



# 2025

## Curriculum Guide Year 9





## Course Selection Guidelines

**Making choices of subjects is very important. Every student should make a serious effort to plan their curriculum pathway to enable them to follow their chosen career path and interests.**

**In selecting a course students should consider:**

- The curriculum pattern
- Student interests
- Career choices and/or post school options
- Current subjects and progress
- Subject teacher recommendations

Year 9 or 10 courses will lead to any career, it is particularly important to focus on interests and strengths, rather than specific careers.

**Students can get help to choose the most appropriate course by talking to:**

- Parents/caregivers and/or their friends and other relatives
- Home Group Teacher
- Subject Teachers and coordinators
- Year Level Manager
- School Counsellors
- The SACE/VET Coordinator
- Personnel at other agencies (eg Centrelink, Employment Directions, TAFESA)
- 

**Information to help choose wisely is available from:**

- NHS Curriculum Guide
- SACE website
- SATAC Guides
- Tertiary Institution information
- Online information via links in this guide
- Pamphlets and booklets in the Senior Learning Hub

**Parents can help by:**

- Being positive, supportive and encouraging
- Assisting in finding information
- Attending the Curriculum Expo and course counselling days

**Remember:**

- Subject choices must be based on as much information as possible.
- YOU are responsible for YOUR subject choices.
- Subjects must be selected for the whole year.
- Choose carefully. Selections are considered to be FINAL and it may not be possible to make changes.
- Ensure you select reserve subjects that you are interested in. These reserve subjects may be used if your first choice is unavailable, clashes with another subject or is at capacity.

**The school will make every effort to offer the subjects that you select. However, this may not be possible. You will be consulted if changes need to be made.**



## Course Selection Process

1. Students will be issued with a Course Counselling newsletter including their personalised Subject Selection Practice form. This will include recommendations for English and Maths for the following year.
2. Carefully read the subject descriptors in this guide before selecting your units. We suggest that you download a copy of this guide for all of next year so that you may refer back to this information in discussing study plans for next year and beyond.
3. Progress to the next level of study is dependent upon students meeting the work and assessment requirements to a satisfactory (C grade ) standard. Promotion to the next semester, or the same subject at the following year may have to be negotiated individually if student achievement is not satisfactory.
4. Additional information is available to students via their Home Group teachers, online links to subject information videos, speaking to subject teachers and faculty leaders. Students are also encouraged to access other sources of information. Parents can contact appropriate school staff via the email links in this guide if they require any further information.
5. Additional information is available to parents and students by attending the Carees Expo.
6. Whilst there is a set curriculum pattern of required subjects at Years 7-10, some flexibility is possible to meet individual student needs. Students (with support from parents/caregivers) may seek approval from their Year level Leader to change the curriculum pattern. The decision to allow this flexibility will be made in consultation with other school staff and will be based on the individual student's skill levels and/ or future pathways.
7. Students, with assistance from parents/caregivers and counselling from Home Group teachers and/or course counselling staff, nominate their subject preferences via the online Web Preferences portal . A link to login to the student's unique portal will be sent to the student's school email address.
8. The school timetable is constructed on the basis of student choices within the constraints of staffing and school resources.
9. Although every effort is made to accommodate all student preferences, this is not always possible. Where students are unable to study their selected subjects, they are re-counselled to enable them to select appropriate replacement subjects. It is important to note that reserve preferences may be used and should also be considered carefully and be of interest to the student.
10. Students, with support from parents, will have limited opportunities to make changes to the chosen course.

**For information regarding the SACE and Senior School Curriculum subjects, please refer to the NHS Year 11 or 12 Curriculum Guides**





## Key Staff for Course Counselling



Roy Page  
Principal



Brent Bloffwitch  
Deputy Principal  
Curriculum & Pedagogy



Daniel Quinlivan  
Assistant Principal  
Years 11/12  
SACE/VET Coordinator



Ann Hargreaves  
Assistant Principal  
Years 9/10



Bec Bolton  
Assistant Principal  
Year 7/8  
Wellbeing



Sue Clark  
Assistant Principal  
Inclusive Education



Brad Sheridan  
Year 11/12 Leader



Asher Hausler  
Year 12 Manager



Angus Magarey  
Year 11 Manager



Alex Hoffmann  
Year 9/10 Leader



Jessica West  
Year 10 Manager



Kellie Allen  
Year 9 Manager



Danielle Langhorn  
Year 7/8 Leader



Katelyn Baldock  
Year 8 Manager



Kate Rix  
Year 7 Manager



Erin Dayman  
Inclusive Education  
Coordinator



Rick Lane  
Wellbeing Leader



Lauren Semmens  
Wellbeing Leader



## Year 9 Subject Guide

### STUDENTS STUDY 10 COMPULSORY UNITS IN YEAR 9

This includes:

2 semesters each of English, Mathematics, HASS (History & Global Connections) and Science

1 Semester each of Home Economics/Health and Physical Education

Students will also have 4 choice subjects (1 semester each)

Compulsory Subjects Year 9	Semesters
English	2
Mathematics	2
Science	2
History	1
Global Connections	1
Home Economics/Health	1
Physical Education	1

Choice Subjects
<b>HASS</b>
Geography
Issues in Society
<b>AGRICULTURE</b>
Agriculture A - Productivity Focus
Agriculture B - Sustainability Focus
<b>LANGUAGES</b>
German
<b>HEALTH AND PHYSICAL EDUCATION</b>
Food Tech
Dance
High Performance: Football

Choice Subjects
<b>VISUAL ARTS*</b>
Drawing and Painting
Sculpture and Printmaking
Design
<b>PERFORMING ARTS</b>
Drama A - Physical Theatre and Comedy
Drama B - Improvisation and the Page to the Stage Process
Music A
Music B
<b>TECHNOLOGIES*</b>
Woodwork
Metalwork
Electronics
Computer Aided Design
Digital Technologies

\*Students may select a maximum of 2 subjects from this learning area.

## English

In English, students further develop their skills as listeners, speakers, readers, viewers, writers and creators. They learn about the power of language, how it is used in different ways for different purposes and how to communicate effectively and imaginatively in a wide range of situations. They learn to apply their skills to understand and produce a range of texts including oral, written and multimodal. Students are given opportunities to develop and apply their growing knowledge in a practical way; by creating and analysing a variety of spoken, print, visual and multimodal texts with increasing confidence, relevance, accuracy and clarity. Students will continue to develop a spelling, vocabulary, grammar and comprehension skills.

Assessments in year 9 will consist of a minimum of 4 common assessments tasks per semester

including:

Responding to texts

Creating texts

Critical Reading

ENGLISH & LITERACY COORDINATOR - NAT NOACK / [Natalie.Noack632@schools.sa.edu.au](mailto:Natalie.Noack632@schools.sa.edu.au)

## English Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
English	English	Essential English	Essential English	Essential English
		English	English	English
		English Literary Studies	English Literary Studies	English Literary Studies

## English - 9EN

### COURSE DESCRIPTION:

Students will continue to develop their skills as listeners, speakers, readers, viewers, creators and writers. An outline of the common expectations is sent home at the beginning of the year.

### ASSESSMENT:

Students will complete a minimum of 4 common assessment tasks per Semester including

2 Responding to texts

2 Creating texts

### IMPORTANT CONSIDERATIONS:

The overall grade achieved in Year 9 English will affect the choices of English subject offered at Year 10. Teachers will make recommendations for each student as to which English pathway they should study: Y10 Literary Studies, Y10 English or Y10 Essential English.

## Mathematics

(Compulsory-2 Semesters)

Mathematics is all around us, in everything we do. It is the building block for everything in our daily lives, including mobile devices, architecture (ancient and modern), art, money, engineering, and even sports.

Since the beginning of recorded history, mathematic discovery has been at the forefront of every civilized society, and in use in even the most primitive of cultures. The needs of math arose based on the wants of society. The more complex a society, the more complex the mathematical needs.

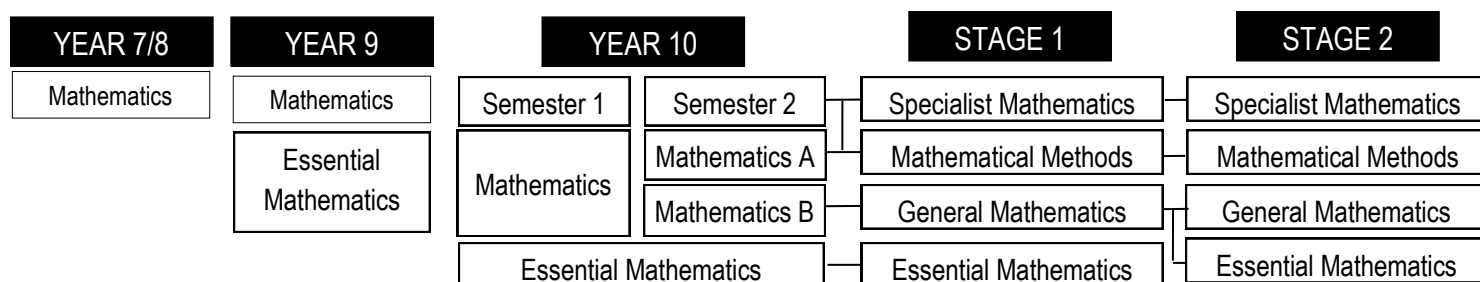
Mathematics is a way of understanding the world through the use of number and space. Students analyse mathematical problems through investigating, comparing, reflecting and testing information to work out possible answers. They develop the mathematical skills and understandings that they need in all areas of their lives. They explore and analyse data and numerical and spatial patterns, learn about measurement and number, and develop spatial understanding and geometric reasoning. Students develop critical and creative thinking to solve unfamiliar and complex problems.

### Calculators

All students are expected to have their own calculators. - A **scientific calculator** is suitable for all courses up to year 10 and for Stage 1 Essential Mathematics.

MATHEMATICS & NUMERACY COORDINATOR - ANDREW TURNBULL / [Andrew.Turnbull99@schools.sa.edu.au](mailto:Andrew.Turnbull99@schools.sa.edu.au)

## Mathematics Pathways



## Mathematics - 9MA

### PREFERRED BACKGROUND:

C Grade or better in Year 8 Mathematics

### COURSE DESCRIPTION:

Students at year 9 will undertake the curriculum set out under the Australian Curriculum including:

- Real Numbers – Large and Small – numbers, power laws, time scales
- Money and Financial Mathematics – working with simple interest
- Pythagoras and Trigonometry – application of the relevant theorem and techniques
- Patterns and Algebra – working with more complex expressions
- Geometric Reasoning – working with enlargements, similarity and scales
- Using Units of Measurement – areas, surface areas, volumes of more complex shapes
- Chance – more probability techniques, especially related to multiple events
- Data Representation and Interpretation – working with more complex statistical techniques
- Linear and non-Linear Relationships – further use of graphs and graphing processes.

### ASSESSMENT:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum. Students will be assessed in each of the topics using a combination of tests, assignments, investigations and activities.

**IMPORTANT CONSIDERATIONS:** Students require a scientific calculator

## Essential Mathematics - 9ME

### PREFERRED BACKGROUND:

Students identified by the school as needing extra support in mathematics.

### COURSE DESCRIPTION:

Students have intervention in their numeracy skills then they cover aspects of the year 9 Mathematics curriculum at a level appropriate to their ability.

### ASSESSMENT:

Students' performance will be determined according to the subject's Achievement Standards as outlined in the Mathematics framework of the Australian Curriculum. Students will be assessed in each of the topics using a combination of tests, assignments, investigations and activities.

### IMPORTANT CONSIDERATIONS:

Students will require a scientific calculator

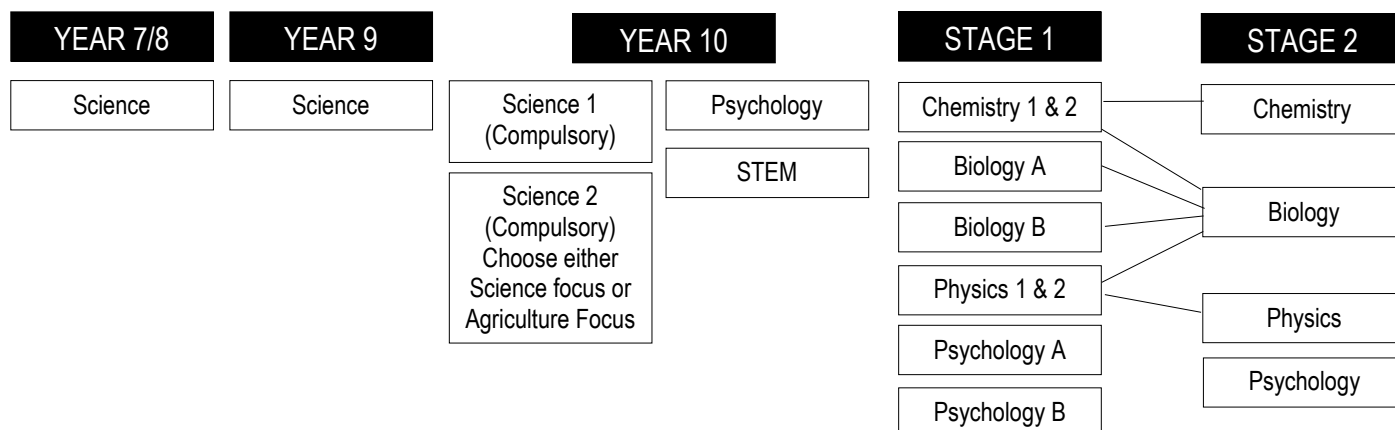


## Science

The emphasis in science is on learners developing understandings of the physical, chemical, geological, biological and psychological world in which they live and an appreciation of the relationships they have with these worlds. To do this, students need an understanding of the use of scientific processes such as investigating, collecting and interpreting information and communicating. This, along with the ability to think critically and to measure the impact of science on society, is essential to students' success in this area. Students learn about sciences involved with Earth in Space, Physics, Biology, Psychology and Chemistry.

SCIENCE & STEM COORDINATOR - CHRIS GAMBELL / [Chris.Gambell297@schools.sa.edu.au](mailto:Chris.Gambell297@schools.sa.edu.au)

## Science Pathways



### Science 1 - 9SC

#### Topics include:

**Biology** – Ecosystems consist of interdependent organisms whose interactions can be examined with food webs for a range of habitats-responses occur when there are changes to these environments. There are different types of foods and the human digestive system is a coordinated system that processes food, providing essential requirements for life.

**Earth Science** – The theory of plate tectonics explains global patterns of continental movement and geological activity shaping the earth's surface, sea-floor spreading, earthquakes and volcanoes.

**Chemistry** - Chemical reactions, such as corrosion, combustion, photosynthesis and respiration are important in living and non-living systems and involve energy transfer. All matter is made up of atoms and their subatomic structure determines how they react chemically and what types of nuclear radiation they may give out-nuclear fission is used as one type of energy source and raises issues involving sustainability.

**Physics** – The energy transfer of heat can be explained using particle and wave models and a good understanding of these processes can help minimise energy wastage. Energy transfer of sound and all of its properties can be explained using wave and particle models. These models can enable better understanding of sound in musical instruments, the ear and a range of other phenomena.

**Science inquiry skills**- designing and conducting investigations, processing and analysing data, and evaluating results.

**Science as a Human Endeavour**- Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available. Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures. People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity.

**STEM: Science Technology Engineering and Mathematics**-Students participate in activities to engage in project-based learning, solve real-world problems, and create, build, present and test their own designs, including models. An example of this is building and testing an earthquake-proof building.

### Science 2 - 9SC2

#### Topics include:

**Biology** - Body systems such as the nervous system and endocrine system enable humans to respond to our environment. All living things in a community adapt to respond to changes in their environment to improve their survival.

**Chemistry** - Acids and bases have several properties and their reactions are important in living and non-living systems, including the home and industry. Everyday substances such as metals and plastics have various properties, raising some important issues and problems involving sustainability-such as landfill, Acid Rain and the Greenhouse Effect.

**Physics** – There are various factors that affect the transfer of energy in electric circuits. There are a number of useful electrical devices and a particle model can give an understanding of how these devices work. Light has various uses and properties and a wave model can enable a better understanding of how light works in mirrors, lenses, various instruments and the human eye.

**Science inquiry skills**- designing and conducting investigations, processing and analysing data, and evaluating results.

**Science as a Human Endeavour**- Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available. Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures. People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity.

**STEM: Science Technology Engineering and Mathematics**-Students will be participate in activities to engage in project-based learning, solve real-world problems, and create, build, present and test their own designs, including models. An example of this is designing, building and testing a gingerbread person that has LEDs that light up because of conductive 'dough'.

#### ASSESSMENT: (Science 1 and 2)

Tests, research assignments, practical reports and a range of other evidence is used, including model building.



## Agriculture

Year 9 students can choose to study Agriculture in the first and/or second semester. Students who choose to study Agriculture have the opportunity to develop their knowledge and skills in a diverse range of agricultural enterprises. Enterprises which students can study include vegetable gardening, viticulture, various poultry, sheep, goats and cattle.

AGRICULTURE COORDINATOR - MILLY HOFFMANN / [Milly.Hoffmann416@schools.sa.edu.au](mailto:Milly.Hoffmann416@schools.sa.edu.au)

## Agriculture Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Agriculture	Agriculture A (Productivity Focus)	Livestock and Aquaculture	Agriculture A	Agricultural Production
	Agriculture B (Sustainability Focus)	Vines and Wines	Agriculture B	
		Wine and Vine Management		

### Agriculture Productivity Focus- 9AP

#### COURSE DESCRIPTION:

This course is designed to teach students about maximising productivity and income from an agricultural enterprise. Students will run a group vegetable patch as a small enterprise to generate an income. Students will plan, prepare and grow their crops aiming to maximise production and profit from their enterprise. Students will learn about various animal and plant enterprises which may include field crops, vines, pastures, cattle, aquaculture, poultry and sheep. This subject will examine the structure and function of plant and animal systems which are essential to maximise production. Students will develop specific practical skills and carry out field experiments as part of their assessment. An emphasis will be placed on research skills, knowledge and problem solving. Students will be expected to work safely and responsibly when involved in practical agricultural projects and tasks.

#### ASSESSMENT:

Tests, research assignments, multimedia presentations, practical reports and practical skills.

#### IMPORTANT CONSIDERATIONS:

This subject has a **PRODUCTIVITY FOCUS**.

**Please note: Agriculture Productivity requires a \$10.00 payment contribution to cover vegetable production and a pair of gardening gloves.**

### Agriculture Sustainability Focus- 9AS

#### COURSE DESCRIPTION:

This course will look at a number of agricultural enterprises, including practical management of sheep, cattle, winemaking and aquaculture with a particular emphasis on sustainability. Students will investigate the environmental considerations which are related to the management of these enterprises. Issues such as water, soil and waste management will be examined. Students will be focusing on practical activities related to animal and plant management and they will be required to research and report on an environmental issue of interest to them. Students will be expected to work safely and responsibly in practical activities performed in the Agriculture area.

#### ASSESSMENT:

Tests, research assignments, multimedia presentations, practical reports and practical skills.

#### IMPORTANT CONSIDERATIONS:

This subject has a **SUSTAINABILITY FOCUS**



## HASS—Humanities and Social Sciences

In Humanities & Social Sciences students increase their understanding, knowledge and skills and develop attitudes, and values to help them participate as active and informed citizens in their local and global society. Learning takes place through a range of disciplines and studies including History, Geography, Economics, Legal Studies, Women's Studies, Civics and Citizenship, Studies in Religion and Environmental Education. Through these studies students will develop their knowledge and understanding of:

- the society they live in
- other societies in the world
- the relationships between people and their society
- the relationship between society and the environment

HASS & LANGUAGES COORDINATOR - CAROLINE BEY [Caroline.Bey555@schools.sa.edu.au](mailto:Caroline.Bey555@schools.sa.edu.au)

## HASS and Languages Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Geography/ Economics & Business	Geography	Geography	Modern History	Modern History
History/Civics & Citizenship	History	History	Ancient Studies	Society and Culture
German	Issues in Society	Turning Points History	Legal Studies	Ancient Studies
Indonesian	Global Connections	Women, Society and Culture	Society and Culture	Legal Studies
	German	German	Women's Studies	Women's Studies
			Media Studies	Business Innovation
			Business Innovation	Media Studies
			German	German

### History- 9HH

#### COURSE DESCRIPTION:

This Australian curriculum course consolidates and builds on the research and analytical skills developed in Year 8. The major subject matter is Australian History though students will also investigate significant global issues like Imperialism and Slavery. Other major topic headings include the development of an independent Australian identity that led to Federation. There is also a specific focus on the causes and consequences of the First World War. There will be a particular focus on Australian involvement and students are able to apply for the Premier's ANZAC Spirit School Prize as part of their studies.

#### ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations.

#### IMPORTANT CONSIDERATIONS:

There may be some fieldwork involved and an associated cost for excursions.

### Global Connections - 9HC

#### COURSE DESCRIPTION:

This course will include the study of a range of HASS Australian Curriculum topics, from subjects including Geography, Economics and business, and Civics and Citizenship. Students will study topics focusing on the global connections we have as citizens. This may include a focus on the environment and resource, trade and the global economy, connections with Asia, and how citizens contribute locally and globally. Students will use an inquiry based method to look at global problems and pose their own ideas and solutions to real world topics and issues

#### ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations.

#### IMPORTANT CONSIDERATIONS:

There may be some fieldwork involved and an associated cost for excursions.



## Issues in Society - 9HS

### COURSE DESCRIPTION:

This Australian curriculum course consolidates and builds on the research and analytical skills developed in both Year 8 HASS subjects. This is a broad Humanities course with a focus on 21<sup>st</sup> Century learning aimed at challenging students to learn through project based learning as well as develop their critical and creative thinking skills. It is therefore designed to extend students and connect their learning to the real world and other subject areas. Specific issues studied might include migration, city planning, population growth and sustainable futures as well as Australia's past and present relationship with Asia.

### ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations.

### IMPORTANT CONSIDERATIONS:

There may be some fieldwork involved and an associated cost for excursions.

## Geography - 9HO

### COURSE DESCRIPTION:

The focus of this Australian Curriculum course is on consolidating and adding to the skills introduced in Year 8. One half of the course covers Biomes and Food Security. This includes topics such as climate, soils, vegetation, endangered species, water and food production on a national and global scale. The other half of the course covers the theme of Interconnections. This includes concepts such as the ways that humans interact with one another and with specific environments. Other areas for study include the way that transportation and communication services affect how and where we live and our relationships with other countries. This may include an assignment on issues related to tourism and recreation

### ASSESSMENT:

Assessment tasks will be varied, including individual and group tasks, writing based tasks and multimodal presentations.

### IMPORTANT CONSIDERATIONS:

There may be some fieldwork involved and an associated cost for excursions

## Languages

Through learning languages other than English, students gain knowledge, skills and values that enable them to

- communicate in another language
- compare languages and cultures, to understand differences and similarities
- extend their understanding of themselves and their own language
- strengthen their literacy and numeracy skills
- develop skills to become global citizens

## German - 9LG

1 or 2 SEMESTERS

### PREFERRED BACKGROUND:

C Grade or better in Year 8 German

### COURSE DESCRIPTION:

In this Australian Curriculum Course, students bring to their learning existing knowledge of German language and culture and a range of learning strategies and experiences. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. Students are supported in their learning, but are encouraged to begin working independently. There is a strong focus on developing oral, written and communication skills. Topics may include housing and holiday plans, clothes and food shopping, weekend activities, invitations, festivals and Austria.

### ASSESSMENT:

May include role plays, interviews, research tasks, power point presentations and other negotiated tasks.

### IMPORTANT CONSIDERATIONS:

Students wishing to continue onto Year 10 German should consider completing a full year of Year 9 German.

Where this unit leads: Stage 2 German (Continuers)

Students considering doing Stage 2 German must do 2 Semesters of Stage 1 German and achieve at least a C grade for each semester.



## Health and Physical Education

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity. Students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage positive relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation.

The acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities is an important part of Health and Physical Education. As a foundation for lifelong physical activity participation, students develop proficiency in movement skills, physical activities and movement concepts. Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.

**All students in Year 9 complete one semester of Home Economics and one semester of Health & PE.**

**Additionally, they can also choose one semester of Food Tech &/or one semester of Dance or High Performance: Football**

HEALTH/HOME ECONOMICS AND PE COORDINATOR - RHYS LACEY / [Rhys.Lacey309@schools.sa.edu.au](mailto:Rhys.Lacey309@schools.sa.edu.au)

## Health and Physical Education Pathways

YEAR 7/8	YEAR 9	YEAR 10		STAGE 1	STAGE 2
Physical Education	Physical Education	Health and Physical Education (Compulsory)	High Performance: Football	Physical Education A	Sports Studies
Home Economics/Health	Home Economics/Health	Physical Education Specialist: Boys	Child Studies	Physical Education B	Health
	Food Tech	Physical Education Specialist: Girls	Food Tech	Food and Hospitality A	Food and Hospitality
	Dance	Outdoor Education	Food Tech Café Culture	Food and Hospitality B	Child Studies
	High Performance: Football			Child Studies	Physical Education
				Health & Wellbeing	
				Outdoor Education	
				Fitness	





## Home Economics/Health - 9FH

### **COURSE DESCRIPTION:**

Emphasis will be placed on developing skills and knowledge that will enable students to make responsible health related decisions including good food choices to avoid common lifestyle diseases. The Food Technology unit will run for 1 term and focus on the development of skills for cooking and living a healthy lifestyle. Students will be able to apply these skills in everyday life. The Health unit covers information in the areas of development of self, sexuality, disease and disability, self-esteem, contemporary community health and drugs.

### **ASSESSMENT:**

Practical performance, Food Technology Investigations and Health assignments.

### **IMPORTANT CONSIDERATIONS:**

This is a compulsory subject

## Food Tech - 9FO

### **COURSE DESCRIPTION:**

This course is designed to develop skills and knowledge in food selection and preparation. Students will build upon skills and knowledge developed in the compulsory course, focusing on the use of different technologies and developing their knowledge of different cuisines. Topics covered in both theory and practical components of this course include food production methods, bushfoods, Eastern cuisine and baking.

### **ASSESSMENT:**

Students will undertake a number of practicals with assessment including planning, practical skills and evaluations. Students will complete 4 theory assignments linked to the practical units, including analysis of eastern cuisine.

### **IMPORTANT CONSIDERATIONS:**

Nil

## Dance - 9PD

### **COURSE DESCRIPTION:**

Modern dance skills are developed with an emphasis on good posture, learning and perfecting new ways of moving and building student confidence. Students learn effective methods and processes of composing their own dances and have numerous opportunities to perform in small and large groups. Dance is a very energetic subject so students must be prepared to be physical. The focus of the semester will be on warming up, skill building, dance styles, skill development, choreography, history and stagecraft.

### **ASSESSMENT:**

Performance 70% / Folio Response Work 30%

### **IMPORTANT CONSIDERATIONS:**

Potential performance excursions.

## Physical Education - 9PE

### **COURSE DESCRIPTION:**

This is a practical performance unit. Students will be involved in both team and individual activities. Students will study six practical topics in a range of activities to refine their own, and others, movement performances in different environments.

Topics include:

net and wall sports, fitness and invasion games.

An extended unit of sports education (SEPEP) will also be undertaken for cricket or netball. Students will complete a SEPEP folio and a second literacy rich task during the course.

### **ASSESSMENT:**

Students will be assessed on their practical performance, focusing on the development of specialist movement skills, evaluating personal performance, fair play, development of leadership and collaborative skills. Students will undertake two literacy-rich written tasks during the semester.

### **IMPORTANT CONSIDERATIONS:**

This is a compulsory subject

## High Performance: Football - 9PF

### **PREFERRED BACKGROUND:**

Students need to meet the criteria for selection which is available in the information pack.

*The information pack and application form link is sent to current year 8 students at the end of term 2. Please contact Mr Rhys Lacey, prior to Course Counselling, if you have not received the information pack and would like to apply for this subject*

### **COURSE DESCRIPTION:**

This program is designed to develop the student holistically across the personal, academic and sporting domains. Students will engage in a highly specialised program aiming to maximise the development as they access high quality coaching during the course. As entry to the program is through an application and selection process, further information can be found in the information pack.

### **ASSESSMENT:**

Students will be assessed in line with the Australian Curriculum, based on Practical Skills, Performance Review and 3 written tasks.

### **IMPORTANT CONSIDERATIONS:**

Students wishing to study High Performance: Football MUST obtain the signature of the PE Coordinator, Mr Rhys Lacey on their subject selection sheet prior to the Web Preference online selections. Parents must also sign to ensure they have read the information pack and are aware of extra costs involved.

Please ensure you have read the information pack and completed and returned the application form.

On successful completion of the application process, students will be guided to choose this subject as part of the Web Preferences process.



## Visual Art/Design

Students are given the opportunity to explore critical and creative thinking skills through the use of a variety of media in both Art and Design. Visual Art encourages students to express their ideas, as well as explore and develop media techniques through 2D and 3D practices. Within the Design course, the emphasis is on problem solving, idea generation and understanding the design process and the role of design in society. Students will also learn about and respond to art and design works from different historical and cultural contexts. A 'C' Grade or better in Year 8 Art/Design is preferred when choosing year 9 Art/Design subjects.

## Visual Arts Pathways

ARTS COORDINATOR - ANNE JOHNSON / [Anne.Johnson620@schools.sa.edu.au](mailto:Anne.Johnson620@schools.sa.edu.au)

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Visual Art/Design	Drawing and Painting	Drawing and Painting	Drawing and Painting	Visual Art Art/Design
	Sculpture and Printmaking	Design	Sculpture and Printmaking	
	Design	Sculpture and Printmaking	Photography	
		Photography	Design	
		Digital Art and Graphics	Digital Art and Graphics	
		Creative Art and Design		

## Drawing and Painting - 9AA

### COURSE DESCRIPTION:

This course offers a skill based approach to drawing, painting and two-dimensional studies. It aims to develop the expressive creative and imaginative aspects of art through the use of a variety of media. Students will analyse and respond to a variety of contemporary, historical and cultural artworks. Possible topics include:

- Media exploration through technical development
- Investigations into portraiture
- Exploration of landscape

### ASSESSMENT:

Practical and theory work will be assessed as per the Australian Curriculum.

**IMPORTANT CONSIDERATIONS:** Students will need to purchase a Visual Art Diary. An excursion may be included in the curriculum.

- Plaster
- Clay
- Cardboard
- Wire
- Lino Prints

### IMPORTANT CONSIDERATIONS:

Students will need to purchase a Visual Art Diary. An excursion may be included in the curriculum.

## Design - 9VD

### COURSE DESCRIPTION:

This course enables students to explore the three main areas of design; graphic design, product design and environmental design. Students will use the design process to tackle problem solving and idea generation, which will help to develop skills in industry standard design programs and practices. During this process students will research current trends using critical and creative thinking skills to analyse and respond to a variety of design works and create their own.

### ASSESSMENT:

Practical and theory work will be assessed as per the Australian Curriculum. Assessment tasks may include:

- Technical drawing
- Interior design
- Graphic Design
- Typography
- Rendering

### IMPORTANT CONSIDERATIONS:

Students will need to purchase a Visual Art Diary. An excursion may be included in the curriculum.

## Sculpture and Printmaking - 9AB

### COURSE DESCRIPTION:

This course focuses on a skill based approach to printmaking, mixed media, sculpture and three dimensional studies. It also aims to further develop the expressive creative and imaginative aspects of art through the use of a variety of media. Students will make, analyse and respond to a variety of contemporary, historical and cultural artworks.

### ASSESSMENT:

Practical and theory work will be assessed as per the Australian Curriculum. Assessment tasks may include:

- Wood
- Papier Mache

## Performing Arts

ARTS COORDINATOR - ANNE JOHNSON / [Anne.Johnson620@schools.sa.edu.au](mailto:Anne.Johnson620@schools.sa.edu.au)

### Performing Arts Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Drama	Drama A	Drama A	Creative Arts Drama A	Music
Music	Drama B	Drama B	Creative Arts Drama B	Creative Arts Drama
	Music A	Music A	Music Experience	
	Music B	Music B	Music Advanced	

#### Drama A - 9CD Physical Theatre and Comedy

##### COURSE DESCRIPTION:

This subject is essentially about working together to refine performance and expressive skills in voice, facial expressions and movement to convey dramatic action in a Children's Theatre production and a historical theatre genre which could include Melodrama, Shakespearean or Commedia dell'arte. Students will devise, interpret and perform physical theatre, Melodrama and comedy improvisations for a specialised audience. They will experiment with the elements of drama (character, situation, conflict, time, voice, movement, mood, focus and tension) in order to direct, rehearse and produce performances in which they will develop and sustain different characters. Students will experiment with dramatic devices including costumes, props, make-up, music, slideshows, dance, narration, mime and set design to support their performances. Theory tasks will be undertaken including a character study, script writing, an investigation and evaluation report. Opportunities to attend live theatre shows will be encouraged.

##### ASSESSMENT:

Students will present two major group performances for an audience. Written and multimodal tasks may consist of an investigation, personal reflections, script writing, evaluations and analytical reports on drama they devise, perform and view.

##### IMPORTANT CONSIDERATIONS:

Potential Theatre Visits

#### Drama B - 9CD Improvisation and the Page to Stage Process

##### COURSE DESCRIPTION:

This subject is essentially about refining performance and expressive skills in characterisation, voice and movement to convey dramatic action in both improvised and scripted performances. Students will learn about the art of improvisation by undertaking a range of spontaneous creative theatre games and activities in groups for an audience. Ancient Greek chorus work will be investigated and performed using the original techniques in a contemporary social setting. Finally, students will investigate the characters and situations presented in scripts to go beyond the words on the page in order to create a meaningful three dimensional performance. They will read, interpret and perform a range of scripts and select a key scene for their assessment. They will look at a broad range of career pathways in theatre and will experiment with dramatic devices such as direction, design, technical theatre and staging to support their performances. Theory tasks will be undertaken including an acting folio, a skills assessment and evaluation reports. Opportunities to attend live theatre shows will be encouraged.

##### ASSESSMENT:

Students will present two major group performances for an audience. Written and multimodal tasks may consist of research investigations into practitioners, personal reflections, script writing, evaluations and analytical reports on drama they devise, perform and view.

##### IMPORTANT CONSIDERATIONS:

Potential Theatre Visits



## Music

**All students who do any Music unit must either be learning an instrument privately outside of school OR enrol in the school's instrumental program at the beginning of the year (and continue for the full year. Students must select either Music A (Semester 1) and Music B (Semester 2) OR, Music A only. (Music B can only be selected as a single course after consultation with the music teacher).**

**Program:** The instrumental programs for flute, clarinet, saxophone, trumpet, trombone, guitar, bass guitar, drums and voice are available at school. Unfortunately the Instrumental Program does not offer individual keyboard lessons. Students wishing to have individual keyboard lessons will need to pay direct to the keyboard teacher. (Approx. \$28 per lesson)

**Instrument Hire:** Flutes, clarinets, saxophones, trumpets and trombones can be hired for through the school. Costs vary depending on the instrument. Please contact the Arts Co-ordinator for more information, or students can use their own. Students learning other instruments will need to have access to these at home, along with any required equipment, such as leads, sticks etc.

**Extra Instrumental Costs:** Other costs that may be incurred include replacement guitar strings, drum sticks, valve oil, reeds for woodwind instruments, tutor books, special workshops and some sheet music, which can be purchased from many music shops.

Students participating in Instrumental Music lessons will be required to participate in concerts and ensembles which can include Choir, Concert Band, Guitar Ensemble or Percussion Ensemble. Students will be expected to take part in extra curricular events once skills have developed to a suitable standard.

**STUDENTS WISHING TO CONTINUE WITH MUSIC THROUGH TO YEAR 10 MUST COMPLETE A FULL YEAR OF MUSIC AND ATTEND A FULL YEAR OF INSTRUMENTAL LESSONS IN YEAR 9**

### Music A (Semester 1) - 9CM

**PREFERRED BACKGROUND:**

There is no prior knowledge required to enrol in Year 9 Music A, however prior experience is an advantage.

**COURSE DESCRIPTION:**

The focus of the music course is to further develop and build upon skills learnt in year 8. These include, but are not limited to solo performance and class ensemble on an individual instrument, aural skills, theory skills and using technology in the music making process. Students will engage in theory and aural lessons specifically designed to further develop their understanding of theoretical concepts and aural skills. Students will experience being a class ensemble member and will perform once a term as a solo instrumentalist for the class

**ASSESSMENT:**

Solo Performance - Aural Training - Ensemble Participation - Theory Development

**IMPORTANT CONSIDERATIONS:**

If students only want to study 1 semester of Music, they MUST select Music A. Students are expected to be undertaking or begin undertaking weekly instrumental lessons through the school's IM program or through a private provider.

Students will be expected to participate in public performances (eg school concerts or community performances) on a needs be basis.

### Music B (Semester 2) - 9CU

**PREFERRED BACKGROUND:**

This subject is NOT suitable for students without a music background.

**COURSE DESCRIPTION:**

The focus of the music course is to further develop and build upon skills learnt in semester 1. These include, but are not limited to solo performance and class ensemble on an individual instrument, aural skills, theory skills and using technology in the music making process. Students will engage in theory and aural lessons specifically designed to further develop their understanding of theoretical concepts and aural skills. They will further familiarise themselves with and develop their ability to use music based computer software and recording equipment. Students will experience being a class ensemble member and will perform once a term as a solo instrumentalist for the class.

**ASSESSMENT:**

Solo Performance - Aural Training - Ensemble Participation - Theory Development - Composition and Arranging

**IMPORTANT CONSIDERATIONS:**

Students are expected to be undertaking or begin undertaking weekly instrumental lessons through the school's IM program or through a private provider.

Students will be expected to participate in public performances (eg school concerts or community performances) on a needs be basis.

**Music A + B = full year (Semester 1 and 2)**





## Technologies

Design, Technology and Engineering at Year 9 level is about 'making and doing' and recognising the role people play in designing and creating new technologies to meet a need or solve a problem. Most project tasks have a STEM (*Science, Technology, Engineering and Mathematics*) focus whereby Technology covers Engineering, Information and Communication Technology, 3D Printing and Computer Aided Design, Electronics/Microcontrollers, Robotics, applied Mathematics and, Food and Textile Studies.

Year 9 students develop the skills to look critically at technologies and issues arising from their manufacture and use. As students 'design and make', they test their ideas and thinking against reality by applying skills and techniques in safe and responsible ways. They learn to be creative, designing solutions to problems. Through this they learn that they can affect change.

### Please Note:

**All subjects offered at Year 9 require a payment contribution to cover individual projects. Please refer to Special Requirements in the individual subject outlines.**

TECHNOLOGIES COORDINATOR - RAINER KAHL / [Rainer.Kahl980@schools.sa.edu.au](mailto:Rainer.Kahl980@schools.sa.edu.au)

## Technologies Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1		STAGE 2
Technologies	Woodwork	Woodwork	Woodwork: Creative	Metalwork: Fabrication	Woodwork
Digital Technologies	Metalwork	Metalwork	Woodwork: Furniture	Metalwork: Fitting & Machining	Metalwork
	Computer Aided Design (CAD)	Computer Aided Design (CAD)	Computer Aided Design (CAD)	Electronics	Electronics
	Electronics	Electronics	Integrated Learning: Automotive (1 Sem)	Intro to Web Design	Computer Aided Design (CAD)
	Digital Technologies	Intro to Game Development		Coding Digital Solutions	
		Car Maintenance			

### Woodwork - 9TW

#### COURSE DESCRIPTION:

This Woodwork course will be based on the DMA approach (design, make, appraise) and will also include information associated with Woodwork, a materials study and machine and tool usage. The STEM philosophy is used to encourage students to Investigate, test, produce, problem solve and evaluate a small cabinet with a drawer. The course include Computer Aided Design using Solidworks CAD software and hand drawn annotated sketches. Students develop a major project, which involves special joint making processes (Box/Finger, Halving and Rebate Joints are the focus). Creativity in the construction of the cabinet with drawers is expected.

#### ASSESSMENT:

Joint construction and testing  
Materials Investigation  
Major Project  
Project portfolio

#### IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$50 for take home projects. Students will have control of this at the design stage.

### Metalwork - 9TM

#### COURSE DESCRIPTION:

Courses will be based on the DMA approach (design, make, appraise) and will also include information associated with metalworking, a materials study and machine/tool use. Courses include either Computer Aided Design using Solidworks CAD software or hand drawn annotated drawings. Through practical projects students will gain a deeper insight into Metalwork techniques including Mig Welding, sheet metal cutting/folding and increasing their machine use. Creativity is an expected quality.

#### ASSESSMENT:

Materials Investigation  
Skills Tasks  
Major Project  
Project portfolio/Evaluation

#### IMPORTANT CONSIDERATIONS:

This course will incur a cost of \$50 for take home projects. Students will have control of this at the design stage.



## Electronics - 9TE

### **COURSE DESCRIPTION:**

This course is based on students using STEM approaches in designing, making and evaluating microcontroller operated electronics products and will also include information associated with the technology being studied, a materials study and applied systems and mathematics. This course links to Computer Aided Design using Solidworks CAD software and the Electronic studies incorporates PICAXE programming and robotic systems. The involvement of STEM principles leads to the development of automated projects.

### **ASSESSMENT:**

Illumination project (includes PCB design and production, CNC Desktop engraving, PICAXE Programming)

Motorised Project (includes PCB design and production, Gearbox design and assembly, 3D printing, sustainable housing and laser cutting)

Design Folios for both projects (including Project Brief, Investigative research, Project Planning, Production Record and Evaluation)

### **IMPORTANT CONSIDERATIONS:**

This course will incur a cost of \$50 for take home projects.

Students will have control of this at the design stage.

## Computer Aided Design - 9TC

### **COURSE DESCRIPTION:**

Courses will be based on the RDMA approach (research, design, make, appraise) and will also include information associated with the technology being studied and cross curricular links to STEM (Science, Technology, Engineering and Mathematics). Students will complete a series of skills tasks to re-engage with skills from Year 8, followed by investigations into aerodynamics and design of vehicles. Students will evaluate the effectiveness of their designs with simulation tools within currently used 3D software, together with the potential to 3D print and race their vehicles against each other, evaluating the physical performance of their design. All courses in Computer Aided Design use Solidworks CAD software.

### **ASSESSMENT:**

Skill Task

E-Racer portfolio, research and design

Personal Design projects

### **IMPORTANT CONSIDERATIONS:**

This course will incur a cost for take home projects based on what the student chooses to have 3D printed. Specific and individual invoices will be sent home. Students will have control of this at the design stage.

## Digital Technologies - 9TD

### **COURSE DESCRIPTION:**

This course is based on the Australian Curriculum's requirements for Digital Technology delivery in SA schools. The course has integrated components linking to programming, app development, micro:bit coding, and creating digital solutions to real work problems. This course will also introduce them to computational thinking concepts which they can then use throughout the curriculum. The collection, management and analyses of data will also be looked at. The focus of the course content will be driven by individual student learning programs and collaboration work to create a technology project.

### **ASSESSMENT:**

Programming activities; Personal Technology Project;

Data Analysis

### **IMPORTANT CONSIDERATIONS:**

Suited to students with an interest in technology and the development of it; Year 10 Digital Technologies and has links to Year 10 Computer Aided Design.

