



Westminster School

YEAR 9 – 2020

Curriculum Booklet



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CURRICULUM IN YEAR 9 DURING 2020

All students in Year 9 study a Compulsory program, which includes:

English	Full year (2 semesters)
Health and Physical Education	Full year (2 semesters)
Digital Technologies	Full year (2 semesters)
Mathematics (OR Essential Mathematics by invitation)	Full year (2 semesters)
Wellbeing (incorporating RAVE)	Full year (2 semesters)
Science	Full year (2 semesters)
HASS <ul style="list-style-type: none">- Civics and Citizenship- Economics and Business- Geography- History	1 semester of History and Geography (incorporating Civics and Citizenship; Economics and Business)

In addition, all students are required to study elective subjects.

In 2020 Year 9 students will be required to study 4 Semester Electives in addition to Languages.

The Semester Elective subjects that can be studied are:

Agriculture	Either 1 or 2 semesters
Dance	Either 1 or 2 semesters
Design Technologies – F1 in Schools	1 semester subject
Design Technologies - Wood	1 semester subject
Design Technologies - Fashion	1 semester subject
Drama	1 semester subject
Food Technology	1 semester subject
Music	Full year (2 semesters) only
Visual Arts: <ul style="list-style-type: none">- Art- Design: Architecture and Graphics	1 semester subject

All students in Year 9 study a Language subject from one of the following options.



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Chinese	Full year (2 semesters) only
German	Full year (2 semesters) only
Japanese	Full year (2 semesters) only
Stretch (in lieu of Language but only after negotiation with the Head of Stretch)	Full year (2 semesters) only

Before choosing, it is suggested that you consider these points:

- all students must select a Language, a Performing and Creative Arts subject and a Design Technologies subject as these form part of the Westminster broad core academic program
- interest, ability and enjoyment are all important factors when choosing subjects
- all of these elective subjects are currently offered through to SACE Stage 2 at Year 12
- all languages assume previous study to Year 8 standard. There is a continuing push in Australia towards the learning of a second language. People with a second language will often have advantages in job applications, overseas appointments and in trade and we highly recommend that you continue with your language beyond Year 9 if you have had any measure of success and/or enjoyment
- there is no prior knowledge assumed in Design, Food Technology, Art, Agriculture or Drama
- Music assumes music tuition and the ability to read music
- International students as expected to complete a compulsory line of English as an Additional Language in addition to their core English studies.

Remember to investigate each subject, ask questions of teachers and other students and make up your own mind about your subject selection.

THE AUSTRALIAN CURRICULUM

For information about the Australian Curriculum please visit <http://www.australiancurriculum.edu.au/> or make an appointment to speak to Andrea Sherwood, Director of Learning.

Further, very comprehensive information can be found on the above link to the ACARA (Australian Curriculum) website under the Information for Parents tab (Information Sheets).

Subject Levies for Elective Subjects

From Year 9 onwards some elective subjects incur additional costs, which are now published in the Curriculum Information Booklets, on the relevant page. These additions cover the costs of materials within the course and must be billed individually as not all students study the same suite of electives from the broad range available. The published costs are indicative and based on 2019 costs.

Please read this booklet carefully and enjoy your Year 9 studies.

HOW TO SELECT YOUR ELECTIVES

Elective availability will depend upon the pattern of selection. Hence students must select reserve preferences.

The below subjects will be automatically allocated to each student

- English
- Digital Technologies
- Geography and History (1 semester each)
- Mathematics/Essential Mathematics
- Health and Physical Education
- Science
- Wellbeing (incorporating RAVE)

All other subjects should be considered, carefully planned using the planning documentation provided and then entered electronically into the system. A guide to this is provided below and further details available in the Guide on the website.

Please note that in selecting Music, German, Japanese, Chinese or Stretch (in lieu of Languages), both units must be selected. Students will be approached in regards to Stretch.

Whilst every effort will be made to accommodate the selections made by each student, the allocation of students to subjects will depend upon the availability of resources, the pattern of student selection and the priority assigned to each preference.

Those subjects which may be studied for two semesters may not specify the exact content of the both semester programs. The final content of most courses is defined based upon the pattern of the selections made by students and their parents. Working in this manner allows us to develop greater flexibility in our scheduling, which in turn allows more students to study the electives they have chosen as higher priorities. Students joining a class in Semester 2 will not be disadvantaged if the class also contains students who are seeking a year-long experience in those subjects offered.

WESTMINSTER SCHOOL STUDENTS

Subject selection will be completed online at www.selectmysubjects.com.au

Steps to follow:

Step 1 View the Year 9 Curriculum Booklet available online at www.westminster.sa.edu.au

Enter the site > Click on the Menu tab

Select Community > Parents > Senior School > Curriculum Information

Click on '2020 Year 9 - Curriculum Booklet'

Step 2 Discuss your selections with your Parents and/or the Director of Learning

Step 3 Select your subjects on the Subject Selection Planner (which is to be used for your purposes only, and does not need to be handed in)



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Step 4 Complete the online subject selection – Web Preference Access Guide and Code will be issued to you. **It is anticipated that the Online Subject Selection will open on Monday 5 August 2019 and close on Friday 16 August 2019.** The online form/receipt must be printed and signed by yourself and your parents. **The completed Online Subject Selection form must be returned to the Senior School Office by Monday 19 August 2019.** Students who do not meet this deadline could find restrictions imposed on their subject selections.

STUDENTS NEW TO WESTMINSTER

If you have been sent a Web Preference Access Guide and Code, then please follow the steps above (as this means that you have enrolled prior to the Web Preferences being put online).

If you have not been sent a Web Preference Access Guide and Code, then please follow the steps below as a New Student to Westminster.

Step 1 View the Year 9 Curriculum Booklet available online at www.westminster.sa.edu.au
Enter the site > Click on the Menu tab
Select Community > Parents > Senior School > Curriculum Information
Click on '2020 Year 9 - Curriculum Booklet'

Step 2 If necessary, contact our Director of Learning, Andrea Sherwood to discuss your selections.

Step 3 Select your subjects on the Subject Selection Planner provided with your information.

Step 4 Discuss your selections with your Parents.

Step 5 Please return the completed Subject Selection Planner, including signatures of Student and Parent/Carer, to the Westminster Senior School Office by Monday 19 August 2019 or as soon as possible if that date has already passed.

THE CUT OFF DATE TO CHANGE SUBJECTS IS THE END OF WEEK 2 OF EACH SEMESTER

The provision of all courses depends upon the pattern of student subject selection and the availability of teachers and other resources.

Unfortunately, it is not always possible to accommodate the total number of different subject combinations in a timetable. Every year a small number of students will have to reassess their choices.

Similarly, when initial subject choices have been made and final decisions have been reached about which subjects will be scheduled, a subject may be withdrawn from being offered and it may be necessary to revise your choices. We will, however, do everything possible to accommodate the subject choices of each student.



CURRENT CONTACTS AT WESTMINSTER SCHOOL AND USEFUL INFORMATION

Key contacts

Mr David Wallage	Head of Senior School	dwallage@westminster.sa.edu.au
Ms Andrea Sherwood	Director of Learning	asherwood@westminster.sa.edu.au
Mr Tony Ritson	Head of Senior Students/SACE Coordinator ...	tritson@westminster.sa.edu.au
Mrs Jude Depold	PLP / Research Project Coordinator	jdepold@westminster.sa.edu.au
Mrs Kate Johns	Current Head of Year 8	kjohns@westminster.sa.edu.au
Mrs Jane Edwards	Current Head of Year 7	jedwards@westminster.sa.edu.au
Mrs Jenny Howland	Student Counsellor / VET Coordinator	jhowland@westminster.sa.edu.au

Curriculum Leaders

Mrs Angela Phillips	Mathematics	aphillips@westminster.sa.edu.au
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Mr David Tiller	Physical Education	dtiller@westminster.sa.edu.au
Mr Darren McLachlan	Technology	dmclachlan@westminster.sa.edu.au
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Mrs Rebecca Forrest	Library/ICT	rforrest@westminster.sa.edu.au
Mrs Jude Depold	PLP / Research Project Coordinator	jdepold@westminster.sa.edu.au

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Mr Trevor Orman	Carter	torman@westminster.sa.edu.au
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Mrs Kate Inglis	Kelly	kinglis@westminster.sa.edu.au
Mrs Michelle Payne	Woollacott	mpayne@westminster.sa.edu.au

Useful Websites

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
Adelaide University	www.adelaide.edu.au
Flinders University	www.flinders.edu.au
Uni SA	www.unisa.edu.au
TAFE SA	www.tafe.sa.edu.au
My Future	www.myfuture.edu.au



LEARNING RESOURCE CENTRE (LRC)

The Senior School Learning Resource Centre is no longer a place just for the circulation of books. With the increase in technology this Centre has changed to reflect many new resources and modes of access.

The LRC is a physical and virtual learning environment where literacy, inquiry, thinking, imagination, discovery, and creativity are central to students' information to knowledge journey. It is an area of the school that helps develop their personal, social and cultural growth. Special events and author visits are tailored to support the literacy focus of the Senior School as well as to enrich student enjoyment of reading for pleasure.

We have created online environments where students can access electronic databases, journals, e-books, audiobooks, digitally streamed videos and a referencing generator. Students can borrow a variety of audio-visual equipment. We have created inspiring spaces where staff and students can teach and learn in diverse ways.

The Bartlett Room and Large Seminar Room have been fitted with electronic whiteboards and data projectors to enable staff to teach using dynamic methods. We have also created welcoming spaces in which students can relax and work collaboratively or participate in individual study.

There is a qualified Librarian to assist students with their curriculum and research needs in addition to readers' advisory.

The LRC is open from 8.00am to 5.00pm each school day with the exception of the last day of term where we close at 1.00pm. These extended opening hours allow students to work after school in a safe supportive environment.



Exchanges

Exchanges are part of the Round Square philosophy. These exchanges occur at two levels: international and regional. The international exchanges usually occur in Year 10, however Canadian schools have a preference for exchanging in late Year 9, and the Bavaria Hamburg German exchanges and the Tamagawa Academy Japanese exchanges are in Year 11, but in vacation time. Exchanges vary in length from six weeks to a full term depending on the individual circumstances. The exchanges are negotiated between Westminster School and the selected host school and are reciprocal, so no tuition fees are exchanged and the students travel on a tourist visa. Our exchange students' families arrange their travel.

Westminster School exchanges are usually with Round Square schools, but some are the International Association of Methodist related Schools, Colleges and Universities and schools with which we have bilateral agreements.

There is no cost involved other than the travel expenses and the reciprocal hosting, and wherever possible, the aim is to accommodate the student's first choice, but sometimes flexibility is required. Some schools do require a deposit to cover additional items such as camps or instrumental tuition which are not covered by the usual tuition fees. The amount varies depending on the school. Unused monies are returned at the end of the exchange.

The arrangement of exchanges can be done at any time, although it is advisable to look at 12 month preparation time.

More information on exchanges is available by contacting the school on 8276 0276 or via the Westminster School Round Square link on Inspire.



AGRICULTURE – Elective subject

This subject can be studied as a one semester course or for a full year.

STUDY DESCRIPTION

Students are assessed by a variety of means, including practical involvement and effort, practical reports, assignments, videos/power points.

COURSE CONTENT

The Year 9 Agriculture course is a practical course, with a number of opportunities for students to become involved in a number of activities. Students develop an appreciation for food and fibre production, along with the developing a foundation understanding of plant and animal science.

Semester 1 – Agriculture A

Options include:

- Introduction to Agriculture – Career/Industry Focus
Students are provided with a brief introduction to the history of Westminster's Sturt Grove Farm, and the broader Agriculture Industries.
- Aquaculture – Students will have the opportunity to develop their understanding of aquaculture practices. Students will research, design and construct their own class tank and undertake growth trials of a chosen species.
- Poultry Production – Layer Chicken Production
Students raise laying hens, from day old chickens. Students are involved in the feeding and husbandry of the chickens, and complete assignment work based on this industry.
- Cows Create Careers
Students undertake the Program developed by Dairy Australia to educate students about the dairy industry. This program involves a range of tasks and assignments, and includes caring for six dairy calves at school.
- Vegetable Gardens
Students plant and tend to their own vegetable garden for the duration of the semester. Students are involved in the continued development of the orchard. Students undertake plant care, orchard structural development and fruit harvest.

Semester 2 – Agriculture B

Options include:

- Introduction to Agriculture – Career/Industry Focus
Students are provided with a brief introduction to the history of Westminster's Sturt Grove Farm, and the broader Agriculture Industries.
- Showing of Animals
The students are involved in learning about each animal that Westminster exhibits at the Royal Adelaide Show (beef cattle, sheep, goats).
- Aquaculture – Students will have the opportunity to develop their understanding of aquaculture practices. Students will research, design and construct their own class tank and undertake growth trials of a chosen species.
- Vegetable Gardens



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Students plant and tend to their own vegetable garden for the duration of the semester. Students are involved in the continued development of the orchard. Students undertake plant care, orchard structural development and fruit harvest.

OUTCOMES

- An insight to many vocations e.g. Veterinary Science, Agronomy, Natural Resources Management, Marketing and Animal Husbandry.
- Improved understanding of horticulture, farm management, and production.
- Broader understanding of natural resource management and how it relates to agriculture.
- Awareness of food and fibre production, and the role agriculture plays within South Australia.
- Opportunities to become involved in the South Australian Agriculture Industry through the Royal Adelaide Show.



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CHINESE – Compulsory subject

This is a full year subject.

STUDY DESCRIPTION

This course builds on language and contexts covered in the Year 8 Chinese course or an equivalent level. The Year 9 Chinese course offers a smooth transition from the introductory level to a second level of Chinese course, with a stronger focus on important sentence structures as well as more complicated expressions and vocabulary. The course aims to develop stronger communication skills in the areas of listening, speaking, reading and writing and to have a greater understanding of contemporary China and Chinese speaking communities.

COURSE CONTENT

Semester 1

Students will work with a variety of learning materials to consolidate their language skills. Topics include colors and clothing, weather and seasons, leisure activities and holidays, asking and telling dates and times, explaining the positions and locations of objects.

- A variety of communicative written genres will be introduced such as a letter or a magazine article
- Students will have an advanced understanding of Chinese characters and grammar
- Students will develop their oral skills by participating in role plays, pairs and group conversation tasks, and oral presentations
- Contemporary China such as festivals, celebrations and leisure life will be incorporated into all lessons
- Students will be encouraged to respond to and use Chinese in the classroom

Semester 2

Students will continue to work towards further developing their communication skills and cultural understanding. Topics include travelling, shopping, visiting and inviting friends, making phone calls and eating out.

- Students will learn to use ICT skills to enhance their Chinese study and research relevant information from Chinese websites
- Contemporary China such as youth culture, discussion on preservation versus modernisation in Chinese society, and impact of globalisation will be incorporated into all lessons
- Students will have numerous opportunities to have a connection with the local Chinese community & ethnic school through various activities aimed at developing their conversation skills

OUTCOMES

By the end of the course, students will be able to:

- Understand the main points and descriptions on a number of topics covered describing daily routines and activities, asking and telling dates and times, explaining the positions and locations of objects, responding to questions and community, travelling, shopping, visiting and inviting friends, making phone calls and reservations, ordering the foods, describing the weather and seasons
- Interact and socialise with known and unknown participants in familiar contexts to plan and arrange events, and exchange feelings, opinions and preferences
- Locate and compare perspectives on people, places and lifestyles in different communities, from a range



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of spoken information texts, and convey this information to others

- Locate and organise information on topics of interest from a range of written sources to develop a position, and convey this position to a familiar audience in a range of texts
- Respond to imaginative texts by stating how themes such as relationships, image and acceptance are portrayed, and create own performances to express ideas on personal experiences of these themes
- Reflect on the reactions and experiences of participants including their own in interactions and observe how languages is adapted to communicate effectively in unfamiliar contexts
- Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background
- Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters.
- Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication. A focus will be on several grammar points including the complex sentence structures, past tense, stative verbs, optative verbs, and particles
- Compare the purposes, text structures and language features of traditional and contemporary Chinese texts
- Explore the development of Chinese as an international language and as a lingua franca in Chinese communities
- Reflect on how language and culture both shape and reflect each other

ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topic tests, quizzes, written tests, aural and reading comprehensions, orals, presentations (oral and multimedia), creative writing, cultural projects.

ACHIEVEMENT STANDARD OF YEAR 9 CHINESE:

Students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts. They exchange information, ideas and opinions and enquire into the experiences and opinions of others, using question words such as 为什么, 怎么, 怎么样 to elicit more information. They summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts. Students observe how texts are created for different purposes and audiences. They respond to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences. They justify their opinions with reasons and specific examples (比如), using tone and rhythm emphatically. Students respond to and create a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their language use for these different audiences. They use prepositions of time and place, and prepositions to show relationships with other people, for example, 给, 跟, 对.



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Civics and Citizenship – Compulsory subject

STUDY DESCRIPTION

So that the school is compliant with the Australian Curriculum we have developed units for Civics and Citizenship to be encompassed in the Year 9 Wellbeing program in Semester One that address the associated achievement standards. The unit is conducted over 5 weeks of allocated time in the Year 9 Wellbeing course. Students should become aware that being active participants in our democratic system of government will contribute to their wellbeing and the wellbeing of society as a whole.

The Year 9 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. Students are randomly allocated one of the Australian Curriculum content descriptors, and deliver a presentation that illustrates an understanding of elements of that descriptor. For example, "How is the Prime Minister elected/ appointed/ decided upon, and is it appropriate? Could be related to a presentation about a recent federal election. The application for Australian citizenship and the sentencing procedure in criminal courts are also explored.

COURSE CONTENT

A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following key questions:

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

OUTCOMES

- Investigate Australia's political and legal systems
- Appreciate multiple perspectives and use strategies to mediate differences
- Understand their role as a citizen in Australia's democracy
- Understand democratic processes
- Observing, questioning and planning
- Interpreting, analysing and concluding
- Communicating
- Reflecting and responding

ACHIEVEMENT STANDARDS

By the end of Year 9, students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.

When researching, students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability. They compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They analyse ways they can be active and informed citizens in different contexts.



CREATIVE ARTS

Design: Architecture and Graphics – Elective subject

This subject is a one semester course.

STUDY DESCRIPTION

Design introduces students to the processes and programs designers use in the design industry today. Through critical and creative thinking, students produce original and creative ideas related to the projects brief, then develop and present them using appropriate media and computer programs. Students will learn about the design processes and techniques used in Graphic and Environmental Design. This subject gives them an insight into the world of architects, industrial and graphic designers.

The study of Design in year 9 supports future study in Year 10 Visual Arts-Design.

Students will:

- create works that embody conceptual and problem-solving processes of work in their chosen media, through the use of design thinking
- develop a more critical understanding of design as an aesthetic and cultural body of knowledge.
- develop skills using 2D and 3D computer programs used in industry and at tertiary level
- learn how to draw for design using traditional media and new technologies e.g., perspective for architecture, illustration for graphics, concept folio drawings
- understand designs historical, theoretical, social and material contexts and critique their own design works within these knowledge frameworks
- understand cultural forms and practices in historical and contemporary contexts, and respond with specific design conventions and terminologies
- explore and investigate materials through critical selection and manipulation of a range of media and technologies

COURSE CONTENT

This course consists of three major components which are worked on concurrently throughout the semester.

Practical

Students will work in the following Design specialties: Architecture and Graphics

Design A - Graphic/ Visual communication: Illustration and lay out techniques, motion graphics in commercial media

Design B - Environmental Design: How to design and problem solve like an architect/interior designer

Students will produce major practical works from these disciplines.

Folio

The folio is the student's record of the design process which includes the **Design Brief**, **Research** (collection of visual information), **Idea Generation** (range of developing concepts), **Testing** of solutions and **Evaluation** of final product. Regular exercises in skill development, techniques and media will also be recorded in this folio.



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Visual Study

The Visual Study is research based analysis of the work of other designers and design movements. Students explore the ideas and themes of designers and/or movements that are similar to topics covered in the practical.

OUTCOMES

Students will extend their learning through demonstrations and discussions relating to:

- the design intentions of designers and their work
- extending their vocabulary of Design language to aid critical analysis and evaluation of concepts, materials and technologies
- developing greater control and confidence and skill in the handling of techniques and media to present their ideas
- developing individuality, imagination and creativity
- developing greater awareness of the design processes in the planning and designing of their ideas
- extending their aesthetic judgment
- developing a greater awareness of design in their world and that of others past and present

ASSESSMENT

The assessment of progress in Years 9-10 is continuous and teachers will use a variety of assessment methods. During the course of the semester, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards. Assessment may take the form of continuous formative assessment and/or summative tasks.

By the end of Year 10, students evaluate how representations communicate design intentions in works they make and view. They evaluate works and designs from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other designers on their own work.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their works.

Students will demonstrate evidence of their learning through the following assessment types:

- | | |
|--|-----|
| • Practical – completion of two major products | 40% |
| • Folio – creative problem solving, documentation of visual thinking | 40% |
| • Visual Study – critical analysis and research skills | 20% |

LEVY INFORMATION

This subject has a levy of \$45.



DANCE – Elective subject

This subject can be studied as a one semester course or for a full year.

STUDY DESCRIPTION

This course in dance offers students a more specific investigation into contemporary dance techniques and practice. Students develop further compositional skills to enable the creation of their own short choreographic pieces. Students will also have the opportunity to perform on stage in either solo, duo or ensemble work, and evaluate, and analyse their own dance and the dance work of others. Students develop foundation skills that lead to Year 10 Dance SACE Dance subjects in Years 11 and 12.

Students will undertake studies in a frame work that involves; exploring ideas and improvisations, manipulating and applying dance elements and concepts, developing dance skills and techniques, organizing dance ideas into form, sharing dance through performance, analyzing and reflecting upon created work and responding and interpreting dance choreography. Students will have the opportunity to perform in Dance productions – ‘Dance Allsorts’ Semester 1 and ‘The Twilight Concert’ Semester 2, and develop life skills that include cooperation, communication and problem-solving.

COURSE CONTENT

Semester 1 and Semester 2:

Component 1- Improvisation

The study of new movement exploration, vocabularies, possibilities and potentiality through specific skills and techniques.

Component 2- Elements of Dance

The study of the fundamental elements of space, time, dynamics and relationships, that form the foundation of dance creation.

Component 3 – Technique

The study of contemporary dance, through structured technique class work.

Component 4- Composition

The study of compositional tasks and choreographic stimuli, to encourage the development of creative and innovative dance making.

Component 5 - Performance

The study of dance performance skills to encourage the communication and meaning of choreographed works. Performances may occur in various formal or informal settings.

Component 6 – Evaluation

The study of reflective practice to enhance personal discovery and development.

Component 7- Analysis

The study of dance in historical and/or contemporary contexts, through investigation of dance works and/or companies, local, international and/or global.



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OUTCOMES

- Demonstration of technical skills and exercises in contemporary dance techniques
- Demonstration of accuracy in the execution of floor work, centre work and moving in space
- Clear understanding of the importance of appropriate warm up and cool down procedures
- Understanding of safe dance principles and the body's capabilities and limitations
- Understanding dance terminology relevant to the dance genre studied
- Confidence in creating movement from an improvisational means
- Understanding of a variety of compositional tools and stimuli
- Full exploration of the elements of dance – body, space, dynamics and relationships
- Demonstration of performance skills, with a sense of confidence and focus
- Demonstration of an appropriate level of commitment, endurance, technical ability, communication and musicality when performing on stage
- Ability to describe in detail aesthetic qualities, mood and atmosphere of a dance work and evaluate one's own progress, learning and ability
- Identification of important contributors to dance both locally and globally, past and present.

ACHIEVEMENT STANDARDS

By the end of Year 9, students will have worked towards; analyse of the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.



DESIGN TECHNOLOGIES - FASHION

MATERIALS AND TECHNOLOGIES SPECIALISATION

This subject is a one semester course.

STUDY DESCRIPTION

The aim of this course is to introduce students to the design process and its application to fashion and textile design, through the investigation, development and evaluation of fashion design. Students will also develop their knowledge and understanding of fabrics; their properties, characteristics and suitable end use. They will develop skills in various garment construction techniques and the safe and appropriate use of specialised equipment.

The study of Fashion in Year 9 directly flows onto and supports the study of this subject in Years 10, 11 and 12.

COURSE CONTENT

This course consists of three major components which are worked on concurrently throughout the semester.

Product

- Students are introduced to the design process through the research, development and evaluation of ideas and the construction and evaluation of a product
- Develop, communicate and evaluate their ideas through the production of a variety of fashion illustration
- Students develop a working pattern and use appropriate techniques to construct a final garment
- Students evaluate the final outcome in terms of construction and aesthetic appeal

Practical skills

- Students develop skills in pattern drafting through the use of pattern blocks on simple pattern drafting techniques
- Students develop an understanding of various fabric types and construction techniques
- Explore various technological innovations and their application to fashion and textiles

Investigation

Students study various fabrics and technological innovations, investigating their application and social impact.

- Students develop independent research and analytical skills
- Students develop a understanding of the cultural, social and environmental impact of fashion on the individual and community

OUTCOMES

Students will learn to:

- use the design process to research, generate, and develop ideas for fashion and textile design
- communicate ideas in a visual, written and oral manner
- use equipment and apply construction techniques to produce quality Fashion and Textile products
- appreciate and understand various fabrics and technological innovations and their environmental and social impact
- use pattern blocks and simple drafting techniques to create their own patterns

ASSESSMENT



YEAR 9 - 2020

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the semester, the assessment tasks will measure each student's knowledge, skills and understanding against the Australian Curriculum Achievement Standards. Assessment may take the form of continuous formative assessment and/or summative tasks.

• Product	70%
• Practical Skills	20%
• Investigation	10%

By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. They identify the changes necessary to designed solutions to realise preferred futures they have described. When producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts.

Students create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities. They establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary. They select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose.

LEVY INFORMATION

This subject has a levy of \$75.



DESIGN TECHNOLOGIES – FORMULA ONE IN SCHOOLS ENGINEERING PRINCIPLES AND SYSTEMS SPECIALISATION

This subject is a one semester course.

STUDY DESCRIPTION

Year 9 Design Technologies offers a one semester engineering principles and systems course based around the popular international competition, The F1 in Schools™ Technology Challenge. It is the world's largest secondary school technology program and involves over nine million students from 17,000 schools across the world who undertake a range of science, technology, engineering and mathematics tasks based around designing, manufacturing and racing a miniature 'car'.

Design Technologies helps to foster personal confidence and self-reliance. Satisfaction is derived from solving practical problems, working co-operatively with others and the production of well-designed and useful articles. Within this course students develop personal qualities of self-reliance, co-operation, concentration, persistence and a methodical approach to work. Students will acquire knowledge, attitudes and skills that may be put to use in leisure time, employment, community service or in the home.

This course has direct pathways to Year 10 Design Technology Electives in Metal or Wood and/or Engineering.

COURSE CONTENT

Operating under the Australian Design Technologies Curriculum including integration with other STEM disciplines, students undertake the initial design and construction phases of this competition. Following completion of the semester course, students may elect to maintain an involvement in the co-curricular based Westminster School F1 in Schools Team.

The elective course concentrates on the design process and provides experience in designing and testing a product using computer aided design software. Students then develop their designs through fabrication in the prescribed materials utilizing their knowledge of the particular material and the development of skills and techniques and the process in fabricating a product.

OUTCOMES

- Develop skills and attributes to identify, create, initiate, and successfully manage the development of products, processes, or systems
- Develop the skills and knowledge to use tools, materials, and systems appropriately, safely, and competently to complete a product
- Apply technological processes to complete a product as individuals and/or in teams
- To be able to communicate ideas using technical terms and simple sketches or drawings, and follow plans

ASSESSMENT

During the course, a range of varying assessment tasks will measure each student's knowledge, skills and understanding against the Australian Curriculum Achievement Standards.

LEVY INFORMATION

This subject has a levy of \$80.

DESIGN TECHNOLOGIES – WOOD MATERIALS AND TECHNOLOGIES SPECIALISATION

This subject is a one semester course.

STUDY DESCRIPTION

Year 9 Design Technologies offers one materials specialisation focusing on wood

Through focusing on the activities in the wood workshop, students will progressively develop knowledge and understanding of the characteristics and properties of materials either discretely in the development of products or through producing designed solutions. Design Technologies helps to foster personal confidence and self-reliance. Satisfaction is derived from solving practical problems, working co-operatively with others and the production of well-designed and useful articles. Within this course students develop personal qualities of self-reliance, co-operation, concentration, persistence and a methodical approach to work. Students will acquire knowledge, attitudes and skills that may be put to use in leisure time, employment, community service or in the home. The majority of this course is practical based with supporting theoretical tasks.

Each of these courses have direct pathways to Year 10 Design Technology Electives in Metal or Wood and/or a CAD/Engineering course.

COURSE CONTENT

Students approach the study of Design Technologies within the materials context by working with wood, examining design, materials, processes and graphic communication as detailed in the Australian Curriculum. They develop an understanding of the properties of materials and become familiar with basic tools and gain experience with machines and construction procedures. Safety and safe working habits are emphasised. Students develop skills in problem-solving, decision making, researching and the application of information in order to carry out practical tasks. This elective concentrates on the design process and provides experience in computer aided design software. Possible topics and projects may include designing and developing a CO₂ Dragster, framing tasks or others as developed relevant to the class.

OUTCOMES

- Develop skills and attributes to identify, create, initiate, and successfully manage the development of products, processes, or systems
- Develop the skills and knowledge to use tools, materials, and systems appropriately, safely, and competently to complete a product
- Apply technological processes to complete a product as individuals and/or in teams
- To be able to follow technical plans
- To be able to communicate ideas using technical terms and simple sketches or drawings

ASSESSMENT

During the course, a range of varying assessment tasks will measure each student's knowledge, skills and understanding against the Australian Curriculum Achievement Standards.

LEVY INFORMATION

This subject has a levy of \$45.



DIGITAL TECHNOLOGIES – Compulsory Subject

STUDY DESCRIPTION

This course covers the learning requirements as specified in the Australian Curriculum: Digital Technologies and also includes elements of the Australian Curriculum General Capabilities - ICT.

Digital Technologies empowers students to shape change, by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems, and critical consumers of information conveyed by digital systems. It provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

In the Australian Curriculum, general capabilities refer to a set of knowledge, skills, behaviours and dispositions that can be developed and applied across the curriculum to help students become successful learners, confident and creative individuals and active and informed citizens. Throughout their schooling, students develop and use these capabilities across all learning areas, in co-curricular programs such as sport, school camps and drama productions, and in their lives outside school. There are seven general capabilities in the Australian Curriculum: Literacy, Numeracy, Information and Communication Technology Competence, Critical and Creative Thinking, Personal and Social Competence, Ethical Behaviour, and Intercultural Understanding. Learning tasks are undertaken to develop these capabilities, focusing on ICT Competence.

Assessment is competency based and tied to the Australian Curriculum achievement standard.

The knowledge, understanding, process and production skills include:

- Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems
- Analyse simple compression of data and how content data are separated from presentation
- Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements
- Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data
- Precisely define and decompose real-world problems, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs
- Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics



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- Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases
- Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language
- Critically evaluate how well developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation and enterprise
- Create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities
- Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability

COURSE DETAILS

The course conducted over two semester includes the following units of work:

Semester One

- **Digital Systems** - Students examine a range of digital systems to understand their structure, purpose and function. This leads to looking at ciphers and codes and their role in network systems.
- **Garbage In Means Garbage Out** - Students examine the concepts of information and data, and develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements. They will then analyse and visualise this data to create information and address complex problems. This topic will involve a more practical project where students learn how databases can be used to store and manipulate data to provide information to guide the development of solutions.

Semester Two

- **There's An App For That** - Students use mark-up language and style sheets to design and create a prototype data-driven web app to solve an identified problem
- **Taking Control** - Students design and implement a range of programs to allow their Lego Technics robot complete a range of tasks. This will flow into other control technologies that may include the use of arduinos or similar technologies.

ASSESSMENT

The assessment of progress in Years 8 and 9 Digital Technology is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topics, investigations, D2L quizzes, written tests, orals, reports developed from practicals, presentations (oral and multimedia), and research tasks. Parents are invited to monitor progress in D2L.



DRAMA – Elective subject

This subject is a one semester course.

STUDY DESCRIPTION

Drama is a form of expression common to all cultures in all parts of the world and has constantly evolved over time. It is an important human activity that helps people to define who they are, how they live and how they express themselves. Drama helps students to solve problems creatively, use the resources of their imagination, and develop self-discipline. These qualities play significant roles in the constant process of social and cultural definition and redefinition, which reflects the society in which we live. Students will learn: how to build self-confidence, co-operation and interpersonal skills, physical and vocal awareness, self-discipline and specific theatre and drama skills.

At Westminster School, Drama is taught with a view to students developing a sophisticated depth and breadth of understanding of the subject and a high standard of performance skills. Subsequently, and inevitably, links are made with other subject areas and disciplines. Incremental learning and skills development is implicit to the year 8 to 10 program toward the achieving the exceptional standards of performance seen in Years 11 and 12.

COURSE CONTENT

In Drama, students:

- refine and extend their understanding and use of role, character, relationships and situation
- extend the use of voice and movement to sustain belief in character
- maintain focus and manipulate space and time, language, ideas and dramatic action
- experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences
- draw on drama from a range of cultures, times and locations as they experience drama
- explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work, as they explore drama forms
- explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama
- evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform
- maintain safety in drama and in interaction with other actors
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.



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OUTCOMES

- Self-discipline
- Ensemble Skills
- Co-operation
- Focused creative thinking
- Specific theatre and performance skills
- Written skills
- Backstage skills
- Physical and vocal awareness and discipline

ASSESSMENT

Students are assessed in line with the Year 9-10 Australian Curriculum Achievement Standards and the degree of improvement they exhibit in the areas listed above.

By the end of Year 9 students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

LEVY INFORMATION

This subject has a levy of \$35.



Economics and Business– Compulsory subject

STUDY DESCRIPTION

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

COURSE CONTENT

Economics and Business is embedded through examining how the *Superloop Adelaide 500 V8 racing event* illustrates several important curriculum areas. These include; Participants in the Australian economy; Objectives of the Australian economy; How acting in a socially responsible manner can increase competitive advantage; and how businesses can use emerging techniques to gain an advantage. This is complemented by an exciting excursion that sees the Year 9 cohort attending a day of race events at the track in the Adelaide CBD.

OUTCOMES

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?
- What are the responsibilities of participants in the workplace and why are these important?

ACHIEVEMENT STANDARDS

By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.

When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. They gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships. Students generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action. They apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems. Students develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions.



ENGLISH – Compulsory subject

STUDY DESCRIPTION

The English curriculum is built around the three interrelated strands of the Australian Curriculum: Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. In this subject the units will address the cross-curricular priority of Aboriginal and Torres Strait Islander histories and cultures. Students will consolidate their skills and continue to be introduced to a range of visual, oral and written texts and learn to respond using a variety of different genres. The teaching of grammar, spelling and punctuation will be a key focus throughout the course.

COURSE CONTENT

By the end of Year 9 students listen to, read and view a range of spoken, written and multimodal texts, recognising how events, situations and people can be represented from different perspectives, and identifying stated and implied meaning in texts. They infer meaning by interpreting and integrating ideas and information from different parts of texts. They draw conclusions about characters, events and key ideas, justifying these with selective use of textual evidence. They interpret and critically evaluate the use of visual and non-verbal forms of language used to establish relationships within different texts. Course aims are:

- to expose students to a wide selection of texts, both written and visual, which are relevant to and beyond their particular experience
- to expose students to a range of ideas, so as to challenge their understanding and develop their appreciation of different social, political, cultural and religious constructs
- to engage students in the production of a variety of text types
- to engage students in the critical reading of texts (written and visual)

OUTCOMES

Students will:

- develop their oral communication skills through public speaking and debating
- become discerning and accurate users of information technology
- become discerning and accurate users of language (drama, prose, poetry and film) content
- develop their critical analysis skills
- develop various writing genres including the analytical and discussion responses.

ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topics, investigations, presentations (oral and multimedia), creative writing, and research projects.



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By the end of Year 9, students should analyse the ways that text structures can be manipulated for effect. In addition, students should analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors.

Another area students will demonstrate proficiency is in their ability to evaluate and integrate ideas and information from texts to form their own interpretations. They will select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. In developing this skill set, students should listen for ways texts position an audience.

A key feature of English at this year level is in understanding how to use a variety of language features to create different levels of meaning. Students should understand how interpretations could vary by comparing their responses to texts to the responses of others. In creating texts, students should demonstrate how manipulating language features and images can create innovative texts.

Over the course of the year, students will create texts that respond to issues, interpreting and integrating ideas from other texts. They will make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. Importantly, students will increasingly edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

FOOD TECHNOLOGY – Elective subject

This subject is a one semester course.

STUDY DESCRIPTION

This course is a Design Technology specialization subject that has a practical food focus. Students prepare a range of seasonal foods whilst developing safe and hygienic work habits.

The topics studied at this level will have a strong connection to the food biodiversity and sustainability topics studied in Geography and Agriculture.

Students will use the design process to develop their own food solutions to a range of seasonal food topics. Through a wide range of practical activities skills in food selection, preparation and presentation are developed.

Students will expand their food literacy skills to identify and prepare food that will keep them healthy.

COURSE CONTENT

The issues examined and the food prepared will be based on seasonal variations.

Work will be designed around:

- Food safety
- Organisation and management in food selection and production
- The design process and decision-making
- Preparing food solutions and evaluating outcomes

OUTCOMES

Students will be able to:

- Apply decision-making and problem solving skills when creating recipes to enhance health
- Consider factors that impact on designing and creating food solutions for healthy futures
- Evaluate design ideas, processes and solutions against comprehensive criteria for success, recognizing the need for sustainability
- Work flexibly to safely test, select, justify and use appropriate technologies and processes to make a selection of meals

ASSESSMENT

The Australian Curriculum achievement standards for Health and Physical Education and Technologies will form the basis for all assessment.

LEVY INFORMATION

This subject has a levy of \$80.



GEOGRAPHY – COMPULSORY SUBJECT

This subject is a compulsory one semester course.

STUDY DESCRIPTION

Year 9 Geography aims to develop in students an understanding of the issues relating to food. Students explore how food is produced, distributed and is changing due to technology, wealth and unevenly distributed global population demands now and into the future. We also consider the possible impacts of climate change and biotic sustainability as these forces change.

Students also examine how technology is changing the way in which individuals and communities connect in the areas of learning, employment, trade and social networking to understand the consequences for society as these connections change waste management, employment opportunities, shopping and socialising.

The key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

COURSE CONTENT

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

OUTCOMES

Students will be able to develop skills in the following areas:

- Observing, questioning and planning
- Collecting, recording, evaluating and representing
- Interpreting, analysing and concluding
- Communicating
- Reflecting and responding



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ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative and summative assessment. Assessment design allows for a variety of assessment methods such as investigations, reports, presentations (oral and multimedia), research projects, field trip analysis and a variety of visual assessments such as creation of graphs and infographics.

By the end of Year 9, students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students use initial research to identify geographically significant questions to frame an inquiry. They evaluate a range of primary and secondary sources to select and collect relevant and reliable geographical information and data. They record and represent multi-variable data in a range of appropriate digital and non-digital forms, including a range of maps that comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to propose explanations for patterns, trends, relationships and anomalies across time and space, and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes and consequences of their proposal.



GERMAN – Compulsory subject

This is a full year subject.

STUDY DESCRIPTION

This course builds on language and contexts covered in Year 8 or an equivalent level. A number of designated learning outcomes will be developed and assessed.

- Interaction, Text Production, Text Analysis (listening and reading) and Intercultural tasks will be completed
- The course brings into play all of the communicative modes – listening, speaking, reading and writing- in a wide variety of activities
- It aims to equip students with plenty of practical language and to provide them with numerous opportunities for using it
- Carefully thought-out structures are designed to bring learners to an understanding of how the language works, the links between spelling and sounds and how learnt language can be combined with new concepts to speak or write a short sequence of sentences

COURSE CONTENT

Semester 1

- Talking about your holidays, asking for and giving dates, continuation of verbs
- Saying what your plans are, what you can do and can't do, introduction of modal verbs
- Finding out about German, Swiss and Austrian products and companies in Australia and New Zealand
- Learning more about some famous inventors from German-speaking countries, and the importance of the German-speaking countries to the world's economy
- Express feelings, learn to apologise
- Describe your pets and express likes and dislikes with regards to animals/pets
- Wishing someone a Happy Birthday, giving and receiving presents, possessive pronouns
- Talking about types of music you like and dislike

Semester 2

- Talking about the weather in Europe
- Saying what kinds of activities you enjoy, in the summer and in the winter, using separable and modal verbs
- Planning to meet friends, arranging times
- Talking about what you like and dislike to eat for lunch including an excursion to Central Market
- Expressing your preferences with regards to food
- Understanding and giving simple directions
- Talking about seeing someone again and giving gifts to others



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OUTCOMES

By the end of the course, students will be able to:

- Understand the main points, descriptions and opinions on a number of topics covered. A focus will be on several grammar points including an introduction to the past tense
- Show an ability to write about people and their choice of activities, acquire a basic understanding of weather and lifestyle in both Germany and Australia and express simple opinions
- Learn to give reasons, understand specific details of description, past and present, and produce corresponding oral and written work by applying appropriate grammar

ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topic tests, quizzes, written tests, orals, aural and reading comprehensions, presentations (oral and multimedia), creative writing and cultural projects.

By the end of Year 9:

- Students will initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information related to relationships, school experiences, dates and invitations and asking and giving permission.
- Students will interact with others to make decisions, solve problems, and negotiate and plan action in response to issues. When interacting, they use both rehearsed and spontaneous language.
- They apply rules of pronunciation, intonation and stress, including variations such as contractions.
- They respond to and re-create imaginative texts, and use descriptive and expressive vocabulary to communicate about experiences and emotions.
- They describe past events and experiences using the present perfect and simple past tenses with a range of common verbs.
- They use articles, for example, *der/ein*, personal pronouns, some demonstrative and interrogative adjectives such as *dieser, jeder* and *welcher*, possessive adjectives in the nominative, accusative and dative case, and a range of prepositions in everyday and topic-based phrases.
- They use present and future tenses of a range of regular and irregular verbs, including some modal, separable and inseparable verbs.
- They translate and interpret excerpts from informative and imaginative texts, identifying and explaining challenges and adjustments required when transferring meaning between languages and cultures.
- They use a range of grammatical elements to describe, situate and link people, objects and events in time and place.
- They apply the German case system (mainly nominative, accusative, dative) and explain the relationships between noun gender, article, pronoun, adjectival ending and case.
- They reflect on their own cultural identity in light of their experience of learning German, identifying how their ideas and ways of communicating are influenced by their membership of cultural groups.



HEALTH AND PHYSICAL EDUCATION – Compulsory subject

STUDY DESCRIPTION

Integral to Health and Physical Education in Year 9 is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities.

Health and Physical Education teaches students how to enhance their own and others' health, safety, well being and physical activity participation in varied and changing contexts. Students experience an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The priority for the Health and Physical Education curriculum is to provide ongoing, developmentally appropriate and explicit learning about health and movement.

Health and Physical literacy is a personal and community asset to be developed, evaluated, enriched and communicated. These are strengthened through cross-curricular experiences such as Year 9 camp, Year 9 pastoral sessions, Well Being and Home Economics.

The Health and Physical Education curriculum engages students in critical enquiry processes that assist students in researching, analysing and appraising knowledge in health and movement fields.

COURSE CONTENT

- Swimming
- Athletics
- Netball
- Football
- Sof-Crosse
- Hockey
- Cricket
- Aquatics
- Dance
- Run Challenge
- Minor Games

OUTCOMES

Students should be able to :

- Use feedback to improve body control and performance when performing specialised movement skills
- Compose and perform movement sequences for specific purposes in a variety of contexts
- Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance
- Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans
- Practice and apply personal and social skills when undertaking a range of roles in physical activities
- Evaluate and justify reasons for decisions and choices of action when solving movement challenges



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- Modify rules and scoring systems to allow for fair play, safety and inclusive participation

ASSESSMENT

Assessment is based on a rubric comprised of the following performance standards:

- Practical skills and Strategy
- Rules and Fair Play
- Initiative, leadership and collaboration
- Organisation



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HISTORY – COMPULSORY SUBJECT

This subject is a compulsory one semester course.

STUDY DESCRIPTION

Students will explore and create an overview of the making of the modern world, from 1750 – 1918. As a period of industrialisation and rapid change, students explore how people lived, worked and thought.

Students develop historical research skills, and the capacity to view historical events through perspective. Various cultures and societies are considered, and the course facilitates an understanding of the interconnectedness of humanity. The identification and acquisition of analytical skills are the key historical skills developed during the course.

COURSE CONTENT

Students begin their studies with undertaking an overview of the making of the modern world and Australia between 1750 and 1918. Three depth studies are then conducted, exploring 'Making A Better World' (the Industrial Revolution, progressive movements and ideas, or the movements of peoples), 'Australia and Asia' (either Australia or an Asian society from 1750 – 1918), and World War I.

OUTCOMES

By engaging in the three depth studies, students will explore the following knowledge and skills to:

- Use historical terms and concepts
- Identify and select different kinds of historical questions and research
- Identify, process and synthesise information from a range of sources for use as evidence in an historical argument
- Identify and analyse different historical interpretations and motivations
- Select and use a range of communication forms, (oral, graphic, written) and digital technologies using evidence from a range of sources that are referenced
- Recognise and explain the causes and effects of events and developments
- Explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society

ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment will take the form of continuous formative and summative assessment. Assessment design allows for a variety of assessment methods such as class topic tests, investigations, quizzes, empathetic tasks, reports, presentations (oral and multimedia), creative writing and research projects.



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By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

JAPANESE - Compulsory subject

This is a full year subject.

STUDY DESCRIPTION

The course aims to build on the basic communication skills introduced in Year 8 Japanese or an equivalent level. The Year 9 Japanese course offers a smooth transition from the introductory level to the second level of Japanese course. There is a stronger focus on fundamental sentence structures, as well as more complicated expressions and vocabulary. The course aims to develop both stronger communication skills in the areas of listening, speaking, reading and writing and a greater understanding of contemporary Japan and Japanese society.

COURSE CONTENT

Semester 1

- Students will work through the 'Obento Supreme' workbook. Topics include telling time, discussing daily activities, responding to questions, their immediate environment, providing reasons and talking about things they want to do
- A variety of communicative written genres will be introduced
- Students will continue to develop their understanding of the Hiragana and Katakana scripts, and they will have a greater exposure to Kanji with a further 60 Kanji to be introduced throughout the year
- Students will develop their oral skills by participating in role-plays and oral presentations
- Students will be encouraged to respond to and use Japanese in the classroom

Semester 2

- Students will work through the 'Obento Supreme' workbook. Topics include school life, housing and cultural differences
- Various written genres will continue to be explored
- Students will develop their ability to provide their own opinions using by using a range of adjectives
- Students will complete various activities including role plays & group work aimed at developing their listening, oral and written skills
- Knowledge of the Kanji script will continue to be developed
- Students will be encouraged to respond to and use Japanese in the classroom

OUTCOMES

By the end of the course, students will be able to:

- To develop written and oral communication skills in a variety of practical situations
- To develop an understanding of Japanese society and culture and make comparisons with one's own society and culture
- To develop a range of communication skills and strategies for effective communication



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ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods. During the course of the year, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, quizzes, written tests, orals, presentations (oral and multimedia), creative writing and cultural projects.

By the end of Year 9:

- Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience
- Participate in activities that involve transacting, negotiating, planning and participating in events and experiences
- Develop classroom language to participate in interactions such as clarifying, apologising, showing appreciation, complimenting, and reflecting on their learning experiences
- Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others
- Convey factual information, ideas and opinions using different modes of presentation that take account of context, purpose and audience
- Listen to, read and view a range of imaginative texts in multimodal formats, such as anime, manga or J-pop, describe settings, identify key ideas and events, give opinions and analyse cultural content
- Participate in intercultural interactions, recognising how their own cultural norms impact on language use and that intercultural communication involves shared responsibility for meaning-making

ESSENTIAL MATHEMATICS – ELECTIVE SUBJECT

Entry by negotiation with the Head of Mathematics

STUDY DESCRIPTION

The goals of Mathematics at Westminster are to enable students to:

- develop a positive attitude to the learning of Mathematics
- recognise the relationship of Mathematics with other subject disciplines and with everyday life
- develop confidence and competence in using Mathematics
- learn to communicate mathematically
- to develop the use of technology to both solve and explain mathematical thinking
- appreciate the cultural and historical perspectives of Mathematics
- develop the ability to reflect on the reasonableness and significance of their work
- develop patience and persistence when solving problems
- develop and apply information technology skills to the study of Mathematics
- reach his/her full potential in Mathematics

Essential Mathematics is a course designed for students who prefer a more practical Mathematics course without algebraic mathematical concepts. The course covers topics which are necessary for life and also may prepare the students for a broad variety of employment options

Once students begin Essential Mathematics they will only be able to select Essential Mathematics in future years. However, if an aptitude is shown in Essential Mathematics, students may be invited to complete General Mathematics in Year 11 and 12. Students who select Essential Mathematics in Year 9, will not be able to move to Standard Mathematics in Year 10.

Students can select or be invited to join this course after extensive consultation with their parents.

COURSE CONTENT

The emphasis of this course is number work and its applications in real life Mathematics. Thus the students will study integers, fractions decimals and percentages and the application of these in Business Mathematics, Probability and Measurement. Some simple algebra and geometry are included.

OUTCOMES

A Mathematical skills and Understanding

At the end of the course students should:

- know and understand concepts and demonstrate skills from the five branches (number, algebra, geometry, chance and data and Mensuration)
- be able to confidently select and use mathematical ideas, processes and strategies when investigating problems
- be able to confidently select and use mathematical ideas, processes and strategies carried out by electronic means when investigating problems



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B Analysis and Interpretation

At the end of the course students should be able to:

- recognise patterns and structures and describe relationships when investigating problems
- analyse results to accurately interpret results and information
- draw conclusions when investigating problems
- justify mathematical relationships

C Communication

At the end of the course students should be able to mathematically communicate using:

- appropriate notation and terminology
- a logical and well organised approach

D Reflection and Evaluation

At the end of the course students should be able to:

- reflect on their methods and processes
- consider possible alternative processes
- demonstrate an understanding of the reasonableness and possible limitations of the results obtained when investigating problems

ASSESSMENT

Each semester each student's grade will be based on:

- | | |
|------------------|-----|
| • Topic Tests | 70% |
| • Investigations | 30% |

The students will complete a test in term 3 covering the topics that have been taught to that time. The test will help prepare the students for external examinations in the Mathematical subjects which is a requirement of the SACE at Year 12.



MATHEMATICS – Compulsory subject

Students who wish to request entry to the Essential Mathematics course should read the information carefully under that heading.

STUDY DESCRIPTION

The goals of Mathematics at Westminster are to enable students to:

- develop a positive attitude to the learning of Mathematics
- recognise the relationship of Mathematics with other subject disciplines and with every-day life;
- develop confidence and competence in using Mathematics
- learn to communicate mathematically
- to use technology to help solve and explain problems
- appreciate the cultural and historical perspectives of Mathematics
- develop the ability to reflect on the reasonableness and significance of their work
- develop patience and persistence when solving problems
- develop and apply information technology skills to the study of Mathematics
- reach his/her full potential in Mathematics

The Mathematics classes are broadly streamed into three levels:

- In Extension classes the students study the core topics and their learning is extended and enriched as appropriate
- The majority of the students are in Standard classes. These students cover the core topics, in line with the Australian Curriculum. The more able students will receive extension and the students who require support with some of the concepts will receive extra support from their teachers
- Students who experience difficulties with Mathematics are allocated to the Essentials class. This class is smaller in size than the standard classes enabling the teachers to provide these students with extra support

COURSE CONTENT

This course is divided into three stands: Number and Algebra; Measurement and Geometry; Statistics and probability.

At Year 9 students are introduced to a significant number of new concepts mostly of an algebraic nature. Topics include: Expansion and factorisation of algebraic expression; Solution of equations; Pythagoras; Trigonometry; Geometry; Index laws, Coordinate Geometry, Financial Mathematics, Rates and Proportion, Transformations, Similarity and Congruence, Measurement, Further Probability and Statistics.

OUTCOMES

A *Mathematical skills and Understanding*

At the end of the course students should:

- know and understand concepts and demonstrate skills from the five branches (number, algebra, geometry, chance and data and Mensuration)



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- be able to confidently select and use mathematical ideas, processes and strategies when investigating problems
- be able to confidently select and use mathematical ideas, processes and strategies carried out by electronic means when investigating problems

B Analysis and Interpretation

At the end of the course students should be able to:

- recognise patterns and structures and describe relationships when investigating problems
- analyse results to accurately interpret results and information
- draw conclusions when investigating problems
- justify mathematical relationships

C Communication

At the end of the course students should be able to mathematically communicate using:

- appropriate notation and terminology
- a logical and well organised approach
- technology to enhance mathematical problem solving and communication

D Reflection and Evaluation

At the end of the course students should be able to:

- reflect on their methods and processes
- consider possible alternative processes
- demonstrate an understanding of the reasonableness and possible limitations of the results obtained when investigating problems

ASSESSMENT

Each semester each student's grade will be based on:

- Topic Tests 70%
- Extended Homework Tasks/Investigations 30%

All students will complete a Common test in Term 3, the common test will help prepare the students for external examinations in the Mathematical subjects which is a requirement of the SACE.



MUSIC – Elective subject

Music is a full year subject.

STUDY DESCRIPTION

The music course covers three main areas of study.

Practical Studies - individual instruction, ensemble work, regular performances listening to recordings and attending performances.

Aural Awareness, Theoretical Studies and Music History – through teacher-directed learning, individual and group work and computer-assisted learning.

Music Industry Skills – through teacher and tutor directed learning and hands on practical and technical experiences.

It is important students who take up music as a subject understand the following requirements:

- Students should be undertaking tuition on an instrument
- Students should be able to read music
- Students may be required to perform at concerts outside of normal school hours
- Students will be expected to participate in at least one co-curricular performance group

COURSE CONTENT

By the end of the course students will be able to:

- extend their musicianship and technical skill on their chosen instrument(s)
- perform as a soloist and in an ensemble
- develop aural awareness
- extend practical and theoretical knowledge in music theory, song writing, composition and arranging
- study units within the course such as the history of rock, performance techniques and critique writing, and computer generated programs
- express ideas using musical notation and live performance

OUTCOMES

Students will:

- develop an appreciation of music
- increase skills in musical performance, music theory, composition, arranging and aural awareness
- be given the chance to develop self-discipline and self-motivation
- be given the opportunity to work co-operatively and creatively with other musicians



YEAR 9 - 2020

ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year the assessment tasks will measure each students' knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topic tests, final examinations or performances, D2L quizzes, written tests, oral or multimedia presentations, or projects.

ACHIEVEMENT STANDARD

During Year 9, students **analyse** different scores and performances aurally and visually. They **evaluate** the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions.

Students **interpret**, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They **interpret** and perform music with technical control, expression and stylistic understanding. They use aural skills to **recognise** elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.



SCIENCE – Compulsory subject

STUDY DESCRIPTION

Learning in Science is fundamental to understanding the world in which we live and work. The Science course aims to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of Science's contribution to our culture and society, and its applications in our lives. The course aims to help students develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science related careers. The three strands of the Australian Science Curriculum, Science Inquiry Skills, Science as a Human Endeavour, and Science Understanding, are interrelated and their content is taught in an integrated way with the School's underlying educational philosophy.

COURSE CONTENT

The content is part of a framework of curriculum development which meets a progression of learning that is described by the Australian National Curriculum. Students will be expected to have a working knowledge of Year 8 Science according to the Australian National Curriculum.

OUTCOMES

By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Science classes are laboratory based. Students work in small groups with the emphasis on inquiry-based activities, in which some formal information sessions are an integral part. A variety of resources can be used, including videos, computer simulations, electronic sensors linked to computer programs, video enhanced demonstrations, and library research activities. Students have the support of a text book that is based on the Australian Curriculum. In addition, practical experiments, exercises and activities, will enable them to develop a range of skills, as well as achieve a firm understanding of concepts.

All students also take part in the ICAS Science Competition run through the University of NSW external assessment (The Australian Schools' Science Competition).



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ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods (these may include practical reports, assignments, tests and other activities). During the course of the year the assessment tasks will measure each student's knowledge, understanding and skills against the ACARA Achievement Standards and students will have opportunities to present their work in multiple different ways.

STRETCH – Negotiated subject

Students should have some identification of learning disabilities through testing or consultation with Stretch staff. Entry to Stretch classes will be discussed prior to the start of Year 9.

STUDY DESCRIPTION

Students who are encountering learning difficulties and would benefit from extra academic support can negotiate entry to Stretch through the Head of Student Diversity, Mr. Briggs, with the support of their parents or caregivers and the Director of Learning.

This elective focuses on both numeracy and literacy consolidation, promotes each student's awareness of individual learning profiles and supports the work of students across all subjects. The opportunity to work on individual needs is provided since the students work in very small groups and are fully involved in personal educational planning processes.

Students will have the option of continuing the Stretch program in Year 10.

COURSE CONTENT

- The Stretch program is designed specifically for students with significant deficits in reading, writing, spelling and numeracy skills. These areas, including comprehension, are targeted. The content, as with all forms of Stretch provision, is highly personalized.
- Staff can make limited assessments of a student's academic capabilities. Sometimes more detailed formal assessments by an Educational Psychologist, or other specific professionals are requested, to ensure that the correct program is implemented.
- Core subject support can be arranged.

OUTCOMES

- Improvement in skills of comprehension of written and visual texts
- Improvement in understanding in numeracy
- Increased confidence and ability in oral communication
- NAPLAN familiarity work
- Introductory work for Careers Pathways awareness
- Understanding and practice of strategies to help with written communication e.g. Touch Type Read and Spell, the use of concept maps, graphic organizers etc.
- Improvement in organization and time-management
- Improvement in Independent Learning skills
- Prior Learning for SACE compulsory PLP in Year 10



CREATIVE ARTS

Visual Arts: Art – Elective subject

This subject is a one semester course.

STUDY DESCRIPTION

In Visual Arts – Art students continue to build on their awareness of how and why artists realise their ideas through different visual representations, practices, processes, viewpoints and critical and creative thinking. Throughout the course students gain the skills and processes required to create, make and present complex ideas, and expand their knowledge of different technologies, genres and subject matters in both historical and contemporary art practices. Through practical tasks they learn about significant contemporary and historical art movements and styles, cultural connections and learn how to analyse, compare and evaluate using appropriate art terminology. The aim is to develop in students an awareness of their own and other cultures through the Visual Arts.

The study of Visual Arts – Art in year 9 supports future study in Year 10 Visual Arts-Art.

Students will:

- use art thinking to create works that embody conceptual and problem – solving processes.
- learn to evaluate their decisions, analyse approaches in practice, and review outcomes.
- plan and manage presentations and respond by expressing opinions about their own work and the work of others.
- extend their learning about significant contemporary and historical art movements and styles, cultural forms and practices, and learn how to analyse, compare and evaluate them using appropriate art terminology.
- develop practical skills using a variety of media and techniques.

COURSE CONTENT

This course consists of three major components which are worked on concurrently throughout the semester.

Practical

Students will build on their skill and knowledge base whilst developing their creative problem solving skills. They will produce two major practical works from selected studio areas. These may be: Drawing, Painting, Ceramics, Sculpture, Printmaking or New Media Art.

Folio

The folio will record the development of a student's ideas, learning, experimentation and reflection associated with their practical work. Regular skill exercises are also documented in the folio.

Visual Study

The Visual Study is research based analysis of the work of other practitioners. Students explore and experiment with the medium and themes of the work of artists that are similar to topics covered in the practical. Through research and exhibition visits students are encouraged to explore the connection between art and culture.



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OUTCOMES

Students will extend their learning through demonstrations and discussions relating to:

- the development and refinement of techniques and processes to represent their artistic intentions
- the development of their observational and recording processes through programmed activities
- understanding artistic intentions and visual conventions such as themes, composition, construction, line, colour, texture and pattern in artworks
- displaying artworks
- expressing oneself creatively and communicating with others through works of art

During the course students will:

- extend confidence and skill in the handling of techniques and media
- develop critical and creative thinking skills
- develop individuality, imagination and creativity
- understand the processes involved in producing artwork
- develop aesthetic judgment
- increase their perception of the visual world
- critically understand and appreciate the art of their own culture and that of others past and present.

ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the semester, the assessment tasks will measure each student's knowledge, skills and understanding against the ACARA Achievement Standards. Assessment may take the form of continuous formative assessment and/or summative tasks.

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Students will demonstrate evidence of their learning, knowledge, understanding and skills through the following assessment types:

- | | |
|---|-----|
| • Practical – completion of two major products | 50% |
| • Folio – development of concepts and practical experiments | 25% |
| • Visual Study - through assignments, critical analysis and/or exhibition reviews | 25% |

LEVY INFORMATION

This subject has a levy of \$75.

WELLBEING - Compulsory subject

STUDY DESCRIPTION

Students develop the knowledge, understanding and skills to support them

- to be resilient with a strong sense of self, and empathy towards the other
- to build and maintain satisfying relationships
- to make health enhancing decisions
- to develop health literacy competencies
- to consider their developing spirituality, and ethical stance as a local and global citizen

Students learn how to address issues such as personal transitions, safety, healthy eating, substance use, and mental and sexual health.

COURSE CONTENT

The course is delivered as 6 separate but related units.

Mental Health & Wellbeing

Students explore how their own mental health and wellbeing can be enhanced.

The learning within this context includes:

- developing a sense of self-worth by exploring individual strengths
- understanding how mental health can be enhanced through developing positive emotions and resilience
- raise awareness for the importance of developing a sense of belonging and purpose

Food & Nutrition

Students explore the role of food and nutrition in maintaining health and wellbeing.

The learning within this context includes:

- understanding energy needs
- understanding nutritional requirements
- making healthy choices in relation to food and nutrition

Relationships & Sexuality

Students explore the skills required for maintaining respectful relationships.

The learning within this context includes:

- understanding about relationships, sex and sexual health
- ability to understand and practice safety in all aspects of relationships with confidence
- developing skills in maintaining positive, respectful relationships
- how community health services can be accessed



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Alcohol & Drugs

Students explore a range of drugs and the impact they can have on themselves, their family, and community. The learning within this context includes:

- classification of drugs
- effects of tobacco, alcohol and drug use
- managing risk
- help-seeking strategies

Health benefits of exercise

Students explore the impact that regular physical activity has on individual mental and physical wellbeing. The learning within this context includes:

- physical, social, emotional and cognitive benefits of regular physical activity and self image
- identifying opportunities for physical activity in daily routines
- developing personal plans and strategies for including and persisting with regular physical activity

Spirituality

Students explore the meaning of spirituality within their own lives and the global community.

The learning within this context includes:

- understanding aspects of Buddhism & its influence in the Asia Pacific region
- understanding the history and past & present challenges within Judaism, east and west
- making cross cultural connections & understanding and participating in Christian celebrations
- research task and presentation on prophetic humanitarian role models

e-Safety

Students explore their rights and responsibilities as local and global digital citizens

- research related government sites detailing risks, legalities, etc
- develop a promotional presentation to educate peers and parents on benefit and risk

Mindfulness

Students research the Neuro-Psych background and benefits of various practices of stillness and silence

- explore the latest social science research in this field of Youth Mental Health and Wellness
- gain the benefits and experience of a variety of practical approaches and methodologies

OUTCOMES

Students will be able to:

- understand the range of factors that influence their personal and communal wellbeing
- acknowledge the importance of wellbeing, critical literacy and connectedness to the learning process
- develop a positive ethos that creates a sense of belonging and responsibility for agency
- critically analyse cosmologies, attitudes and beliefs that exist in their own and other communities