



# YEAR 9

## SUBJECTS FOR 2022



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All Year 9 Students will study the equivalent of  
14 semesters

***The following subjects are compulsory for all students:***

ENGLISH ..... FULL YEAR - 2 SEMESTERS

MATHEMATICS ..... FULL YEAR - 2 SEMESTERS

SCIENCE ..... FULL YEAR - 2 SEMESTERS

HUMANITIES AND SOCIAL SCIENCES ..... 2 SEMESTERS

HEALTH AND PHYSICAL EDUCATION ..... 1 SEMESTER

## COMPULSORY SUBJECTS

English or EAL	Full Year – 2 Semesters
Mathematics	Full Year – 2 Semesters
Science	Full Year – 2 Semesters
Humanities and Social Sciences	Full Year – 2 Semesters
Health and Physical Education	Full Year – 2 Semesters

## CHOICE SUBJECTS

### Arts

Digital Media	1 Semester
Drama	1 or 2 Semesters
Graphic Design	1 Semester
Music	2 Semesters
Visual Art	1 or 2 Semesters

### Technologies

Creating with Textiles	1 Semester
CAD/CAM	1 Semester
Electro Technology	1 Semester
Metal Technology	1 Semester
Wood Technology	1 Semester
Digital Technology A	1 Semester
Digital Technology B	1 Semester
Food Technology	1 Semester

### Health & Physical Education

Physical Education (Choice)	1 Semester
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### Humanities & Social Sciences

Geography	1 Semester
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### Languages

Indonesian	2 Semesters
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# YEAR 9 CHOICE SUBJECTS

## ENGLISH

### ENGLISH AND EAL

**Course Length:** Full Year

**Contact Person:** Bridget Roberts

#### Content

Students undertake a range of activities including the study of language through the explicit teaching of writing text types

- Explicit teaching of writing text types
- Introduction to the formal study of Literature
- Expansion of oral skills
- Expansion of ICT skills

A focus on International thinking in major studies develops students as global citizens.

#### Assessment

Students are required to complete a broad range of tasks that reflect their understanding of the content, ability to effectively organise thoughts and structure a response and an ability to use language accurately and appropriately in a range of modes and forms.

## MATHEMATICS

**Course Length:** Full Year

**Contact Person:** Arthur Roubanis

#### Content

Year 9 Mathematics continues to build an understanding of mathematical ideas and techniques and further develops mathematical literacy and problem solving skills applied in a range of real life contexts. Students use technology to facilitate some procedures.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are developed across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability.*

**Note:** All students must purchase a Scientific Calculator. A graphics calculator is required for Year 12 Mathematics, and it is advantageous for students to be familiar with this technology.

#### Assessment

A variety of tasks including:  
Skills and applications tasks, directed investigations

## SCIENCE

**Course Length:** Full Year

**Recommendation:** Satisfactory completion of year 8 Science.

**Contact Person:** David Eglinton

#### CONTENT

Students study a variety of topics in the areas of Biology, Chemistry, Earth and Space Science and Physics. They are able to improve their understanding of scientific concepts and learn how these are applied to practical situations. Students develop inquiry skills such as questioning and predicting, planning and conducting investigations, analysing data and information, evaluating and communicating. They appreciate Science as a human endeavour which has relevance to everyday life.

#### ASSESSMENT

A variety of tasks including:  
Skills and Application tasks, Investigations.

## HUMANITIES AND SOCIAL SCIENCES

**Course Length:** Full Year

**Contact Person:** David Osborn

#### CONTENT

Students are able to undertake a full year of HASS, comprised of History, Geography, Economics and Business, and Civics and Citizenship. Using inquiry based learning and critical thinking, HASS encourages students to deeply examine issues, ideas and events that have shaped our world and to critically challenge ideas and assumptions in order to participate positively in our community.

The course will be delivered through investigations of The Modern World, Biomes and Food Security, Exploring Interconnections, Australian Systems of Government and the Influence of the Media, Australia as a Trading Nation, and Global Economics.

#### ASSESSMENT

A variety of assessment including research, note taking, inquiry work, oral skills, class contributions, written responses (including essays) and ICT

## HEALTH AND PHYSICAL EDUCATION

**Course Length:** Full Year

**Contact Person:** Ashli Richards

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## Content

Students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity.

They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing. They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.

They demonstrate skills to make informed decisions and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement sequences and skills. They apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences

## Physical Education Topics

- Fundamental Movement Skills
- Athletics
- Fitness Principles/Gym or Circuit Design
- Invasion Games/SEPEP
- Invasion Games/SEPEP
- Rhythmic and Expressive Movement Activities
- Court Divided/Target Games

## Health Topics

- Drugs and Alcohol
- Sexual Health
- Respectful Relationships
- Puberty
- Conception
- Contraception
- Gender Inequality
- Sexualisation on social media
- Safe and Unsafe Practices

## ARTS

### Digital Media

**Course Length:** Single Semester

**Contact Person:** Alex Spalding

#### Content

In Year 9 Digital Media, students look into the digital world. The course focus is on building skills in Industry Standard software, and Website production. Students participate in tutorials to learn HTML and CSS coding and plan, design and make a website with these skills.

After this basic knowledge has been attained, students learn how to use the software Dreamweaver to create websites visually, as WYSIWYG (What you see is what you get) with a background knowledge in how to correct mistakes made in the coding.

There is a strong focus on interactivity and catering for a target audience. Students also look into safe practice in Media Arts when using digital technology and ethical use of the Internet.

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### Drama

**Course Length:** Single Semester or Full Year

**Contact Person:** Alex Spalding

#### CONTENT

##### Comedy and Tragedy

In Year 9, students will have the opportunity to study the twin sides of drama that is: comedy and tragedy, what they are and how they are structured and two particular styles of presentation suitable for these genres. Within these topics students have an opportunity to be involved in both **on stage** and **off stage** roles, including developing props, costumes, lighting and other **Stagecraft** roles.

##### Comedy

Students who have studied Melodrama in year 8 will find that this first section of year 9 drama builds on this learning. The art of comedy or Commedia dell'Arte is the major focus of the first term's work. This involves understanding and creating the classic comedic characters of Commedia, which have become the basis of so much of our theatre offerings. They will work on their movement / acting skills, developing *lazzi* or the tricks of performance and creating scenarios. Students will be introduced

## YEAR 9 CHOICE SUBJECTS

to a modern version of a Commedia play, The Venetian Twins which they will work on in detail, to end with a performance.

### Tragedy

The opposite of Commedia is Naturalistic Drama as pioneered by Stanislavski. This is the form of acting that is most common in films and plays. Students will come to understand how a tragedy is structured, for those students who were at The Heights in year 7, this will link in with previous learning on Greek theatre. Students will study a text which has a naturalistic style of performance, performing particular scenes and developing characters using Stanislavski's techniques. Choices of text may include one of the following: *The Crucible* by Arthur Miller, *The Doll's House* by Henrik Ibsen or *The Glass Menagerie* by Tennessee Williams.

### ASSESSMENT

#### (Per Semester)

Major Performance / Off stage project 50%

Log Book 30%

Response / Review 20%

### Graphic Design

**Course Length:** Single Semester

**Contact Person:** Alex Spalding

### Content

This course consists of four areas of focus: Graphic Design/Advertising (publications), Environmental Design (Interiors, landscape, architecture), Product/Industrial Design (packaging, products) and Fashion (clothing/ footwear/makeup).

Students research the impact and contribution of design practitioners from Australia and globally.

They will respond to design works by considering how they are made, what they are about and how they are

understood in different ways.

Students have the opportunity to experiment with a variety of media, techniques and processes to make design works that explore their own world as a source of ideas. They learn to use a folio to document the practices of other practitioners while refining and annotating their own ideas and intentions.

### Music

**Course Length:** Full Year

**Contact Person:** Alex Spalding

### Content

Year 9 Music is designed for both beginning and continuing music students and is ran as either a **full year** subject. Semester 1 aims to provide a beginner approach to learning an instrument, playing in an ensemble and understanding music literacy skills (reading and writing music). Semester 2 is a continuation of this learning further developing skills from Semester 1, including composing and improvising in Music.

As an expectation, students are required to be **learning an instrument** as part of this course. If students do not own their own instrument they will be asked to hire an instrument for the cost of **\$50.00 per term**. Popular instruments such as **Piano, Guitar and Drums** will have **limited places** and students may be asked to pick up a second instrument from the Brass/Woodwind families.

Students will have access to a half an hour group lesson each week with a specialist teacher on their instrument. It is an expectation that students attend this lesson each week.

Students develop a deeper understanding of the Elements of Music and how they are manipulated to create and respond to musical works. They perform as a class ensemble to a variety of audiences throughout the year, demonstrating their learning. There is a focus on popular music styles such as: Rock, Pop, Funk and Punk; along with a focus on the Blues which leads into further focus on Jazz music in Year 10 onwards.

**This course can lead to Music at Year 10**

### Visual Art

**Course Length:** Single Semester or Full Year

**Contact Person:** Alex Spalding

### Content

Year 9 Visual Art involves direct engagement with two dimensional (Drawing, Painting & Printmaking) and three dimensional (Sculpture & Ceramics) art and design practices.

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Students will continue to explore and investigate materials and techniques for making artworks and presenting ideas. They will also further develop an understanding of visual arts as a field of knowledge informed by historical and cultural perspectives. Visual Arts teaches students to critically analyse, evaluate and understand their own art works and the work of others, from personal and collective viewpoints. They will identify possible meanings, consider and hypothesise on artists' motivations and intentions, influencing factors and possible biases.

**This course can lead to Visual Arts at Year 10**

### TECHNOLOGIES

#### Creating with Textiles

**Course Length:** Single Semester

**Recommendation:** Successful completion and participation in year 8 Food and Fibre Technology.

**Contact Person:** Ashli Richards

#### Content

Students will develop skills in the areas of sewing and textile technology, with a focus on safety and equipment. Practical work is a strong feature of this course and students will have the opportunity to design, make and critique a variety of articles. Basic and creative construction techniques, including use of the Overlocker, will be explored and applied to articles researched and designed by students.

#### Assessment

Practical and Group Activity (60%)

Written Assignments (40%)

**Additional Information:** Basic materials will be provided; however, students may need to supply their own fabric for major projects.

#### Design and Technologies

**CAD/CAM**

**Electro Technology**

**Metal Technology**

**Wood Technology**

**Course Length:** All four year 9 subjects in Technologies are the equivalent of 1 semester long.

**Recommendation:** Successful completion and participation in Year 8 Technologies

**Contact Person:** Jake Holt

Design & Technologies are divided into 2 main subject areas:

#### **Engineering Principles and Systems**

1. CAD/CAM (1 semester)
2. Electro Technology (1 semester)

*Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions.*

#### **Material Specialisations**

1. Metalwork (1 semester)
2. Woodwork (1 semester)

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*Students focus on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create their design project.*

## Content

In all subjects, students use the design process (Investigating, Planning, Producing and Evaluating) to develop solutions to a design challenge or problem. They will learn and develop safe, workshop skills and work both individually and collaboratively to develop design solutions. They will learn to select and use appropriate technologies, communicate graphically and document, and manage sequenced workshop processes. Students establish criteria for success, including sustainability considerations and use these to evaluate their ideas, processes and final designed solutions.

## Assessment

Practical (70%)  
Theory (30%)

## Digital Technology A

**Course Length:** Single Semester

**Contact Person:** Jake Holt

## Content

Learning how to design and construct game levels in Unity-3D and develop assets / models in Maya. Students plan and manage digital projects using an interactive approach; they design and implement modular programs, including an object-orientated program, using algorithms and data structures involving modular functions that reflect the relationships within the game engine and game design documents.

By the end of the course, students will know how to go from a concept / idea, such as a computer / video game, to its documentation and construction of the level/s of that game. This includes coding of scripts and animation as well as using computational thinking to solve challenges. These acquired skills, are then built upon in Year 10 leading to a Certificate 3 in Screen and Media.

## Assessment

Process and Production Skills (70%)

- Game Level Development Project Utilising *Unity-3D* Design Document (*Investigating, Planning, Producing and Evaluation*)
- Skills Exercises, In *Unity-3D* and *Maya*

Knowledge and Understanding (30%)

- Research / Written Assignments: Digital Technology (*Impact and Development of Digital Systems and how the various components work*)

## Digital Technology B

**Course Length:** Single Semester

**Contact Person:** Jake Holt

## Content

Learning how to design and construct Apps by utilising coding in Python (the language of the Google and business over the internet) and code, construct and operate Vex Robots. Students will test and predict results and implement digital solutions,. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate Online, establishing protocols for the use, transmission and maintenance of data and projects.

By the end of the course, students will know how to go from a concept / idea, such as a Python / Internet application including robotic solutions, to its documentation and construction of the application. This includes coding as well as using computational thinking to solve challenges in Python and Vex robots. These acquired skills, are then built upon in Year 10 leading into Stage 1 Digital Technology.

## Assessment

Process and Production Skills (70%)

- Problem Development Project Utilising *Python* and *Vex Robot*, including *3-D Printing of Parts*
- Design Documents (*Investigating, Planning, Producing and Evaluating*)
- Utilising *Python* and *Vex Robot Architecture*
- Skills Exercises, in *Python* and *Vex Robotics*

Knowledge and Understanding (30%)

- Research / Written Assignments: Digital Technology (*Impact and Development of Digital Systems and how the various components work*)
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## Food Technology

**Course Length:** Single Semester

**Recommendation:** Successful completion and participation in year 8 Food and Fibres Technology.

**Contact Person:** Ashli Richards

## Content

Students will develop their understanding of kitchen safety, hygiene, nutrition, technology, food



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preparation and presentation. This course encourages students to design and create food products within a design brief. Students develop skills in producing high quality food products for a purpose.

This course encourages collaboration within the class when designing menu items and requires students to consider the issues and factors involved in producing food.

### Assessment

Practical and Group Activity (40%)

Written Assignments (60%)

## HEALTH AND PHYSICAL EDUCATION

### Physical Education (Choice)

**Course Length:** Single Semester (this is a *CHOICE* subject, all students also study a compulsory semester of Health & Physical Education)

**Recommendation:** successful completion higher of Year 8 HPE

**Contact Person:** Ashli Richards

### Content

Course consists of the following areas:

- Students will participate in a series of Invasion and Court Divided games focusing on transferable strategies
- Students will establish a fitness profile by undertaking fitness tests
- Students explore physiological requirements of practical experiences.

### Assessment

Practical

Investigation and Analysis

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### HUMANITIES AND SOCIAL SCIENCES

#### Geography

**Course Length:** Single Semester

**Recommendation:** Satisfactory completion of year 8 Humanities and Social Sciences.

**Contact Person:** David Osborn

#### Content

In Year 9 students learn how geographical processes change places. Using a range of sources students will examine connections between people, places and environments and how they affect and change us. We will examine strategies to predict outcomes and to help preserve the environment for the future.

#### Topics:

*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.

#### Assessment

- Geographies of Interconnections: Tourism Task
- Geographies of Interconnections: Trade Issues

- Biomes & Food Security: Australian Biomes Research & AVD
- Biomes & Food Security: Geographical Inquiry (Group Task)

# YEAR 9 CHOICE SUBJECTS

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## Languages

### Indonesian

**Course Length:** Full Year

**Contact Person:** Bridget Roberts

#### Content

This full year course develops students' ability to communicate more confidently in written and spoken Indonesian through a range of language activities. The course further develops students' intercultural understanding of Indonesian culture through various learning activities including the creation of Indonesian style artwork and cooking.

Students may participate in excursions to Flinders University, the Central Market, South Australian Art Gallery and an Indonesian restaurant to learn about Indonesian language and culture in contexts outside the classroom.