

Year 9 Academic Program Information 2021





INTRODUCTION

The Year 9 curriculum is composed of compulsory (core) areas and specialist areas. Students will study five periods of English, Humanities, Mathematics and Science; one period of RAPS, one period of Health and three periods of Physical Education each week. In addition, students have the opportunity to select between two and four specialist courses. Courses are designed into semesters. Courses can be taken for 1 or 2 Semesters.

In order to allow students greater specialization whilst retaining breadth, students may initially select any combinations of specialist courses available on the timetable. **Students are asked to select the two most preferred courses as Semester 1 course.** Students can then select one or two different courses for Semester 2. Therefore, a student could study:

- The same two courses for the full year
- One course for the full year and two other courses for one semester each
- Four courses over the year, two different courses each semester

Once students have submitted their preferences on-line using the Web Preferences System, a timetable grid will be established, based on student interests and on the competing requirements of other Year Groups. Unfortunately, it is likely that due to staffing and rooming constraints, not all combinations will be possible within the timetable. To ensure equity where a course is oversubscribed, students will be allocated one semester of the course.

Specialist courses available for 2021

ARTS
Visual Arts
Drama
Media
Music
TECHNOLOGIES
Digital Technology
Food Technology
Design – Creative Design
Materials Technology – Metals and Wood
Materials Technology - Textiles
LANGUAGES
French
HEALTH & PHYSICAL EDUCATION
Physical Education Studies

Please note: Courses are designed in semester units. Courses can be taken for 1 or 2 Semesters. The timetable grid will be established based on students interest in Semester 1. Therefore, students should select their two most important courses for Semester 1. Students can move between courses within the set grid for Semester 2.



Following the subject briefings which occurs in school, students are asked to indicate their interest using the Web Preferences on-line system. (<https://www.selectmysubjects.com.au>). Students have received information on accessing the system during the briefing. Each student will receive a personalised access code and pin number by email. The website will open on Friday, 11 September and be available for selections until Friday, 18 September. Students should not rush into this decision but discuss it with parents prior to making their choices.

It is important to highlight that students may want to study one or more of these subjects in Year 11 and 12 and therefore course selections should be made carefully. Once selections are given to the school the process of timetabling begins and where possible the School tries to meet student demand. On occasions this is not possible due to timetabling restrictions. Once preferences have been entered, Parents are requested to print off two copies of the receipt and sign one copy. Students are asked to bring this receipt to Administration. It is important that parents are fully informed so we insist students should return the signed receipt to ensure this occurs.

In Term 4 students will receive a Course Confirmation notice or a selection grid when grids and classes have been finalised. The exact date will be announced near to the time, but it is generally in Week 1 of Term 4. Where initial preferences are available, students will receive a Course Confirmation Notice. Where students need to reselect one or more courses where necessary due to timetable constraints a Selection Grid will be provided.

The timetable for developing the **2021** Year 9 Specialist Course Grid is as follows:

Friday, 11 August	Students briefed at School Information Booklet made available on SEQTA in the 'documents' section. Students will receive an email with their personal logon details for "Select my Subject online".
Friday, 18 September	Final date for preliminary selections
** Wednesday 14 October	Proposed date for Selection Grid & Selections distributed
Monday, 20 October	Final Selections due

The Preliminary Selections are used to generate the timetable. Students should identify two Specialist courses.

*** If students' interests do not match the timetable, they may be asked to make a new selection based on the developing timetable.*

This booklet gives a brief introduction about the subjects which may be available in the **2021** Year 9 Specialist courses program.

K E Chiera
Deputy Head (Academic)
August 2020



ARTS LEARNING AREA

DRAMA

MEDIA

MUSIC

VISUAL ARTS



DRAMA

The Drama course aims to develop students' confidence, expression and leadership skills through the techniques, principles and practices of theatre and drama. Through participation in both individual and group based activities, students will explore performance techniques to suit a wide variety of audiences.

OBJECTIVES:

- Students gain an understanding of fundamental circus and magic skills.
- Students gain an understanding of the implementation of the Elements of Drama to create original performance works.
- Students gain an understanding of the influence audience age and history has on performance methodologies.
- Students will have the opportunity to gain practical experience in the use of lighting design.

ASSESSMENT:

- Use of voice and body in live performance to a variety of external audiences.
- Development of a variety of performances using elements specific to style, including Melodrama.
- Practical demonstration of the safe use of theatrical technologies.
- Application of lighting technologies in a performance context.
- Folio containing all written evidence of task work.



MEDIA

OBJECTIVES

This course aims to develop students' ability to communicate using print, film and electronic media. Students will engage in activities concerned with both the production and analysis of media texts. In doing so, the students will use communication, organisational and technological skills; take into account the relationship between the media and the audience; and learn to respond to and evaluate a wide range of media texts.

COURSE STRUCTURE:

The students will complete four units of study for the year:

- Advertising and Visual Effects
- News Media – Reporting and Analysis
- Film Genre – Research and Trailer Production
- Feature Film Study

ASSESSMENT:

- Creation - the generation of ideas, research and writing of scripts.
- Production - creating media texts using a range of technologies.
- Analysis - describe, interpret and evaluate meanings created in their own media texts and those of others.

Students will have the opportunity to work both individually or in a group when creating Media texts.



MUSIC

The Year 9 Music course aims to help students develop their musical potential through a wide range of activities. It is essential that students electing to take Year 9 music are currently receiving, or intending to commence, tuition on an instrument or voice.

Year 9 music will focus on the topics of:

- Composition and song writing.
- Music as a tool to improve society.
- Story telling through music including film soundtracks.
- Great composers, songwriters, artists and bands.

The following four areas of musical skill will be developed:

1 Performing

Practical activities in instrumental, vocal and ensemble music, involving playing from notation, from memory, by ear, improvising and using technology.

2 Composing/Arranging

Creating, arranging and transcribing music via notation, technology or improvisation.

3 Listening and Responding

Aural and score analysis, listening activities to help students recognise, reflect and critically evaluate music.

4 Culture and Society

An opportunity to examine cultural contexts through the study of specific repertoire.

Assessment will be continuous throughout the year and each of the four skill areas will be assessed.

VISUAL ARTS

Year 9 Visual Arts full course helps students to develop confidence, curiosity, imagination and enjoyment when engaged in visual arts making. The course introduces students to a range of visual and practical arts areas. It stresses the importance of careful presentation of work and demonstrating organisational skills and neatness. Students will develop visual language and critical creative thinking skills when creating and responding to artwork.

ASSESSMENT:

Art Making = 70%

Art Responding = 30%



TECHNOLOGIES LEARNING AREA

DIGITAL TECHNOLOGY

DESIGN – CREATIVE DESIGN

FOOD TECHNOLOGY

MATERIALS TECHNOLOGY – METALS AND WOOD

MATERIALS TECHNOLOGY - TEXTILES



DIGITAL TECHNOLOGY

OBJECTIVE:

Year 9 digital technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the Senior Secondary years. Students will have experience working with contemporary technologies such as, drones, virtual reality, CNC lathes, 3D printers, Microbits (robotics) and completing units towards obtaining an International Computer Driving Licence (ICDL).

COURSE OVERVIEW:

Students have opportunities to analyse problems and design, implement and evaluate a range of solutions. Students consider how human interaction with networked systems introduces complexities surrounding access to data of various types.

Students explore data collection methods and use structured data to analyse, visualise, model and evaluate objects and events using the Design, Make and Appraise process. Students learn how to develop multilevel abstractions; identify standard elements, such as searching and sorting in algorithms; and explore the trade-offs between the simplicity of a model and the faithfulness of its representation.

When defining problems students consider the functional and non-functional requirements of a solution through interacting with the users and reviewing processes. They consolidate their algorithmic design skills to incorporate testing. Students develop solutions to problems and evaluate their solutions and existing information systems based on a set of criteria. They consider the privacy and security implications of how data are used and controlled and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

When creating solutions individually, collaboratively and interactively for sharing in online environments, students respect the ownership of information.

COMPETENCIES TO BE DEVELOPED:

- Identify the role of hardware and software have in managing, controlling and securing the movement of data in digital systems
- Identify different methods used for manipulation, storage and transmission of data.
- Explore techniques for acquiring, storing and validating quantitative and qualitative data.
- Analyse and visualise data to create information and address complex problems.
- Create a design for the user experience of a digital system supported by drafts with annotations.
- Design algorithms represented diagrammatically and in structured English and validate plans and programs through tracing.
- Implement and apply data storage and organisation techniques.



- Create and use interactive solutions for sharing ideas and information online, taking into account social contexts.
- Identify and define the needs of a stakeholder to create a brief for a solution.
- Investigate a selection of components/resources to develop ideas, identifying and considering constraints.
- Apply design thinking, creativity and enterprise skills. To provide design solutions assessing alternative designs against given criteria, using appropriate technical terms and technology.
- Select, test and safely implement appropriate technologies and processes to make solutions.
- Evaluate design processes against student-developed criteria. Students work independently and collaboratively to manage projects, using digital technology and an iterative and collaborative approach. They consider time, cost, risk and safety

DESIGN – CREATIVE DESIGN

Want to improve your photography skills? Develop techniques to give your photos that extra "snap"? Learn how to edit and present your images and create graphic designs as well?

In this course students learn all about photography and graphic design. They will learn the basics of camera control using digital SLR's as well as developing skills using mobile devices to create interesting, well composed images. Students get the opportunity to create collages, design album or book covers, make posters and create backgrounds and imagery for various devices, as well as developing compositional techniques and understandings for pure photography based images.

Students will learn the fundamentals of the Adobe software Photoshop and Illustrator to edit and manipulate their images and create designs. Photoshop allows the students to edit, refine and enhance their work, while Illustrator can be used for layout as well as developing drawing and graphic design skills.

Over the course of the year, students will develop a portfolio of work and will have the opportunity to submit work for selection for the School Art & Technology Exhibition.



FOOD TECHNOLOGY

This course is an introduction to Food and Nutrition which will enable students to establish a pattern of living conducive to good health. Throughout the course students will study foods, their selection and preparation. This will enable the students to become more aware of the importance of food management while developing the manual dexterity required for many practical tasks which are useful throughout life.

COURSE OUTLINE

The course is divided into four sections:

Semester 1	Food for Health Meals for the Family
Semester 2	International Food Food for Celebrations

Within each module students will learn skills to prepare a wide range of dishes each week and examine important aspects of food. Focus areas include:

- Nutrition of foods
- Meal Planning: entre, main meal, dessert
- Foods eaten by different cultures
- Labelling of food products
- Evaluation of Convenience and Fast Foods
- Baking and Decorating Techniques (e.g. Christmas baking, high teas)

Students will have the opportunity to work independently, as a small group and as a class within the various activities offered throughout the course.

The DMA (Design, Make and Appraise) process is an important aspect of this course allowing students to have an active role in the design and development of recipes.



MATERIALS TECHNOLOGY – WOOD AND METAL

The Year 9 Materials Technology course is designed to be studied as a year-long experience. The course enables students to gain valuable practical skills of an industrial nature, to become lateral thinkers by demonstrating problem solving skills, and to establish interest and aptitude to assist with possible future career choices.

Students have at their disposal, a great range of workshop tools, materials, machinery, power tools and equipment to help them complete their practical and theoretical activities. This includes the use of a computer design laboratory, which uses industry standard drafting and design software ie *AutoCAD*[™], and programs such *Google SketchUP* for students to use when drawing designs in both 2D and 3D format. Students have the opportunity to design, construct and critically evaluate their own projects using a range of materials that include plastic, wood, metal, ceramics, glass, and fabric, etc.

A great deal of scope is possible in this course. Some areas that may be covered during the course, include:

- Personal Project designing and construction
- Wood turning – i.e. spindle and face plate turning using a wood lathe
- Metal lathe machining and milling machine use
- Free form woodworking and joinery
- Small furniture construction, box construction, spray painting
- Toy making, craft and recreational game projects
- Jewellery design and fabrication using sterling silver, nickel silver, dix gold, glass
- Plastic fabrication – i.e. PVC, polystyrene, acetyl, nylon and acrylic projects
- Polyester Casting resin shaping and clear resin embedding, trophy designs
- Sheet metal work bending, folding and assembly
- Oxy-Acetylene welding, tube bending, forging, grinding
- Arc and MIG welding, Plasma cutting
- Computer Assisted Drafting and Design skills (i.e. introductory CAD)
- Graphical communication skills and techniques, sketching, 2D and 3D drawing, working drawings, design documentation
- Occupational Health and Safety practice and procedures

This subject involves the Technology Process (Investigating, Devising, Producing, and Evaluating) as an integral part of the course and strongly complements the Year 10 Materials Technology course. A solid beginning at the Year 9 level is highly desirable and beneficial for eventual Senior Secondary studies in this area.



MATERIALS TECHNOLOGY - TEXTILES

Discovering Textiles is a yearlong course that is offered as an introduction to basic clothing and textiles construction. During the course, students will be actively involved in the design and selection of materials and equipment, to produce a range of articles. The content covered includes but is not limited to:

- Learning how to use a sewing machine and overlocker.
- Sewing techniques, and a variety of emerging technologies.
- Using commercial patterns and fashion drawing techniques.
- Constructing a range of articles e.g. bag, t-shirt, shorts, various craft items.
- Learning sewing techniques e.g. Zips, buttonholes, Patchwork
- Embellishment of fabric e.g. Tie dying, printing, machine embroidery.
- Construction of items according their own design against set criteria.



LANGUAGES LEARNING AREA

FRENCH



LANGUAGES

FRENCH

Year 9 French is a continuation of the Year 8 learning program in French. The course further develops the four primary language skills of listening, speaking, reading and writing.

At BCGS the emphasis is on students acquiring communication skills. Our courses are communicative in methodology and aim to engage the students in meaningful and purposeful language development.

Students graduating with skills in languages are now considered to have a distinct advantage in all facets of the workforce,

Through learning a language student will be actively engaging in multiculturalism. Students will be immersed in the language and will be able to draw meaningful comparisons between their own culture and the French and francophone culture. In this way, students will value the diversity and difference in our BCGS community.

This year, students will be given the opportunity to apply for the annual, four week student exchange trip to Reunion Island, which departs in July and is open to all Year 10, 11 and 12 students of French. This also includes hosting for four weeks in December/January. Students wishing to travel in Year 10 may be able to host in the summer, at the end of Year 9.

Students enrolling for this unit should ideally have completed Year 8 French successfully, but all committed and motivated students may apply.

The Year 9 course will focus on the following topics:

- People and cultures, characteristics
- Leisure activities – sport and hobbies
- Festivals on the French calendar
- Planning celebrations
- Holidays
- Daily routine
- Music and film



HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION STUDIES



PHYSICAL EDUCATION STUDIES

This course is designed to cater for students wishing to learn about a higher level, sports performance and to give them the opportunity to participate in a range of practical activities to apply their understanding. Much of the knowledge gained will also be useful for students intending to do further study in ATAR Physical Education in Senior Secondary School or Certificate II in Sport and Recreation.

There will be a mixture of theory and practical threaded through this course.

PRACTICAL COMPONENT

The practical component of the course involves students learning the skills, rules, and strategies in a number of sports. The practical units covered each year may vary depending on the interests of the group, the resources and venues available and the preferences of the teacher. Units may also vary in duration but one unit per term is generally suitable for most activities.

THEORY COMPONENT

Five main topics will be covered:

Body Systems	The respiratory system, skeletal and muscular systems. The cardio-vascular system
Health and Fitness	Principles of training Types of fitness training
Biomechanics	How the body creates force and movement Application to sports techniques
Sports Psychology	Motivation, self-confidence, mental skills training techniques.
Motor Learning	How skills are learned, the process of moving from beginner to elite performer.

**** Please Note:** This Course is only offered for one Semester. Students cannot take this course for two Semesters.