

Subject Selection Book 2017

Year 9 electives



Academic | Cultural | Sporting | Community

VARSITY

College

Dare to Dream

www.varsitycollege.eq.edu.au

Subject Selection Booklet Years 9 2017

| | |
|---|----|
| Cover page | 1 |
| Contents | 2 |
| Year 9 Subject Overview | |
| Chinese | 3 |
| Computer Aided Drafting (CAD) | 4 |
| Dance | 5 |
| Drama | 6 |
| Engineering Technology | 7 |
| Extension English: Literature | 8 |
| Extension Social Science | 9 |
| Health and Physical Education (HPE) | 10 |
| Hospitality | 11 |
| Information Programing and Technology (IPT) | 12 |
| Multimedia | 13 |
| Music | 14 |
| Product Design & Manufacture | 15 |
| Science Investigations | 16 |
| Visual Art | 17 |
| | 18 |

YEAR 9 SUBJECT OVERVIEW

In Year 9 students will study Mathematics, English, Science and Social Science (History and Geography) in their Foundation classes. Students also have the opportunity to select four (4) elective subjects across the year.

In each semester, students will study six subjects in total.



English
(Two Semesters)



Mathematics
(Two Semesters)

Social Science
(Two Semesters)

Science
(Two Semesters)



| Semester 1 | | Semester 2 | |
|-------------------|-------------------|-------------------|-------------------|
| Elective choice 1 | Elective choice 2 | Elective choice 3 | Elective choice 4 |

When choosing electives, students should select subjects that they are interested in studying in Year 10 and consider their possible pathway in Year 11 and 12.

Chinese Immersion students must select Chinese Immersion for two semesters as elective choices.

Students in Year 9 will also participate in three additional programs within the school timetable. These programs will run on Fridays during the school day; GIPSA Sport, Positive Education and Clubs and Communities.

CHINESE An Investment in Your Future

SUBJECT INTRODUCTION

Learning additional languages widens horizons, broadens cognitive and cultural experience and develops communication and intercultural understandings. The study of Chinese expands career options and employability in a range of fields, and opens up new perspectives for students, not only in relation to other cultures and languages, but also to their own language and cultural practices. A student's ability to speak Chinese provides him/her with additional skills that are extremely beneficial, given the dominance of China in Australia's tourism and trade industries.

Year 9 LOTE Chinese aims to develop language skills acquired in the compulsory Year 8 program. Students' ability to introduce themselves and talk about their likes and dislikes, their family, friends and hobbies has provided the foundation upon which to progress to a more advanced study of the language. In Year 9, students will further their communication skills through reading, writing, listening and speaking in Chinese in relevant, meaningful contexts. Students have the opportunity to host visiting Chinese students to develop their Chinese language skills, as well as participation in a study tour trip to China in their senior years of study of Chinese.

In addition to studying the language, students will engage in a variety of cultural activities including cooking Chinese food, visiting restaurants, and participation in a range of Chinese celebrations. Opportunities to participate in various speech and language competitions will also be offered to students.

EXAMPLES OF ASSESSMENT

- Speaking Assessments
- Listening Exams
- Reading Exams
- Writing Assessments

LINKS TO SENIOR/FUTURE PATHWAYS

Chinese as a second language is highly valued by a diverse range of employers as the global nature of industry and the growth of Asian markets creates a high demand for multilingual employees. Information and communication technologies (ICTs), trade and commerce have brought Australians into closer relationships and more frequent interactions with people of other cultures, countries and communities. Career pathways may include the tourism industry, international relations, translator, interpreter, teacher, flight attendant, engineering, hospitality, journalism, foreign affairs or politics.

COMPUTER AIDED DRAFTING (CAD)

SUBJECT INTRODUCTION

Graphics is about solving design problems graphically and presenting graphical products. Students will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. You will solve graphical problems in at least two of three design areas: industrial design, graphic design and built environment.

Graphics contributes to student understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills.

LEARNING THEMES

Unit 1 Graphic Design

Graphic Design will focus on aspects of design, consultation, research, production, presentation and reproduction as they pertain to corporate identity and promotion.

Unit 2 Industrial Design

Production Graphics will focus on the graphical representation of existing products. These products may include cameras, kettles, hair dryers and clocks, and will be realised in a set of drawings and instructions.

Unit 3 Built Environment

Built Environment will focus on the graphical representation and architectural conventions related to residential floor plan and elevations.

EXAMPLES OF ASSESSMENT

Students will complete design folios and undertake exams.

LINKS TO SENIOR/FUTURE PATHWAYS

This course will provide a foundation to Senior Computer Aided Drafting Subjects

DANCE

SUBJECT INTRODUCTION

Learning Themes

Year 9 Dance places the student in the position of the practitioner, providing them with 90% practical and 10% written work. They will perform and choreograph across a range of styles including, but not limited to: Musical Theatre, Dance Exercise, Ballet, Jazz and Contemporary.

Through these styles, students will learn the fundamental movement, technical and expressive skills required to choreograph and perform in both the artistic and social function. The written component is achieved individually through justification and evaluation of dance works.

EXAMPLES OF ASSESSMENT

Performance tasks (teacher devised)

Choreography tasks (student devised)

Students could further develop performance and choreography tasks into a flash mob, video clip, DVD

LINKS TO SENIOR/FUTURE PATHWAYS

This course will help to prepare students for Senior Dance Studies*, and is helpful for other Creative Arts subjects such as Drama, Music and Multimedia. Dance can also help build self-esteem and confidence, provide health and fitness benefits and can be a useful form of exploration and expression of emotions.

DRAMA

SUBJECT INTRODUCTION

Drama will improve student communication skills as well as enhance skills required to work in groups. Drama explores the world in which students live in an interactive, fun and practical way.

Learning Themes

Gothic Theatre

Cross over to the dark side where you will explore gothic theatre text and submerge yourself in the mood, mystery and creativity of gothic style. Students will develop an understanding of dramatic languages through presenting from an Indigenous Australian gothic text and through creative script writing where imagination becomes the only boundary. With a strong link to Australian Gothic Theatre in senior drama, Year 9 drama provides a solid platform for future performing arts pursuits.

Verbatim Theatre

Verbatim Theatre is the ultimate research and detective theatre style. Students will explore real life circumstances within the media and develop performance concepts based on the ideas and quotes of real people about real events. Unlike other styles of theatre, Verbatim is unique because of the authenticity of the dialogue used within each performance. Much like gothic theatre, students will be given the opportunity to identify understanding through the creation of a Verbatim theatre performance concept.

EXAMPLES OF ASSESSMENT

Assessment will include:

Forming [creating drama work]

Presenting [performing drama work]

Responding [analysing drama work]

LINKS TO SENIOR/FUTURE PATHWAYS

This course provides the foundation for Senior Drama and is helpful for building skills relating to other Creative Arts subjects, Music, Film & Television and New Media. Drama develops group skills and can be a helpful form of self-expression. Drama provides communication skills that are necessary in 'real life'.

ENGINEERING TECHNOLOGY

SUBJECT INTRODUCTION

Engineering Technology provides students with an opportunity to experience both theoretical and practical learning activities focusing on engineering, mechanics, and engineering systems and control. The course will require students to learn theory, then to apply their knowledge to solve design challenges.

LEARNING THEMES

Unit 1 F1 Challenge

In the F1 Challenge Unit, students explore what is required to design and manufacture a CO² powered balsa wood Formula 1 style car. Their goal is to consider the theory of engineering mechanics to justify design decisions that meet specifications prescribed by REA (Re-Engineering Australia). Students design, produce, test and evaluate their designs by utilising manufacturing techniques, such as CAD, CNC machining and 3D printing, smoke tunnel and wind tunnel testing, as well as track testing.

Unit 2 Robotics

Throughout the robotics unit students will gain experience in icon-based programming. They utilise *Lego Robotics* equipment to design and test programming solutions to various practical challenges. Through the use of various sensors, such as light, touch, ultrasonic, sound, and colour, students are able to program their robots to interact with the environment, while simultaneously communicating with other

EXAMPLES OF ASSESSMENT

Assessment will include:

Design analysis folios

Written examinations

Practical design challenges

LINKS TO SENIOR/FUTURE PATHWAYS

This course prepares students for Senior Engineering Technology. It also provides students with skills related to Senior Graphics and Technology Studies*.

*Personalised Pathway Study option in Years 11 and 12

EXTENSION ENGLISH: LITERATURE

SUBJECT INTRODUCTION

Extension English Literature will provide students with an opportunity to both examine and create literature. This subject will ask students to consider the driving question: *Can literature help young people in the 21st century develop resilience and survive high school?*

LEARNING THEMES

Unit 1 Exploring Literature for young people

Students will study a class novel which is written for a teenage audience. They will analyse the key themes of the novel and, through their exploration, consider the lessons learned for young people.

Students will then select additional texts: novels, plays, short stories, films. They will draw comparisons between the messages for young people in the class novel and their chosen texts.

Unit 2 Creating Literature for young people

Students will apply the knowledge of literature they have developed in Unit 1 in order to create their own piece of literature which addresses one or more issues young people face.

The focus of this unit will be on production and improvement of their literature. Students will work collaboratively with their teacher and their peers to reflect and improve their work.

EXAMPLES OF ASSESSMENT

Assessment will include:

An analysis of literature: students will choose the mode of delivery.

Students will contribute a piece of literature to their class anthology which will be published and available to students on completion of the course.

LINKS TO SENIOR/FUTURE PATHWAYS

This course helps prepare students for Senior English. It helps students further develop their skills of analysis and creative writing.

EXTENSION SOCIAL SCIENCE

SUBJECT INTRODUCTION

Social Science is the study of society and the manner in which people behave and influence the world around them. It tells us about the world beyond immediate experience and can help explain how society works. In short, this is a subject for people who want to understand more about the world around them.

The two streams of social science we will focus on during this course are history and geography.

LEARNING THEMES

Unit 1 History Mysteries

Students will complete a class investigation into one of the world's greatest modern historical mysteries, for example "Who Shot J.F.K.?" The research and problem solving skills learnt during this class inquiry will then be transferred to a group investigation of another historical mystery selected by students themselves. Examples of mysteries could include: Who was Jack the Ripper? What happened to the Mary Celeste? What happened to the Indus Valley Civilisation? What caused the fall of the Minoan Civilisation?

Unit 2 Antarctica - a land of extremes

Antarctica is the coldest, driest, windiest and most remote location in the world. So, what is it like to live in a freezer? Students will complete an investigation around this inquiry question. Other research questions include: How are these climatic conditions created? How does the fauna and flora adapt to these conditions? How have humans adapted to this location? What are the challenges facing this pristine region? How have international claims occurred and what is the Antarctic Treaty? What will Antarctica look like in 100 years' time? Students will talk to scientists in Antarctica and take a virtual tour of the region as part of this inquiry task.

Prerequisites: To study this subject you need to have gained a C or better in achievement and a B for effort Year 8 Semester I History.

EXAMPLES OF ASSESSMENT

Students will complete two inquiry tasks during this course. Each inquiry task will require students to work collaboratively and individually to complete a number of problem-based activities. The work will be a mixture of research, practical work and IT skills that relate to real world problems or situations.

LINKS TO SENIOR/FUTURE PATHWAYS

This course provides the foundation for Senior Geography and Senior History and is helpful for building skills relating to other Social Science subjects such as Economics, Accounting and IPT.

HEALTH AND PHYSICAL EDUCATION

SUBJECT INTRODUCTION

Health and Physical Education will enable students to find out more about the body, how it works from an energy systems and biomechanics perspective in a sporting environment. Topics include: exercise physiology and training; how the body and training principles improve performance; Biomechanics – exploring human movement analysis for performance.

All units of study have both practical and theoretical components:

Theoretical

Through the theory lessons students will study:

- Biomedical principles
- Energy Systems
- Training programs and program design
- Fitness testing
- Sport skills analysis

Practical

During the practical lessons, students will participate in futsal, soccer and touch football and develop the skills, tactics and game sense of these sports. Students will also apply some of the concepts learned through theory in practical sessions such as biomechanics and the principles of training, to enhance individual ability in these sports.

EXAMPLES OF ASSESSMENT

Assessment will include a combination of the following:

Ongoing practical assessment of skills, tactics and game play

Biomechanics exam

Multi-modal presentation of the digital analysis of a specific training technique/skill

LINKS TO SENIOR/FUTURE PATHWAYS

This course helps to prepare students for Senior PE as well as Personalised Pathway courses such as the Certificate II Recreation/Certificate III in Fitness* and Recreation* offered in Years 11 and 12. This course also develops skills and knowledge to help students lead an active and healthy life style.

*Personalised Pathway study option in Year 11 &12

HOSPITALITY*

SUBJECT INTRODUCTION

Food Studies will help develop in students an appreciation of the flavour and texture of a variety of different foods. Students will gain an understanding of the relationship between eating well and enjoying good health, growing things and caring for the environment as well as the social etiquettes involved in preparing, presenting and sharing food.

LEARNING THEMES

Foods of the World – Customs, Traditions & Celebrations

- Principles of Food
- Personal and Environment Hygiene
- Measurement, Time and Resource Management
- Australian Foods, Foods in Season, Herbs and Spices
- Practical Cooking – Soups, Pies, Quiches, Stir fries
- Cuisine of other countries – Italy, Thailand, France
- Christmas Treats from 'Around the World'

EXAMPLES OF ASSESSMENT

Create and prepare a contemporary Australian menu that reflects the changes in Australian eating patterns. Students select their own cuisine to study in detail and produce main course and dessert.

LINKS TO SENIOR/FUTURE PATHWAYS

Food Studies will link to Year 10 Hospitality and Hospitality Practices* in Years 11 and 12. Skills gained will be suitable for part time employment in the Hospitality Industry.

Please note full participation in all practical cooking activities is required to complete this course successfully.

INFORMATION PROCESSING AND TECHNOLOGY

SUBJECT INTRODUCTION

Information Processing & Technology will improve student information technology skills with a strong focus on problem solving. Information processing & technology explores the digital world in which students live through the development of a solid knowledge base and practical experience.

LEARNING THEMES

Digital Literacy

Students develop an understanding of how information is represented and stored in the digital world. Students learn to safely navigate the digital environment.

Algorithms

Students learn to break down complex problems into a series of simple steps which can be handled by a basic computer. Students put this process into practice during a minor project using Arduino circuit boards to design and develop solutions to a problem.

EXAMPLES OF ASSESSMENT

Assessment will include:

- Minor projects
- Short response exams
- Exams

LINKS TO SENIOR/FUTURE PATHWAYS

Further study: Tertiary Entrance – University, TAFE and technical colleges; diplomas, advanced-diplomas and bachelor degrees

Career Pathways: software design, computer science, aerospace industry, research and development.

*Personalised Pathway study option in Year 11 &12

MULTIMEDIA

SUBJECT INTRODUCTION

Multimedia includes a core study of digital image and motion manipulation. Students will utilise a number of software programs including Adobe Photoshop, Encore and Premiere Pro to design comic strips and critique media. Production work includes photo restoration and manipulation, applying special effects and audio mixing to films, animation and creation of DVDs.

Multimedia is a blend of creativity and artistic design as well as a technical course with a hands-on approach to digital image and motion manipulation.

EXAMPLES OF ASSESSMENT

Design: Creating comic strips using design briefs, scripts, storyboards and posters.

Production: On-set production of films, camera techniques and software programs such as Encore, Premiere Pro, and Photoshop to make films and animation.

Critique: Analysing, researching and formulating responses based on media products.

LINKS TO SENIOR/FUTURE PATHWAYS

This course provides the foundation for Film, Television and New Media and is helpful for building skills relating to other creative arts subjects, such as Music, Drama and Visual Art, as well as Information Processing and Technology. Multimedia develops group skills and can be a helpful form of self-expression as well as analysis skills to work out how media is used to communicate meaning.

MUSIC

SUBJECT INTRODUCTION

Students of music will participate in learning, creating and performing many different styles of popular music. Students who participate in this course must be motivated to play an instrument and/or sing, as these skills are key components of the course. This course caters for all students, regardless of experience, who are enthusiastic about participating in challenging, musical activities.

LEARNING THEMES

Listening /Theory: Focus on an understanding of music notation as one of many ways of communicating musical ideas.

Composing: Selecting appropriate musical structures and devices to create your own music. Experimenting and discriminating between quality and ineffective selection of musical ideas.

Performing: Developing your musical talent so you can operate confidently as a soloist or ensemble performer.

Analysis: Determining the individual characteristics of music from different genres/styles and how particular compositional devices are used.

EXAMPLES OF ASSESSMENT

Listening/Theory: Demonstrate learnt understanding of music notation and how to write/communicate what you hear.

Composing: Creating your own contemporary song and recording it.

Performing: Playing and/or singing music in a small group/band or solo.

Analysing: Discussing your understanding of musical structures that you read and hear.

LINKS TO SENIOR/FUTURE PATHWAYS

This course helps prepare students for Senior Music and is helpful for Multimedia and other creative arts subjects such as drama and dance. This course can lead to tertiary music study, employment in the music industry or a satisfying leisure pursuit.

PRODUCT DESIGN & MANUFACTURING

SUBJECT INTRODUCTION

Product Design and Manufacture involves the design and manufacture of products that comprise the manmade environment. Students create products to solve real-world problems, satisfy human needs and wants, and to capitalise on opportunities. They develop an informed understanding of the characteristics of materials and an ability to select and manipulate materials to meet design challenges.

Students identify potential hazards and risks in workshops and industrial environments and demonstrate safe practices in their own work environment.

LEARNING THEMES

Unit 1 Workplace Health and Safety

Workplace Health & Safety exposes students to relevant information on the safe and correct operating procedures that will be utilised in the workshop and the wider community.

Unit 2 Skills

Skill Development Exercise 1 develops, through guided practice, the correct/safe use of hand/power tools and marking out, separating, forming, combining and finishing techniques.

Skill Development Exercise 2 develops, through guided practice, the correct/safe use of hand/power tools and marking out, separating, forming, combining and finishing techniques.

Unit 3 Designing

Product Design & Manufacture challenges the students to design and produce an article that satisfies a descriptive brief.

EXAMPLES OF ASSESSMENT

Students will prepare design folios and be graded on their practical work.

LINKS TO SENIOR/FUTURE PATHWAYS

Skills gained in this subject will help students who wish to study engineering or study Industrial Technology Skills in Years 11 & 12.

SCIENCE INVESTIGATIONS

SUBJECT INTRODUCTION

This course is based around real world scientific inquiry. Students will explore innovative concepts in the laboratory that link to existing problems and contexts in society. Students will use hypothesis and design skills to investigate scientific projects. Skills developed in this program will lead into Scientific Design in Senior Science. Students will also engage in using advanced equipment and technology to achieve detailed analysis. Students wanting to enrol in this course should have a keen interest in scientific design, technology and project skills.

LEARNING THEMES

Skill Development exercises: Students are guided through best practices in the laboratory across a variety of structured experiments. Students then use these skills to problem solve and complete individual laboratory experiments.

Knowledge extension: Students are immersed in scientific topics that extend beyond the standard curriculum. This creates more depth and breadth in understanding that is then applied to experimental design and problem solving structures.

EXAMPLES OF ASSESSMENT

Assessment will include:

Formative diagnostic pieces to gauge the depth of the final piece

Short summative stimulus knowledge and investigation exams (science)

LINKS TO SENIOR/FUTURE PATHWAYS

This elective will help students in their study of subjects such as Biology, Chemistry Physics and Engineering Technology. Students will develop laboratory and problem solving skills supported by logical experimental design. It develops students ability to design, analyse, problem solve, justify and evaluate. Students will focus on the big questions of WHY and HOW in Science.

VISUAL ART

SUBJECT INTRODUCTION

Art in Year 9 is centred around the making and appreciation of works of art. Students explore two-dimensional and three-dimensional media and techniques. The two-dimensional media explored are tonal drawing, etching and digital imaging using Photoshop. Three-dimensional media covers the making of a sculptural wearable artwork. Students are offered the opportunity to develop and expand their creative skills and techniques, imagination, perception and conceptual approaches to Art.

LEARNING THEMES

Unit 1

Wearable Art – in small groups, students create a sculptural wearable artwork from recycled materials that responds to stimulus. This unit culminates in a fashion parade on assembly.

Unit 2

Altered Reality – Surrealism is the focus of both practical and written tasks. Students work in Photoshop to create a surreal image for an etching.

EXAMPLES OF ASSESSMENT

Assessment will include a combination of the following areas, dependent on the unit studied:

Folio of drawings, digital imaging and etchings

Group wearable art

Visual diary demonstrating process work

Written art analysis

Artist statement justifying how design choices create meaning

LINKS TO SENIOR/FUTURE PATHWAYS

This course helps prepare students for Senior Art and develops skills and processes that are useful in other Creative Arts subjects such as Film, Television and New Media and Drama.

Most TAFE and University visual arts and design courses require a folio as part of their application. This course establishes this practice with students.