



Subject Selections 2022

Middle School - Year 9

King's Baptist
Grammar School



Year 9 Curriculum

Year 9 Faith Studies and Pastoral Care

In Pastoral lessons, students participate in The Rite Journey program. The course seeks to equip students to grow into the best people they can be, the person God desires them to be. Students learn the power and value of being open and honest with others, especially through sharing their stories. This helps to create a great environment for meaningful and enjoyable discussion and growth. They are also encouraged to develop courage, commitment, collaboration, consideration and compassion in their lives, both in their day-to-day lives and through completing specific challenges. A key aspect of the program looks at healthy transitions into adulthood and, as such, students partake in rites of passage into adulthood. They participate in a number of key ceremonies to recognise this and are called to build on the richness of their childhood and be intentional about growing into the best versions of themselves.

Students discuss specific issues relating to gender, faith, identity, influence, society and conformity, body image, purpose and identity, overcoming hardship and 'is there something more in life?', while focussing on developing positive personal growth. Pastoral lessons are a relaxed and enjoyable time where students are able to talk, laugh, pray and just be themselves. Every week Middle School students attend a chapel service, which is run by students, providing opportunities for worshipping and learning about God in community with their peers.

Students are supported in their personal and social development to demonstrate actions which support the FISHER principles of King's – Fairness, Integrity, Service, Humility, Excellence, Respect and Responsibility. Students learn how to regulate emotions and develop empathy for others. They are supported to establish and build positive relationships, make responsible decisions, work effectively in teams, handle challenging situations constructively and develop leadership skills.

The Pastoral Teacher supports students in developing these skills and attributes and reports twice per year to parents, the extent to which students demonstrate these actions by providing an indicator against the following actions:

- Treats others fairly
- Demonstrates integrity and honesty
- Serves and shows empathy toward others
- Demonstrates humility
- Demonstrates a commitment to excellence and personal best
- Respects and cooperates with others
- Accepts responsibility for own actions

Learning Area Leader: Keryn Allan

Year 9 English – Semester 1

Subject Overview

The Australian Curriculum for English is built around the three interrelated strands of Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students are able to build on concepts, skills and processes developed in earlier years, revisiting and strengthening these as needed.

Students undertake study in Year 9 English during Semester 1 through the following topics:

- Novel Analysis (Introduction to Essay Writing)
- Narrative Writing
- Persuasive Writing and Speaking
- Film Analysis
- Independent Reading Study

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- *Receptive Mode (Responding to Texts)*
- *Productive Mode (Creating Texts)*

Year 9 English – Semester 2

Subject Overview

The Australian Curriculum for English is built around the three interrelated strands Language, Literature and Literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students are able to build on concepts, skills and processes developed in earlier years, revisiting and strengthening these as needed.

Students undertake study in Year 9 English during Semester 2 through the following topics:

- Memoir
- Personal Recount
- Poetry and Song Lyrics Analysis
- Play Study (Introduction to Shakespeare)

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- *Receptive Mode (Responding to Texts)*
- *Productive Mode (Creating Texts)*

Year 9 Languages

Learning Area Leader: Keryn Allan
St. Ignace Grammar School

Year 9 German – Semester 1

Subject Overview

In Year 9 German, students expand their vocabulary knowledge and experiment with a wider range of modes and contexts of communication. They show greater control and fluency in their use of German and are able to initiate, sustain and extend their interactions in both spoken and written forms. Topics covered also allow students to reflect on intercultural perspectives. Students learn how to talk about types of music; wish someone a happy birthday; talk about the weather and different winter sports and activities; express their likes and dislikes for meals; and learn ways to farewell someone in German.

Students undertake study in Year 9 German during Semester 1 through the following topics:

- Christians Geburtstag (Birthdays and Celebrations)
- Im Harz (Weather and Winter Sports)
- Ein typisch deutsches Essen (Meals and Typical German Foods)
- Bis bald (Farewell)

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- *Vocabulary Test*
- *Text Production*
- *Oral Interaction*
- *Text Analysis*

Year 9 German – Semester 2

Subject Overview

In Year 9 German, students expand their vocabulary knowledge and experiment with a wider range of modes and contexts of communication. They show greater control and fluency in their use of German and are able to initiate, sustain and extend their interactions in both spoken and written forms. Topics covered also allow students to reflect on intercultural perspectives. Students learn how to ask for and give permission; how to persuade people; how to order and pay for a meal; how to discuss sport in more detail; and to research, plan and reflect on an imaginary trip to Germany.

Students undertake study in Year 9 German during Semester 2 through the following topics:

- Bitte, Papa! (Seeking Permission)
- Der Wochenendausflug (In A Restaurant)
- Sport macht Spaß! (Soccer)
- Trip to Germany

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- *Text Production*
- *Investigation*
- *Oral Interaction*
- *Text Analysis*

Year 9 Japanese – Semester 1

Subject Overview

In Year 9 Japanese, students expand their vocabulary knowledge and experiment with a wider range of modes and contexts of communication. They show greater control and fluency in their use of Japanese and are able to initiate, sustain and extend their interactions in both spoken and written forms. Topics covered also allow students to reflect on intercultural perspectives. Students learn how to tell the time; say when and where they do an activity; give and respond to invitations; describe location and appearance of objects in a room; discuss year levels, subjects and lesson times; make comparisons; give reasons; discuss intercultural understanding (social etiquette, Japanese housing, and comparison with Japanese schools); and recognise and write new kanji characters.

Students undertake study in Year 9 Japanese during Semester 1 through the following topics:

- ゆきさんのカラオケパーティー (Invitations)
- ひっこし! (Japanese Houses)
- あたらしい学校 (School)

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- *Kanji Time Test*
- *Text Production*
- *Inquiry Investigation Text Analysis*

Year 9 Japanese – Semester 2

Subject Overview

In Year 9 Japanese, students expand their vocabulary knowledge and experiment with a wider range of modes and contexts of communication. They show greater control and fluency in their use of Japanese and are able to initiate, sustain and extend their interactions in both spoken and written forms. Topics covered also allow students to reflect on intercultural perspectives. Students learn how to talk about seasonal activities; describe the weather (including natural disasters); discuss temperature; say what they want to do; recognise and write new kanji characters; discuss intercultural understanding (shopping and gift giving in Japan); ask and say how much something is; ask and say which one; and ask someone to do something.

Students undertake study in Year 9 Japanese during Semester 2 through the following topics:

- きせつ (Seasons)
- かいもの (Shopping)

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- *Kanji and Vocabulary Tests*
- *Text Production*
- *Oral Interaction*

Year 9 Mathematics

Learning Area Leader: Chris Archer

Grammar School

Year 9 Mathematics



Subject Overview

Learning Mathematics creates opportunities for students to develop the numeracy and critical and creative thinking capabilities that they need in their personal and civic life. The Australian Curriculum provides students with essential Mathematical skills and knowledge in order to develop proficiency in problem solving and Mathematical reasoning. In Year 9, students at King's engage with the curriculum in a variety of ways; this includes engagement with the fully differentiated model of learning Maths Pathway, targeted instruction and small group lessons of the Year 9 curriculum, rich learning tasks, inquiry tasks and Mathematical investigations.

Subject Overview

Students undertake study in Year 9 Mathematics throughout the year through the following content strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through a series of 16 Maths Pathway tests, and two week-long Inquiry Projects.

Learning Area Leader: Brigette Lee

Year 9 Science – Semester 1

Subject Overview

In Semester 1 of Year 9 Science, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They describe models of energy transfer and apply these to explain phenomena. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective.

Students undertake study in Year 9 Science during Semester 1 through the following topics:

- Atoms and Radioactivity
- Energy Transfer – Waves & particle models
- Control Systems–multicellular organism internal systems

Assessment

Year 9 Assessment is comprised of 100% school-based assessment. Students demonstrate evidence of learning through the following types of assessment:

- *Skills and Application Tasks*
- *Energy Investigations*
- *Oral Presentations*
- *Science as a Human Endeavour Assignments*

Year 9 Science – Semester 2

Subject Overview

In Semester 2 of Year 9, students explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They describe examples of important chemical reactions. They begin to apply their understanding of energy and forces to global systems such as continental movement and explain global features and events in terms of geological processes and timescales. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives. Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Students undertake study in Year 9 Science during Semester 2 through the following topics:

- Ecosystems and Energy flow
- Chemical Reactions and Energy Transfer
- Geological Activity and Timescales

Assessment

Year 9 Assessment is comprised of 100% school-based assessment. Students demonstrate evidence of learning through the following types of assessment:

- *Skills and Application Tasks*
- *Practicals*
- *Science as a Human Endeavour Investigations*

Year 9 Health and Physical Education

Learning Area Leader: Adrian McDonald

Grammar School

Year 9 Physical Education – Semester 1

Subject Overview

Physical Education in Year 9 enables students to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sports participation influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership, teamwork and collaboration in a range of physical activities.

Students undertake study in Year 9 Physical Education during Semester 1 through the following units:

- Rhythmic and Expressive movement: Athletics
- Net-Divided Games: Badminton
- Field Invasion Games: SEPEP

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- Peer and group analysis
- Individual analysis
- Performance data

Year 9 Physical Education – Semester 2

Subject Overview

Physical Education in Year 9 enables students to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sports participation influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership, teamwork and collaboration in a range of physical activities.

Students undertake study in Year 9 Physical Education during Semester 2 through the following units:

- Field Invasion Games: AFL
- Net-Divided Games: Volleyball
- Rhythmic and Expressive Movement: Dance
- Target Games: Archery and Golf

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- Peer and group analysis
- Individual analysis
- Performance data

Year 9 Health and Physical Education

Learning Area Leader: Adrian McDonald

Year 9 Health – Semester 1

Subject Overview

Health in Year 9 supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students undertake study in Year 9 Health during Semester 1 through the following units:

- Mental Health and Well-being - Healthy choices and habits
- Developing personal fitness plans

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- Healthy choices – Presentation
- Data collection and investigation

Year 9 Health – Semester 2

Subject Overview

Health in Year 9 supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students undertake study in Year 9 Health during Semester 2 through the following units:

- Community health and fitness
- Relationships and community (Camp)

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- Research, proposal and reflection
- Reflection and analysis

Year 9 Humanities and Social Sciences

Learning Area Leader: Ruth Denton

Year 9 History – One Semester

Subject Overview

The Australian Curriculum for History provides students with the opportunity to deepen discipline-specific knowledge, understandings and skills. The content is organised into two strands: knowledge and understanding, and inquiry and skills. These strands provide opportunities for students to develop historical understanding through key concepts including; evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Students undertake study in Year 9 History for one Semester through the following topic:

- The Making of the Modern World from 1750-1918

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- Timeline and Overview
- Source Analysis
- Report
- Research Inquiry

Year 9 Civics and Global Citizenship

Subject Overview

In 2021 the world faces many challenges. These issues include vital issues like food security, climate change and refugees. These challenges are environmental, social and political. In this subject we look at the issues from multiple perspectives. We also go beyond merely identifying the causes of the problem. We will look at how we, as global citizens, can bring about grassroots change. We take the quote, “Be the change you want to see in the world” seriously.

Assessment

Year 9 assessment is comprised of 100% school-based assessment.

Year 9 Teenage Boss

Subject Overview

Have you ever wondered how would you go managing your family finances? Have you ever considered creating your own service or running a business? Then this course is for you. You will look at the opportunity costs of deciding to spend your money on one thing as opposed to another. You will develop basic budgeting skills that will help you to manage your money both now and in the future. You will develop an understanding of the market forces which drive prices up and down. You will also work on developing a creative solution to a real world problem through extension of the \$20 Boss Program.

Assessment

Year 9 assessment is comprised of 100% school-based assessment.

Learning Area Leader: Sue Horton

Year 9 Visual Art – Semester 1

Subject Overview

In Visual Arts students build on their awareness and respond to the development of artists' ideas through different visual representations, practices, processes and viewpoints from a range of cultures, times and locations. Students extend their thinking, understanding and use of conceptual skills and continue to use and apply appropriate visual language and conventions. Through engagement in these activities, students consider the qualities and properties of materials, techniques, technologies and processes and combine these to create artworks.

Students undertake study in Year 9 Art through the following topics:

- Drawing
- Design
- 3D Mixed Materials
- Art Appreciation

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- *Folio – skills development*
- *Resolved Artworks*
- *Self-Reflections*
- *Art Analysis*

Year 9 Visual Art – Semester 2

Subject Overview

In Visual Arts students build on their awareness and respond to the development of artists' ideas through different visual representations, practices, processes and viewpoints from a range of cultures, times and locations. Students extend their thinking, understanding and use of conceptual skills and continue to use and apply appropriate visual language and conventions. Through engagement in these activities, students consider the qualities and properties of materials, techniques, technologies and processes and combine these to create artworks.

Students undertake study in Year 9 Art through the following topics:

- Mixed Media - Drawing and Painting
- Ceramics
- Art Appreciation

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- *Folio – skills and development work*
- *Resolved artworks*
- *Self-Reflections*
- *Art Analysis*

Year 9 Performing Arts

Learning Area Leader: Sue Horton

St. Ignace Grammar School

Year 9 Music – Semester 1

Subject Overview

In Semester 1 Music, Year 9 students develop their practical skills and techniques in Solo and Ensemble Performance through individual and class ensemble performances. Students explore Improvisation, Composition and develop an appreciation of Music in Context through a focused study of the Blues and Contemporary Music Styles. Students also study aural, theory and analysis techniques to support their performances and compositions. Finally, students explore Music Technology by creating works using Mixcraft and Soundtrap. Skills in creative and critical thinking will be developed through reflections and discussions on their own performances and compositions, as well as those of others.

Students undertake study in Year 9 Music through the following topics:

- The Blues
- Contemporary Music Styles
- Performance
- Aural and Theory

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- *Ensemble Performance*
- *Solo Performance/presentation*
- *Aural and Theory Tasks*
- *Music in Context - e-portfolio*

Year 9 Music – Semester 2

Subject Overview

In Semester 2 Music, Year 9 students develop their practical skills and techniques in Solo and Ensemble Performance through individual and class ensemble and small group performances. Students explore Composition and Songwriting techniques through music technology programs including Mixcraft, Soundtrap and Sibelius. Students also study aural and theory concepts to support their performances and compositions. Skills in creative and critical thinking will be developed through reflections and discussions on their own performances and compositions, as well as those of others.

Students undertake study in Year 9 Music through the following topics:

- Performance
- Composition and Songwriting
- Aural and Theory
- The Music Industry

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- *Ensemble Performance*
- *Solo Performance/presentation*
- *Aural and Theory Tasks*
- *Creative Works using Music Technology*

Year 9 Drama

Subject Overview

In year 9 Drama, students develop their skills in voice production, movement, character interpretation and performance techniques, along with reflecting on their progress in regular journals. Students collaborate with others to present group performances of Lewis Carroll's 'Jabberwocky' and a negotiated World Theatre style. Students also analyse scripts and the performances of others, using techniques of Realism to present an individual Monologue performance of a chosen script. Students reflect on their own creative works and those of others to develop their creative and critical thinking skills.

Students undertake study in Year 9 Drama through the following topics:

- Jabberwocky
- World Theatre
- Reviewing live theatre
- Monologues

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- *Jabberwocky – performance and analysis*
- *World Theatre – performance and research*
- *Live Theatre review*
- *Monologue – characterisation and performance*

Year 9 Performing Arts

Year 9 Musical Theatre

Subject Overview

Students explore the broad history, styles, language and elements of musical theatre - developing an appreciation of the on-stage and off-stage roles associated with the genre. Students focus on improving their practical skills in vocal production, movement, dance and acting techniques, as appropriate to their role, and their understanding of production techniques such as costume, sound/lighting and stage design, reflecting on their progress. Students also explore audition techniques and review the performances of others. Collaboration is a major focus as students prepare songs, dances and scenes for performance through the page to stage process. Skills in creative and critical thinking are developed through reflections and discussions on their performances and creations.

Students undertake study in Year 9 Musical Theatre through the following topics:

- Acting/Dance/Movement Techniques/Voice
- Production Team Roles
- Styles of Musical Theatre
- Technical Theatre

Assessment

Year 9 assessment is comprised of 100% school-based assessment. Students demonstrate evidence of their learning through the following types of assessment:

- *Practical Skills – Voice/Acting/Dance*
- *Production Team Roles Investigation*
- *Musical Theatre Styles Investigation*
- *Group Production*

Year 9 Digital Technology

Learning Area Leader: Wayne Grady

Year 9 Computer Game Design

Subject Overview

In Year 9, students plan and manage game-based digital projects using an iterative approach. They define and decompose problems to create algorithms and flowcharts. They design, implement and evaluate game programs using an object-oriented programming language. Students test their game with target audiences, through this they are able to identify needed changes to their designed digital solutions. They evaluate their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of projects. Students explain simple data compression, and why content data are separated from presentation.

Students undertake study in Year 9 Computer Game Design through the following topics:

- Graphics and Animation
- Programming Instances
- Program Design

Assessment

Year 9 Assessment is comprised of 100% school-based assessment. Students demonstrate evidence of learning through the following types of assessment:

- Practical Tasks
- Product Development
- Projects

Year 9 Arduino Programming

Subject Overview

In Year 9, students will have the opportunity to program an Arduino microcontroller using the programming development environment. Students learn about computer programming structures, creating circuits using breadboards, types of sensors and types of signal including analogue and digital. Students will work collaboratively to investigate a problem of interest and devise solutions with potential for innovation and enterprise.

Students undertake study in Year 9 Arduino Programming through the following topics:

- Programming in C++
- Circuit Boards
- Sensors (analogue and digital)

Assessment

Year 9 Assessment is comprised of 100% school-based assessment. Students demonstrate evidence of learning through the following types of assessment:

- *Practical Tasks*
- *Investigations*
- *Collaborative Project*

Year 9 Digital Technology

Year 9 Graphic Design Fundamentals

Subject Overview

In Year 9, students learn how to use some of the key tools in Adobe Illustrator and Photoshop and apply these skills to their own designs. Students learn about what makes a design great and some of the techniques that graphic designers use to produce logos and printed work. They will have the opportunity to show their creative skills by producing their own original designs. Students apply their learning to teach others via video tutorials about the skills they have developed. A strong focus on evaluation of work is also featured throughout the course.

Students undertake study in Year 9 Graphic Design Fundamentals through the following topics:

- Basic Illustrator Tools
- Basic Photoshop Tools

Assessment

Year 9 Assessment is comprised of 100% school-based assessment. Students demonstrate evidence of learning through the following types of assessment:

- *Illustrator Logo Designs*
- *Photoshop skills portfolio*
- *Producing to suit a design brief*
- *Evaluating designs*

Year 9 Food Technology

Learning Area Leader: Wayne Grady

Year 9 Cooking with Passion

Subject Overview

The Year 9 Cooking with Passion students will undertake a multicultural journey, exploring what it means to celebrate food and cook with passion around the world. Students will critically analyse and implement cookery methods and food preparation processes while also being exposed to a wide variety of ingredients. Through this, students will develop appreciation for taste and texture of foods and learn to prepare some exciting, culturally diverse meals. Students will also be taught the importance of working in a sustainable way, gaining deeper knowledge of food commodities and seasonality of ingredients both locally and globally. Students will learn the different levels of food processing and will be required to refrain from using highly processed foods. They make judgements of a range of technological issues about food production and associated health implications.

Students undertake study in Year 9 Cooking with Passion through the following topics:

- Practical Skills Development
- Cultural Understanding and Exploration of Foods
- Sustainable Food Awareness

Assessment

Year 9 Assessment is comprised of 100% school-based assessment. Students demonstrate evidence of learning through the following types of assessment:

- *Food Practicals*
- *Cultural Foods Assessment*
- *Sustainable Foods Assessment*

Year 9 Chef's Kitchen

Subject Overview

The Year 9 Chef's Kitchen students produce healthy delicious meals. They critically analyse and implement cookery methods and food preparation processes. Students investigate issues of healthy eating and implementation of proper food safety and presentation techniques. They make judgements of a range of technological issues about food production and associated health implications. Students investigate the importance of high nutritional value in food consumption for sustainable health. They learn about the significance of healthy food options through fresh produce. Students critically analyse factors leading to nutrition-related health issues and explore healthy food solutions.

Students undertake study in Year 9 Chef's Kitchen through the following topics:

- Practical Skills Development
- Terminology and Principles of Cookery
- Food Safety and Safe Work Practices

Assessment

Year 9 Assessment is comprised of 100% school-based assessment. Students demonstrate evidence of learning through the following types of assessment:

- *Food Practicals*
- *Food Related Illnesses Assessment*
- *Impacts of Social Media Assessment*

Year 9 Design Technology

Learning Area Leader: Wayne Grady

Year 9 Textile Technology

Subject Overview

Students learn to apply the knowledge, skills and understanding about the production of fibres used in the environment they live in used to directly sustain human life. This learning addresses key processes in production, marketing and sustainable, ethical use of resources and recycling in managed environments; that is from paddock to forest to clothing and beyond. Challenges for world fibre production include an increasing world population, an uncertain climate and competition for land, water and other natural resources. These contexts and descriptors focus on the characteristics and properties of fabric technology and how they can be used to create innovative design solutions for natural and synthetic fibres and clothing. They also reflect national priorities including workforce needs, sustainable fibre production and health and well-being priorities.

Students undertake study in Year 9 Textile Technology through the following topics:

- “Re-birthing” - garment construction
- Ethical clothing production
- Natural and Synthetic fibres
- Annotation of drawing portfolios.

Assessment

Year 9 Assessment is comprised of 100% school-based assessment. Students demonstrate evidence of learning through the following types of assessment:

- *Design Portfolios*
- *Garment construction*

Year 9 Engineering Design

Subject Overview

This semester students are provided with the opportunity to work in a collaborative manner to design and build a solution structure for a given problem, such as a bridge to span an opening. Students will critique needs and select from a range of engineering principles, materials, tools and equipment to develop their design ideas. They will apply design thinking, creativity and innovative skills to develop, modify and communicate design ideas. Students will learn about contemporary Australian designers and their fields of expertise and have the opportunity to model designs of their own in a variety of mediums. Throughout this process, students evaluate their design ideas, processes and solutions against comprehensive criteria for success and the need for sustainability.

Students undertake study in Year 9 Engineering Design through the following topics:

- Understanding Structures
- Building Techniques and Tools
- Safe use of tools and machinery

Assessment

Year 9 Assessment is comprised of 100% school-based assessment. Students demonstrate evidence of learning through the following types of assessment:

- *Safe Classroom Practice*
- *Investigations*
- *Designs*
- *Product Realisation*
- *Evaluations*

Year 9 Design Technology

Year 9 Advanced Manufacturing

Subject Overview

This materials based course aims to provide a safe, practical environment where students design, make and appraise all their work. The course focuses on the safe use of workshop machinery, power tools, hand tools specific to the construction of timber framing for their timepiece. Students will work with various materials and computer aided drawing and modern technologies like the 3D printers and CNC routers to produce parts for their timepiece. Throughout this process, students evaluate their design ideas, processes and solutions against comprehensive criteria for success and the need for sustainability.

Students undertake study in Year 9 Engineering Design through the following topics:

- XCarve CNC Router
- 3D Printer
- CAD Software

Assessment

Year 9 Assessment is comprised of 100% school-based assessment. Students demonstrate evidence of learning through the following types of assessment:

- *Safe Classroom Practice*
- *Investigations*
- *Designs*
- *Product Realisation*
- *Evaluations*

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