

# Year 9 Subject Descriptions for 2017



## English

<b>Unit Code</b>	<b>ENG</b>
<b>Unit Title</b>	<b>Year Nine English : Semester One</b> <b>As per the National Curriculum</b>
<b>Unit Description</b>	<ol style="list-style-type: none"> <li>1. Images of Australia – creating a Brochure</li> <li>2. Biographical Writing - Memoir</li> <li>3. Reading and interpreting information texts and speculative fiction. Close readings of a range of texts. Includes Reading &amp; NAPLAN Preparation</li> <li>4. Creating speculative fiction from information texts. Students listen to, read and view a variety of information texts and speculative fiction texts to create a short story</li> </ol>
<b>Assessment</b>	Students will complete a range or written and oral tasks that vary from assignments, to tests to oral presentations in class. They will complete four pieces per semester. Their results will be record on profile cards and student folios will be maintained.

<b>Unit Code</b>	<b>ENG</b>
<b>Unit Title</b>	<b>Year Nine English : Semester Two</b> <b>As per the National Curriculum</b>
<b>Prerequisites</b>	Students must have completed semester one subject ENG091.
<b>Unit Description</b>	<ol style="list-style-type: none"> <li>1. Exploring ethical issues through a drama text Students read and view a drama text to compare and contrast human experience in response to ethical and moral choices.</li> <li>2. Evaluating characters in a novel. Students read a novel to closely study the ways characters are constructed. They read, listen to and view texts that build their understanding of characterisation.</li> <li>3. Examining characters' perspectives on events and issues in the novel. Students continue the close study of the novel from Unit 7. Students create an imaginative interview.</li> </ol>
<b>Assessment</b>	As they did in semester one, students will complete a range or written and oral tasks that vary from assignments, to tests to oral presentations in class. They will complete four pieces per semester. Their results will be record on profile cards and student folios will be maintained.



## Maths

<b>Unit Code</b>	<b>MAT</b>
<b>Unit Title</b>	<b>Year 9 Maths: Australian Curriculum Semester 1</b>
<b>Unit Description</b>	During this Semester, students will learn to apply Pythagoras' Theorem and trigonometry to right-angled triangles, investigate linear and non-linear relationships and calculate area of plane shapes, and determine the volume and surface area of right prisms and cylinders. Students will solve linear equations, expand and factorise binomial expressions. Students will prepare for NAPLAN by rehearsing basic skills and practicing problem solving.
<b>Assessment</b>	3 Unit Tests and 1 Assignment

<b>Unit Code</b>	<b>MAT</b>
<b>Unit Title</b>	<b>Year 9 Maths: Australian Curriculum Semester 2</b>
<b>Unit Description</b>	During this Semester, students will compare techniques for collecting data, organise and display data using frequency distribution tables and histograms. They will analyse this data to make predictions. They will solve problems involving simple interest, apply the index laws to numbers and express numbers using scientific notation. In this unit, students will be able to interpret ratios and investigate similarity.
<b>Assessment</b>	3 Unit Tests and 1 Assignment



## Science

<b>Unit Code</b>	SCI
<b>Unit Title</b>	As per the National Curriculum
<b>Prerequisites</b>	This is a mandatory subject
<b>Description</b>	<p>Students will study 4 units over the two terms.</p> <p>These are:</p> <ul style="list-style-type: none"> <li>▪ Energy on the move – energy transfer through different materials, transmission of electricity and heat energy</li> <li>▪ Making waves – sound and light waves</li> <li>▪ It's elementary – atomic structure, natural radiation, carbon dating</li> <li>▪ The changing Earth – plate tectonics, earthquakes, tsunamis and volcanoes</li> </ul>
<b>Assessment</b>	Students have a combination of exams, assignments and scientific reports

<b>Unit Code</b>	SCI
<b>Unit Title</b>	Year 9 Science
<b>Prerequisites</b>	This is a mandatory subject
<b>Description</b>	<p>Students will study 4 units over two terms.</p> <p>These are:</p> <ul style="list-style-type: none"> <li>▪ My life in balance – function of body systems, organ systems</li> <li>▪ Responding to change – chemical processes of respiration and photosynthesis, abiotic and biotic components of ecosystems, population change</li> <li>▪ Chemical patterns – reactants and products in chemical reactions, chemical equations</li> <li>▪ Heat and eat – endothermic and exothermic reactions               <ul style="list-style-type: none"> <li>• Optical devices &amp; uses</li> <li>• Cellular Functions</li> <li>• Microscopes</li> <li>• Fossils</li> </ul> </li> </ul>
<b>Assessment</b>	Students have a combination of exams, assignments and scientific reports



## Humanities

### History

In Year 9 students will undertake a unit in History from the National Curriculum.

<b>Unit Code</b>	<b>HUM</b>
<b>Unit Title</b>	History: The Making of the Modern World
<b>Prerequisites</b>	Teacher recommendation only.
<b>Unit Description</b>	The Year 9 curriculum provides a study of the modern world (1750 to 1918) and the history that made it that way. It was a period of industrialization and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonization of Australia was part of the expansion of European power. The period culminated in World War I 1914 - 1918, the 'war to end all wars'.
<b>Assessment</b>	A selection of instruments which may include: <ul style="list-style-type: none"> <li>• One test</li> <li>• Inquiry work done in class – folio of best samples</li> </ul>



## HPE

### HPE - Ball sports

#### Semester 1

Unit Code	HPE
<b>Unit Description</b>	<p><b>Practical</b> Students will participate in a variety of different sport over the semester.</p> <ul style="list-style-type: none"> <li>• <u>Dance</u></li> <li>• <u>Fitness</u></li> <li>• <u>Basketball</u></li> <li>• <u>Volleyball</u></li> <li>• <u>Soccer</u></li> </ul> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• <u>Don't Get Smashed</u> (Term 1) This unit introduces alcohol and what effects it has one the body. We look at the laws and consequences around alcohol and how we can make good decisions.</li> <li>• <u>It'll Never Happen to Me</u> (Term 2) This unit examines how we must take personal responsibility for our actions. We also investigate the causes/prevention of accidents and the treatment of minor injuries.</li> </ul>
<b>Assessment</b>	<p><b>Practical</b> Criteria</p> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Sportsmanship / Etiquette</li> <li>• Level of Skill</li> </ul> <p><b>Theory</b> Completion of 2 written modules (including essays, 300 words in length)</p>



## HPE – Ball Sports

### Semester 2

Unit Code	HPE
<b>Unit Description</b>	<p><b>Practical</b> Students, where possible, will be given a choice between units:</p> <ul style="list-style-type: none"> <li>• <u>Speedball</u></li> <li>• <u>Futsal</u></li> <li>• <u>Speedball</u></li> <li>• <u>Gymnastics</u> (beam, vault, floor, parallel bars)</li> </ul> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• <u>Drugs: Dilemmas and Decisions</u> (Term 3) This unit examines the increasing role of both legal and illegal drugs in our society. Topics include the effects of drugs, effective decision-making and responsible attitudes toward legal drug use.</li> <li>• <u>Looking After You</u> (Term 4) This unit covers topics such as your eating habits, energy balance and dietary disorders.</li> </ul>
<b>Assessment</b>	<p><b>Practical</b> Criteria</p> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Sportsmanship / Etiquette</li> <li>• Level of Skill</li> </ul> <p><b>Theory</b> Completion of 2 written modules (including essays, 300 words in length)</p>



## HPI - Implement sports

### Semester 1

Unit Code	HPI
Unit Description	<p><b>Practical – Semester 1</b></p> <ul style="list-style-type: none"> <li>• <u>Dance</u></li> <li>• <u>Fitness</u></li> <li>• <u>Hockey</u></li> <li>• <u>Table Tennis</u></li> <li>• <u>Badminton</u></li> <li>• <u>Softball</u></li> </ul> <p><b>Practical – Semester 2</b></p> <ul style="list-style-type: none"> <li>• <u>Advanced Athletics</u></li> <li>• <u>Cricket</u></li> <li>• <u>Tennis</u></li> <li>• <u>Softcross</u></li> <li>• <u>Gymnastics</u> (beam, vault, floor, parallel bars)</li> </ul> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>• <u>A Personal Profile</u> (Term 3 &amp; 4)</li> </ul> <p>The semester is broken into 3 major topics. These included your overall health evaluation, starting to interpret energy balance with food and finishing with information around stress.</p>
Assessment	<p><b>Practical</b></p> <p>Criteria</p> <ul style="list-style-type: none"> <li>• Participation</li> <li>• Sportsmanship / Etiquette</li> <li>• Level of Skill</li> </ul> <p><b>Theory</b></p> <p>Completion of two written modules (including essays, 300 words in length).</p>



## Business

<b>Unit Code</b>	<b>DDP</b>
<b>Unit Title</b>	<b>Document Design and Production</b>
<b>Unit Description</b>	<p>Students will use Microsoft Word, Microsoft Publisher, Adobe Suite during this course. Content to be covered includes:</p> <ul style="list-style-type: none"> <li>• Paragraph formats</li> <li>• Display techniques</li> <li>• Speed and accuracy development</li> <li>• Document and text formatting</li> <li>• Business letters, merging</li> <li>• Basic and Advanced Tables</li> <li>• Press Releases</li> <li>• Desktop Publishing</li> </ul>
<b>Assessment</b>	<p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Knowledge and Understanding</li> <li>• Producing</li> <li>• Investigating and Designing</li> </ul> <p><b>How students are assessed</b></p> <ul style="list-style-type: none"> <li>• Exams</li> <li>• Class tasks</li> <li>• Assignments</li> </ul>



<b>Unit Code</b>	ENT
<b>Unit Title</b>	<b>Enterprise</b>
<b>Unit Description</b>	<p>This unit instructs students into the idea of business operation; why go into business, teamwork, types of business ownership, marketing, accounting terminology, simple business plans and ventures.</p> <p>In this course the students are involved in in-class ventures. They are given practical hands-on experience in product choice, design, creation, marketing, costing and record keeping. Examples of in-class ventures are:</p> <ul style="list-style-type: none"> <li>• pancakes</li> <li>• car washes</li> <li>• various food items</li> <li>• handmade jewellery</li> <li>• candles</li> <li>• pillows</li> </ul>
<b>Assessment</b>	<p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Knowledge and Understanding</li> <li>• Producing</li> <li>• Designing and Investigating</li> </ul> <p><b>How students are assessed</b></p> <ul style="list-style-type: none"> <li>• Venture – in class / school base / community</li> <li>• Assignments</li> <li>• Exams</li> </ul>



<b>Unit Code</b>	ANI
<b>Unit Title</b>	Animation
<b>Prerequisites</b>	Nil
<b>Unit Description</b>	<p>In today's society, everybody understands the fundamental physics of game animation. That is, if a character draws a door on a rock, only the hero will be able to use it; the enemy would crash into the rock. You can run into burning houses, sinking ships always have wreckage to float on and if you jump you will be saved. Finally, the person who runs off the cliff will not fall until they realise what they have done. Now it is time to put these physics into action. Animated by hope, obstructed by danger, entangled by technology – you will become the all-powerful animating gaming programmer!</p> <p><b>Topics covered:</b>  Simple animations  Other forms of animation (eg. vegetables turning into aliens or kitchen utensils)  Simple Coding</p> <p>But we do not stop there! That simple coding is then used to give our end users the control. We will go on to control simple puzzles and first person shooter games resulting in a unique project which will allow our budding designers to fly free!</p> <p>Can't wait....</p>
<b>Assessment</b>	<p><b>Criteria</b></p> <ul style="list-style-type: none"> <li>• Knowledge and Understanding</li> <li>• Producing</li> <li>• Designing and Investigating</li> </ul> <p><b>How students are assessed</b></p> <ul style="list-style-type: none"> <li>• Venture – in class / school base / community</li> <li>• Assignments</li> <li>• Exams</li> </ul>



## Home Economics - Food

Code	HEC
<b>Title</b>	<b>Semester 1</b>
<b>Description</b>	Basic nutrition, food preparation and service of everyday meals.
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Nutrition guidelines</li> <li>• Safety</li> <li>• Hygiene</li> <li>• Theory and Practical study of:             <ul style="list-style-type: none"> <li>▪ Meat</li> <li>▪ Fish</li> <li>▪ Eggs</li> <li>▪ Poultry</li> <li>▪ Milk</li> <li>▪ Breads and cereals</li> <li>▪ Fruit and vegetables</li> <li>▪ Fat and oils</li> </ul> </li> </ul>
<b>Assessment</b>	Practical test Theory test Written assignment
<b>Costs</b>	\$30

Unit Code	HEC
<b>Unit Title</b>	<b>"A Chef's Passport" Semester 2</b>
<b>Description</b>	An understanding of foods from other cultures and how they are prepared and presented.
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Development of our nation</li> <li>• Cultural changes</li> <li>• Food habits and patterns</li> <li>• Cookery Terms</li> <li>• Eating habits, customs</li> <li>• Visit/ revisit dietary guidelines and food models</li> <li>• Cultural Cookery (styles, foods, etc)             <ul style="list-style-type: none"> <li>-Australia</li> <li>-England</li> <li>-China</li> <li>-India</li> <li>-Italy</li> <li>-France</li> <li>-Mexico</li> <li>-Japan</li> </ul> </li> </ul>
<b>Assessment</b>	Practical food Item Theory test Research assignment



## Manual Arts

<b>Unit Code</b>	<b>ITD</b>
<b>Unit Title</b>	<b>Edible Gardens - Semester 1</b>
<b>Prerequisite</b>	<b>NIL</b>
<b>Unit Description</b>	<p>Students studying Industrial Technology &amp; Design in the first Semester of Year 9 will build upon previously learned knowledge of the design process by applying it in new situations, using different tools and equipment. The unit introduces sheet metal &amp; plastics.</p> <p>The theory and practical components of the Semester 1 course revolve around the research, design and production of a Terrarium (miniature glasshouse for small plants such as herbs) during which students will learn about:</p> <ul style="list-style-type: none"> <li>• The design process (investigating and designing, producing, evaluating and reflecting)</li> <li>• Practical processes (basic use of hand and power tools and workshop equipment)</li> <li>• The impact of design and technology on society (technology for consumption)</li> <li>• Basic conceptual and technical drawing (including CAD)</li> <li>• Measurement</li> <li>• Material properties</li> <li>• Workshop safety</li> </ul>
<b>Assessment</b>	Design portfolio – To be done in class and as homework Practical project
<b>Cost</b>	\$30

<b>Unit Code</b>	<b>ITD</b>
<b>Unit Title</b>	<b>Smart phone home – Semester 2</b>
<b>Prerequisite</b>	<b>NIL</b>
<b>Unit Description</b>	<p>Students studying Industrial Technology and Design in the second Semester of Year 9 will build upon previously learned knowledge of the design process by applying it in new situations, using different tools and equipment. The unit introduces timber and recycled materials.</p> <p>The theory and practical components of the Semester 1 course revolve around the research, design and production of an I-POD or Smart phone dock and packaging, during which students will learn about:</p> <ul style="list-style-type: none"> <li>• The design process (investigating and designing, producing, evaluating, reflecting)</li> <li>• Practical processes (basic use of hand and power tools and workshop equipment)</li> <li>• The impact of design and technology on society (sustainability)</li> <li>• Basic conceptual and technical drawing (including CAD)</li> <li>• Measurement</li> <li>• Material properties</li> </ul>



	<ul style="list-style-type: none"> <li>• Workshop safety</li> </ul>
<b>Assessment</b>	Design portfolio – To be done in class and as homework Practical project

<b>Unit Code</b>	<b>ATO</b>
<b>Prerequisite</b>	<b>NIL</b>
<b>Unit Description</b>	<p><b>Small Engines</b> focuses on the development of students' skills in using and fixing a range of small engines, using a range of tools, equipment and machines.</p> <p>This subject has a focus based on automotive skills which will allow students to have the opportunity to dismantle and reassemble a small engine in accordance with the manufactures procedures. Student will also gain an understanding of two and four stroke motor operation and recognition of some specialist tools and equipment that is used.</p> <p>The theory and practical components of the course revolve around the how small engines operate, and will include:</p> <ul style="list-style-type: none"> <li>• Practical processes (basic use of hand and power tools and workshop equipment)</li> <li>• The impact of design and technology on society (technology for consumption)</li> <li>• Workshop safety</li> </ul>
<b>Assessment</b>	Written Assignment Practical project
<b>Cost</b>	\$20
<b>Unit Code</b>	<b>ATO</b>
<b>Prerequisite</b>	<b>NIL</b>
<b>Unit Description</b>	<p>Students studying Small Engines in the second semester of Year 9 will build upon previously learned knowledge of the way engines work by applying it in new situations, using different tools and equipment. The will also focus on servicing and rebuilding small motors.</p> <p>The theory and practical components of the course revolve around the research and hand on activities.</p> <ul style="list-style-type: none"> <li>• Practical processes (basic use of hand and power tools and workshop equipment)</li> <li>• The impact of design and technology on society (sustainability)</li> <li>• Workshop safety</li> </ul>



<b>Unit Code</b>	<b>GPH</b>
<b>Prerequisite</b>	<b>NIL</b>
<b>Unit Description</b>	<p>Students studying <b>Graphics</b> will focus on students gaining a basic understanding of skills required for graphical productions. Students will have the opportunity to use computer assisted drawing programs (CAD) “Autodesk Inventor” and “Revit” to develop their ability to use graphic communicators.</p> <p>The theory and practical components of the course revolves around the research, design and production a folio of both hand drawn and computer aided drawings. Students will learn about:</p> <ul style="list-style-type: none"> <li>• The design process (investigating and designing, producing, evaluating and reflecting)</li> <li>• Practical processes (basic hand drawing techniques)</li> <li>• The impact of design and technology on society - (technology for consumption)</li> <li>• Basic conceptual and technical drawing using CAD – (Computer Aided Drawing)</li> <li>• Measurement</li> </ul>
<b>Assessment</b>	Design portfolio – To be done in class and as homework Practical project
<b>Unit Code</b>	<b>GPH</b>
<b>Prerequisite</b>	<b>NIL</b>
<b>Unit Description</b>	<p>Students studying <b>Graphics</b> in the second semester of Year 9 will build upon previously learned knowledge, and apply this a variety of projects. Students focus on using computer assisted drawing programs (CAD) “Autodesk Inventor” and “Revit” to design products and then produce these items with the use of a 3D printer.</p> <p>The theory and practical components of the course revolves around the research, design and production a folio of both hand drawn and computer aided drawings. Students will learn about:</p> <ul style="list-style-type: none"> <li>• The design process (investigating and designing, producing, evaluating and reflecting)</li> <li>• The impact of design and technology on society – (technology for consumption)</li> <li>• Technical drawing using Autodesk Inventor and Revit</li> <li>• Designing for, and using a 3 Dimensional Printer</li> <li>• Measurement</li> </ul>



## Art

<b>Unit Code:</b>	<b>ART</b>
<b>Unit Description:</b>	<p>Exploring the use of the Elements and Principles of Design in the appreciation and production of artworks.</p> <p><b>MAKING:</b>            Drawing - drawing skill development tasks leading to a major drawing production            Painting -colour studies and painting skill development leading to a major painting            Printmaking - study of Lino and Stencil techniques to produce a major print            Ceramics - basic clay techniques used to produce a ceramic mask</p> <p><b>APPRECIATING:</b>            Study of the Elements and Principles of design in relation to the making tasks undertaken            Basic appraising techniques applied to your own work and the work of other artists</p>
<b>Assessment:</b>	<p><b>MAKING:</b>            Minor Folio - Experimental tasks - where possible displayed in the Visual Diary            Major Folio - Resolved works            Criteria            *Completion of tasks            *Knowledge and understanding            *Creating            *Presenting</p> <p><b>APPRECIATING:</b>            Appreciation Folio - includes all class notes, handouts and assignment research presented in the Visual Diary.            Assignment (1 per semester)            Criteria            *Completion of tasks            *Knowledge and understanding            *Responding            *Reflecting</p>
<b>Cost</b>	<b>\$20</b>



## Music

<b>Unit Code</b>	<b>MUS</b>
<b>Unit Title</b>	<b>History of Rock and Roll – Semester 1</b>
<b>Prerequisite</b>	
<b>Unit description</b>	<p>Elvis to Bee Gees - Students will explore the beginnings of Rock and Roll and how it has evolved over the decades.</p> <p><i>Creative Generation</i> - Using the elements of Rock music studied in the unit prior, students investigate different compositional styles and create their very own song.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Performance of a Rock and Roll song.</li> <li>• Composition.</li> </ul>

<b>Unit Code</b>	<b>MUS</b>
<b>Unit Title</b>	<b>Music of the Media – Semester 2</b>
<b>Prerequisite</b>	
<b>Unit description</b>	<p><i>Disney &amp; Dulux</i> Students explore the Music of the Media by investigating animations and TV commercials designed to influence an audience. Students create music using ICTs.</p> <p><i>Mickey Mouse Media</i> Students chose a piece of music to perform and create an audio-visual recording of their cover using ICTs.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Composition</li> <li>• Performance</li> </ul>



## Dance

<b>Unit Code</b>	<b>DAN</b>
<b>Unit Title</b>	<b>Popular Dance of the Youth Culture - Semester 1</b>
<b>Prerequisite</b>	Minimum of a C standard in Year 8
<b>Unit Description</b>	This unit is designed to introduce students to popular social dances throughout the ages, 1950s – 2000s. Students will explore the social and historical background of specific youth culture dances as well as learning era specific moves. Choreography will be used to assist students to manipulate moves from a designated historical era. By the end of the Semester, students should have developed an understanding of how youth culture dances have developed over the last 50 years.
<b>Assessment</b>	<p><b>PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>Teacher-adapted youth culture dance routine</li> </ul> <p><b>Criteria</b> Action, spatial awareness and dynamic awareness</p> <p><b>CHOREOGRAPHY</b></p> <ul style="list-style-type: none"> <li>Dance work based on a stimulus</li> <li>Incorporation of non-movement components into a dance work</li> </ul> <p><b>Criteria</b> Action vocabulary, spatial elements, dynamic elements and form</p> <p><b>APPRECIATION</b></p> <ul style="list-style-type: none"> <li>Short responses based on social dances</li> </ul> <p><b>Criteria</b> Knowledge, understanding and communication</p>



<b>Unit Code</b>	<b>DAN</b>
<b>Unit Title</b>	<b>Stage Shows - Semester 2</b>
<b>Prerequisite</b>	Minimum of a C standard in Year 8
<b>Unit Description</b>	This unit involves the students viewing and analysing a number of dance videos. Students will be involved in the production of a video clip using dance elements and by keeping a production diary.
<b>Assessment</b>	<p><b>PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>Prepared movement sequence taken from dance movies</li> </ul> <p><b>Criteria</b></p> <p>Action, spatial awareness and dynamic awareness</p> <p><b>CHOREOGRAPHY</b></p> <ul style="list-style-type: none"> <li>Creation of a film clip</li> </ul> <p><b>Criteria</b></p> <p>Action vocabulary, spatial elements, dynamic elements and form</p> <p><b>APPRECIATION</b></p> <ul style="list-style-type: none"> <li>Performance diary</li> <li>Description of dances</li> </ul> <p><b>Criteria</b></p> <p>Knowledge, understanding and communication</p>



## Drama

<b>Unit Code</b>	<b>DRA</b>
<b>Unit Title</b>	<b>DRAMA</b>
<b>Subject Description</b>	<p><b>About Drama:</b>          "Drama strategies in the classroom can contribute to improved literacy, life skills, and empathy." Professor Robert Ewing, University of Sydney.          With a central focus on boosting student literacy, quality of inter-personal communication, and knowledge and understanding of the human condition, Drama as a subject contributes to the holistic development of students academically and personally. Students will develop self-confidence and self-awareness as they work to explore, prepare, rehearse and share drama from a range of cultural and historical backgrounds. The Drama curriculum is designed to combine a balance of theory and practice to furnish students with analytical and evaluation skills which they are challenged to transform from the page to the stage.</p> <p><b>Relevance to further studies:</b>          Senior Drama is an Authority Registered subject which can be studied towards an OP and tertiary entry. Drama in Years' 9 and 10 is highly recommended for students considering Senior Drama towards tertiary entry.          Drama advantages students in any career requiring leadership and excellent people and communication skills – from teaching to politics to law. Drama has obvious advantages for those wishing to improve self-confidence, communication skills, team-work, leadership and organisational abilities.</p>
<b>Course Overview</b>	<p><b>Introduction to the Elements of Drama:</b> Students engage in a range of practical learning experiences which enrich their understanding of the fundamentals of Drama practice. Practice is underpinned with theoretical application.</p> <p><b>Improvisation:</b> Students learn the key features of improvisation through a variety of exercises and workshops culminating in a Theatre Sports challenge.</p> <p><b>UNIT 1 - Extending Performance skills:</b>          In this unit students will explore the play <i>The Great Gatsby</i> written by Scott Fitzgerald. Students will also extend on their knowledge and skills of the elements of drama through a variety of written and practical tasks. Students will develop a basic understand of 1920's history and culture in context with the play. They will rehearse and perform a chosen scene at the end of the term in front of a live audience. <i>(The choice of play is often changed each year to suit the interests of the students)</i></p> <p><b>UNIT 2 – Theatre for Young People:</b>          In this unit students will explore the theatre style Theatre for Young People (TYP). Students will participate in a variety of drama workshops that will help them understand the history and conventions associated with TYP. Students will watch</p>



	<p>the live performance of <i>Sugarland</i> by the company Australian Theatre for Young People (ATYP). After viewing this performance students will explore the themes, issues, application of stagecraft, characters and storyline of the performance. At the end of the term students will complete a written exam based on <i>Sugarland</i>. (<i>The choice of play studied is changed each year depending on performance availability within the Mackay region</i>)</p> <p><b>UNIT 3 – Comedy on Stage:</b> In this unit students will explore a variety of comedy styles including Commedia Dell’Arte, Clowning and Situational Comedy. Student will study both modern and traditional versions of these styles in order to develop a clear understanding of related conventions and themes. Students will work in groups to produce a comedy skit that will be performed in front of a live audience.</p> <p><b>UNIT 4 – Acting for Camera:</b> This unit will introduce students to the skills, ideas and themes involved in screen acting. Students will be able to distinguish between the conventions of stage acting and screen acting. Students will work in groups to create a short video of their choice that demonstrates their screen acting abilities.</p>	
<p><b>Unit Description</b></p>	<p><b>Learning Experiences</b> <b>Character exercises</b></p> <ul style="list-style-type: none"> <li>• Stagecraft</li> <li>• Monologues/duologues and small group dramas</li> <li>• Costuming</li> <li>• Roles and relationships</li> <li>• Interpreting text</li> <li>• Student-devised drama</li> <li>• Acting</li> </ul>	<ul style="list-style-type: none"> <li>• Movement</li> <li>• Voice</li> <li>• Directing</li> <li>• Dramatic play</li> <li>• Improvisation</li> <li>• Role play</li> <li>• Devising</li> <li>• Choral speaking</li> <li>• (working as an) ensemble</li> </ul>
<p><b>Assessment</b></p>	<p><b>Forming</b></p> <ul style="list-style-type: none"> <li>• Unit 3: comedy skit</li> </ul> <p><b>Presenting</b></p> <ul style="list-style-type: none"> <li>• Unit 1: performance</li> <li>• Unit 4: performance</li> </ul> <p><b>Responding</b></p> <ul style="list-style-type: none"> <li>• Exam (Performance analysis) - analyse the elements of drama in a performance.</li> <li>•</li> </ul>	



## Japanese

<b>Unit Code</b>	<b>JAP</b>
	Semester 1
<b>Prerequisites</b>	A Sound level of achievement in Year 8
<b>Unit Description</b>	<p>This unit is for students who have successfully completed 2 foundation units and wish to further their proficiency in the language. Topics covered include:</p> <ul style="list-style-type: none"> <li>• Discussing family and friends</li> <li>• Discussing family trees</li> <li>• Descriptions of people</li> </ul> <p>Students will consolidate their understanding of hiragana and katakana and focus on improving their knowledge of kanji.</p>
<b>Assessment</b>	Listening, Speaking, Reading and Writing Exams

<b>Unit Code</b>	<b>JAP</b>
	Semester 2
<b>Unit Description</b>	<p>This unit focuses on the functional language required to survive daily life in Japan. Topics will include:</p> <ul style="list-style-type: none"> <li>• Discussing the weather, understanding weather reports and seasonal differences between Japan and Australia</li> <li>• Accidents and sicknesses, how to describe an illness and seek medical attention</li> <li>• Understanding and giving directions</li> </ul> <p>Students will continue to develop their proficiency in the writing script of kanji.</p>
<b>Assessment</b>	Listening, Speaking, Reading and Writing Exams

## *Science (Elective)*

<b>Unit Code</b>	<b>BEX</b>
<b>Unit Title</b>	Year 9 Science Extension (STEM)
<b>Prerequisites</b>	Year 8 Science Extensions (STEM) highly recommended Approval to subject by STEM coordinator.
<b>Description</b>	<p>Students will study 1 units over two terms.</p> <p>This unit will include an introduction to 3-D printers and software to drive it. Extended Experimental Investigations which will focus on real world problem solving with links to local industry.</p> <p>Students will engage with technology including electronics, robotics and data logging to predict and monitor scientific parameters of their chosen topic.</p> <p>This subject will be used as a preparatory course for further STEM studies at</p>



<b>Unit Code</b>	<b>BEX</b>
<b>Unit Title</b>	Year 9 Science Extension (STEM)
<b>Prerequisites</b>	Year 8 Science Extensions (STEM) highly recommended Approval to subject by STEM coordinator.
	Pioneer.

## **SPT**

### **(Invite-only subject)**

The Support Line is offered to students with a Disability. Assistance is provided to work on their goals as per student's documented Individual Plan. They are also assisted with class learning and assignment tasks.

