer.</li> </ul>

<b>Subject Overview</b>	<p>The central focus of Food Technology is food preparation skills and nutritional well-being.</p> <p>Food Technology helps to develop a student's:</p> <ul style="list-style-type: none"> <li>• Knowledge of nutrition and food, and their impact on the human body.</li> <li>• Practical cooking techniques.</li> <li>• Independence.</li> <li>• Research and product development.</li> </ul> <p>Students/parents need to be aware that this subject requires ingredients to be brought from home on a regular basis. Most recipes will be suitable for a family evening meal.</p>
<b>Learning Outcomes</b>	<p>Food Technology will have these units:</p> <ul style="list-style-type: none"> <li>• Product development</li> <li>• Multicultural cuisines</li> <li>• Celebrations</li> <li>• Nutrition.</li> </ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Practical cooking tasks and folio</li> <li>• Project folio.</li> </ul>
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Dietician</li> <li>• Chef</li> <li>• Food Preparation</li> <li>• Food Technologist</li> <li>• Health Promotion Officer</li> <li>• Food Technology Teacher</li> <li>• Home Economist</li> <li>• Nutritionist</li> <li>• Restaurateur</li> <li>• Hospitality Industry.</li> </ul>



<b>Subject Overview</b>	<p>Industrial Technology is an opportunity for students to have fun working with their hands and designing in the workshop. It teaches relevant life skills based around industrial processes, design strategies, project management, materials, engineering, problem solving, creativity, social skills and character.</p> <p>The Year Nine Industrial Technology program also focuses on the development of enthusiasm. It is important that all students learn to apply their best efforts in everything they undertake on a daily basis.</p>
<b>Learning Outcomes</b>	<p>Students will learn to:</p> <ul style="list-style-type: none"> <li>• Setup and run common power tools and machinery.</li> <li>• Design and produce a custom laminated plywood project such as a skateboard, skim board or photo frame.</li> <li>• Develop a CO2 powered dragster to enter into a race.</li> <li>• Understand principles such as aerodynamics, momentum, drag etc.</li> <li>• Design and create a range of other exciting and challenging projects such as a LED light stand and timber jewellery box.</li> </ul>
<b>Assessment Overview</b>	<p>Assessment is largely practical. Design Folios are assessed on some projects.</p>
<b>Career Pathway</b>	<p>Students who complete Year Nine Industrial Technology develop skills towards:</p> <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Design</li> <li>• Trades such as carpentry, cabinet making, electrical, plumbing, automotive etc.</li> <li>• Any career involving design and problem solving.</li> </ul>

<b>Subject Overview</b>	<p>In STEM, students will undertake 4 units of study - Duinokit (Arduino based) Electronics, Lego Robotics, Drones and finally a Mars Rover unit.</p> <p>The Duinokit is an integrated electronics package based on the Arduino microprocessor that features multiple input and output hardware devices such as temperature sensors, LEDs, and servo motors. The Lego unit involves students devising an autonomous robotic solution to the problem of delivering urgent supplies to an apartment complex; in this case, using Lego EV3 hardware.</p> <p>The drone unit sees students learning to build and fly unmanned aircraft in simulation and real-life using both line-of-sight and FPV (video goggle) techniques to provide a solution to a real-world police tactical problem. Finally, students will also engineer and program a ground rover to execute a remote mission in a Martian environment.</p> <p>The course has a heavy emphasis on practical work, Problem-Based Learning, and Systems Thinking.</p>
<b>Learning Outcomes</b>	<p>Students will develop innovative and creative design concepts, generate plans and diagrams to communicate their design processes, and produce solutions using a variety of materials and techniques. Students will also continue in the process of competently flying multirotor type aircraft (i.e. drones) as well as controlling machines in both manual and autonomous configurations. Problem-solving is central to STEM, and students will be expected to work independently as well as collectively in teams, and to track their progress through a task. Systems Thinking underpins all topics in STEM, and students learn to analyse complex problems using systems thinking techniques.</p>
<b>Assessment Overview</b>	<p>Students are assessed through four components which are the same as those used in year Eleven and Twelve Aerospace Systems: Retrieval and comprehension, Analysis, Synthesis and evaluation, and Communication. Assessment is by folio presentation and short tests.</p>
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Aerospace</li> <li>• Robotics</li> <li>• RPAS (UAV) controller</li> <li>• Pilot</li> <li>• Machine operator</li> <li>• Engineering</li> <li>• Computer Science/IT</li> <li>• Electronics</li> <li>• Design &amp; Construction.</li> </ul>

<b>Subject Overview</b>	<p>The central focus of Textiles and Fashion is the design and production of textile items suitable for a range of situations.</p> <p>Textiles and Fashion has four units:</p> <ul style="list-style-type: none"> <li>• New sewing skills - journal book cover.</li> <li>• Interior design and cushion making.</li> <li>• Using commercial paper pattern - fashion item of clothing.</li> <li>• Fashion Accessory - fabric tote bag.</li> </ul> <p>The Textiles and Fashion subject area brings together theoretical understanding and practical application.</p>	
<b>Learning Outcomes</b>	<p>Textiles and Fashion has five core area:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of fibres and fabrics.</li> <li>• New sewing skills.</li> <li>• Practical application of new sewing skills through the construction of a journal book cover, an item of clothing, a cushion and fabric tote bag.</li> <li>• Design.</li> <li>• Sustainability of textiles.</li> </ul>	
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Practical Tasks - both continuous and final product(s).</li> <li>• Process journals - Textiles.</li> </ul>	
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Consumer Scientist</li> <li>• Crafts person</li> <li>• Fashion Designer</li> <li>• Personal Stylist</li> <li>• Teacher</li> <li>• Home Economist</li> <li>• Interior Designer</li> </ul>	<ul style="list-style-type: none"> <li>• Textile Designer</li> <li>• Theatrical Costume Maker and Designer</li> <li>• Clothing production</li> <li>• Merchandising</li> <li>• Retail.</li> </ul>

# PHYSICAL EDUCATION

ELECTIVE

## Health & Physical Education

Year Nine Elective Subject

<b>Subject Overview</b>	Physical Education draws from a variety of disciplines, including the physical, biological, chemical and sociological sciences. Students will cover material that enables them to develop knowledge, skills and attitudes about: enhancing personal development; in promoting the health of individuals and communities; enabling students to develop concepts and skills for physical activity; and to improve their sporting performance.
<b>Learning Outcomes</b>	<p>Physical Education gives students a unique opportunity to learn skills across a wide range of practical and theoretical subject areas. The students will get experiences in the following sports:</p> <ul style="list-style-type: none"><li>• Sofcrosse</li><li>• Volleyball</li><li>• Crossfit</li><li>• Golf.</li></ul>
<b>Assessment Overview</b>	<p>In practical activities students will be continually assessed on their performance throughout the duration of the term. The theoretical components will be assessed using a variety of genres such as:</p> <ul style="list-style-type: none"><li>• Essay</li><li>• Exam</li><li>• Reports</li><li>• Multimodal presentation.</li></ul>
<b>Career Pathway</b>	<ul style="list-style-type: none"><li>• Sports Scientist (can specialise in dietetics, physiotherapy, sports medicine, podiatry)</li><li>• Sports Administration</li><li>• HPE Teacher</li><li>• Personal Trainer</li><li>• Sports Management, Marketing, Training and Coaching</li><li>• Medical Fields such as Rehabilitation, Ambulance Officer and Nursing.</li></ul>

<b>Subject Overview</b>	Year Nine Dance provides opportunities for students to experiment with a range of genres including Jazz, Hip Hop and Contemporary dance. To enrich the teaching and learning, students will participate in incursions and excursions including guest-artist workshops and theatre performances. The program allows students to express their creativity and develop their technical and expressive skills while exploring the interrelationship between practical and theoretical aspects of dance.
<b>Pre-requisites</b>	Students with a keen interest in dance and creative expression will thrive in this subject. Those with a willingness to develop fitness and co-ordination, as well as employ their intelligence to physical problem-solving would be well suited.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Increased self-esteem and confidence.</li> <li>• Fostered development of special interests and talents not emphasised in other educational areas.</li> <li>• Creative and problem-solving abilities are fostered through research, synthesis and communication of concepts, images, themes and feelings.</li> <li>• Ability to work in groups.</li> <li>• Ability to analyse and reflect on dance performances .</li> </ul>
<b>Assessment Overview</b>	Throughout the year students will complete <ul style="list-style-type: none"> <li>• Individual and group choreography tasks</li> <li>• Group performances</li> <li>• Analytical and reflective writing.</li> </ul>
<b>Career Pathway</b>	All career pathways, university or other, benefit from the skills obtained in dance studies such as: formulating ideas, expression, social skills and self-confidence. Career pathways within The Arts include: <ul style="list-style-type: none"> <li>• Art Project Manager</li> <li>• Arts Administrator</li> <li>• Choreographer</li> <li>• Creative Entrepreneur</li> <li>• Dance Journalist</li> <li>• Dance Studio Owner</li> <li>• Dance Teacher</li> <li>• Events and Festivals Coordinator</li> <li>• Festival Director</li> <li>• Independent dance artist.</li> </ul>

<b>Subject Overview</b>	<p>Year Nine Drama will increase your ability to think; creatively, imaginatively and divergently. You will learn how to think outside the square. Drama teaches students how to become critical consumers rather than just passive viewers. Students are expected to question and critique their own and other's process and products. You will develop higher order thinking skills.</p> <p>Year Nine Drama begins with a revision of foundational skills then covers clowning, script performance and the creation of student devised work. Drama will increase your self-esteem and confidence.</p>
<b>Pre-requisites</b>	<ul style="list-style-type: none"> <li>• Enjoys creativity.</li> <li>• Comfortable working individually and in groups.</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Greater fluency of written and oral communication.</li> <li>• It will increase your self-esteem and confidence. You will learn the skills of listening, negotiating and communicating.</li> <li>• You will learn how to excel in public speaking.</li> <li>• Ability to work in groups.</li> <li>• Time management.</li> <li>• Understanding of story structure and character development.</li> <li>• Ability to form ideas for performances in a variety of styles.</li> <li>• Performance skills in a variety of styles.</li> <li>• Ability to analyse drama products.</li> <li>• Ability to reflect on student's own performances.</li> </ul>
<b>Assessment Overview</b>	<ul style="list-style-type: none"> <li>• Analytical extended and short response writing, both seen and unseen.</li> <li>• Scene structure development (written).</li> <li>• Playwriting.</li> <li>• Sketching of designs (eg. Set and costume).</li> <li>• Performance (individual and in group).</li> </ul>
<b>Career Pathway</b>	<p>Broadly, Drama provides a foundation for any career that utilizes creativity, critical literacy, writing, working in groups, communicating with people, creative problem solving and any form of social intelligence.</p> <p>Common career pathway may include: Acting, Directing, Journalism, Film and TV, Advertising, Teaching, Law, Customer Service, Event Management, Production Design.</p>

<b>Subject Overview</b>	<p>Film, Television and New Media covers theory and practical work in film, television and new forms of media, such as streaming video and gaming. The course has a focus on the 'small screen', that is, media we consume at home, including TV, smart phone content and tablets.</p> <p>Unit one topics include:</p> <ul style="list-style-type: none"> <li>• Storytelling</li> <li>• TV genre like animated comedy</li> <li>• Marketing structures of streaming video services like Netflix</li> <li>• Narrative-based video games.</li> </ul> <p>Later in the year, an entire unit is devoted to YouTube and the study of popular YouTubers. They will discover new models of entrepreneurship, including how YouTube videos can become a source of income.</p> <p>Practically students will develop their preproduction, production and post-production abilities in film making relevant to small screen content, including animation, cinematography, sound and editing; and creating productions within genres and styles such as YouTube vlogs, instructional videos or internet-style sketch comedy.</p>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text.</li> <li>• Manipulate media representations to identify and examine social and cultural values and beliefs.</li> <li>• Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text for a specific purpose, meaning and style.</li> <li>• Plan and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of production processes.</li> <li>• Produce and distribute media artworks for a range of community and institutional contexts and consider social, ethical and regulatory issues.</li> <li>• Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences.</li> <li>• Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks.</li> </ul>

<b>Assessment Overview</b>	<p>In Year Nine there are six tasks. These cover the processes of designing, producing and responding.</p> <p>They may include:</p> <ul style="list-style-type: none"> <li>• Designing and producing a title sequence for an imagined program in a genre of TV popular on streaming video platforms, or for an imagined video game. The design formats may include storyboards and shot lists.</li> <li>• A multimodal task analysing story elements within a program of a popular small screen medium of teenage entertainment.</li> <li>• Designing and producing a YouTube video in a popular YouTube genre. This may include a written proposal for sending the video 'viral'.</li> <li>• An exam covering media languages such as shot types, symbols, editing and sound.</li> </ul>
<b>Career Pathway</b>	<p>Broadly, Film, Television and New Media provides a foundation for any career that utilizes creativity, critical literacy, writing or production skills. It is also a primer of group work, independence, communication skills, leadership and the ability to organize and meet deadlines.</p> <p>Some career paths may include film, video, audio, television and digital media production; media administration and management; advertising sales and programming; writing for film, television, and digital platforms; and journalism.</p>



<b>Subject Overview</b>	Music in Year Nine is designed to develop student's skills in performance, musicology, aural skills, music interpretation and composition. Year Nine Music focuses primarily on students' literacy and performance of music.
<b>Pre-requisites</b>	It is recommended for a student to have studied and passed Year Eight Music. However, if a student is very motivated, consideration will be given to their request. Students will need to specialise on one instrument or voice. Private tuition in this choice is highly recommended.
<b>Learning Outcomes</b>	<p>Music in Year Nine focuses on students' performance on stage as a solo artist and as part of an ensemble. Through an immersion in repertoire from various cultural and historical contexts, students learn to aurally and visually identify, respond to and use the elements and patterns of music.</p> <p>Students will study a variety of musical components. By singing, playing instruments, listening and composing, students experience satisfaction and enjoyment as they learn.</p>
<b>Assessment Overview</b>	Assessment methods will include solo and ensemble performance tasks, aural skills, formal tests and composition.
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Performer</li> <li>• Composer</li> <li>• Sound Engineering</li> <li>• Artist and Recording Rep/Talent</li> <li>• Concert Promoter</li> <li>• Disc Jockey</li> <li>• Music Journalist/Critic</li> <li>• Music therapist</li> <li>• Musicologist</li> <li>• Recording artist</li> <li>• Conductor</li> <li>• Instrumental or Classroom Teacher</li> <li>• Advertising</li> <li>• Teacher</li> <li>• Worship Pastor.</li> </ul>

<b>Subject Overview</b>	Visual Art teachers use multiple methods of problem solving and design. Emphasis is placed on experimentation with a range of materials, processes and ideas leading to the development of a personal style.
<b>Pre-requisites</b>	Visual Art uses a wide range of texts including soundscapes, animations as well as traditional ideas. An open creative mind is all that is needed.
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Develop flexibility, originality and confidence.</li> <li>• Appreciate artistic methods as a means for promoting particular viewpoints and concerns.</li> <li>• Ability to construct a visual language for use with a range of occupations and audiences.</li> <li>• Refine problem solving, research and time management skills.</li> </ul>
<b>Assessment Overview</b>	There is only one assessment per semester consisting of a folio of artworks around a theme. There is no exam, instead a workbook of concepts supplements the folio work.
<b>Career Pathway</b>	<ul style="list-style-type: none"> <li>• Designer in a range of industries</li> <li>• Events and Festival development</li> <li>• Occupational therapist</li> <li>• City planner</li> <li>• Arts Administrator or Curator</li> <li>• Artist</li> <li>• Book illustration</li> <li>• Film and theatre sets and props</li> <li>• Publishing</li> <li>• Advertising</li> <li>• Web and game design</li> <li>• Social theorist and Futurist.</li> </ul>

## NOTES



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