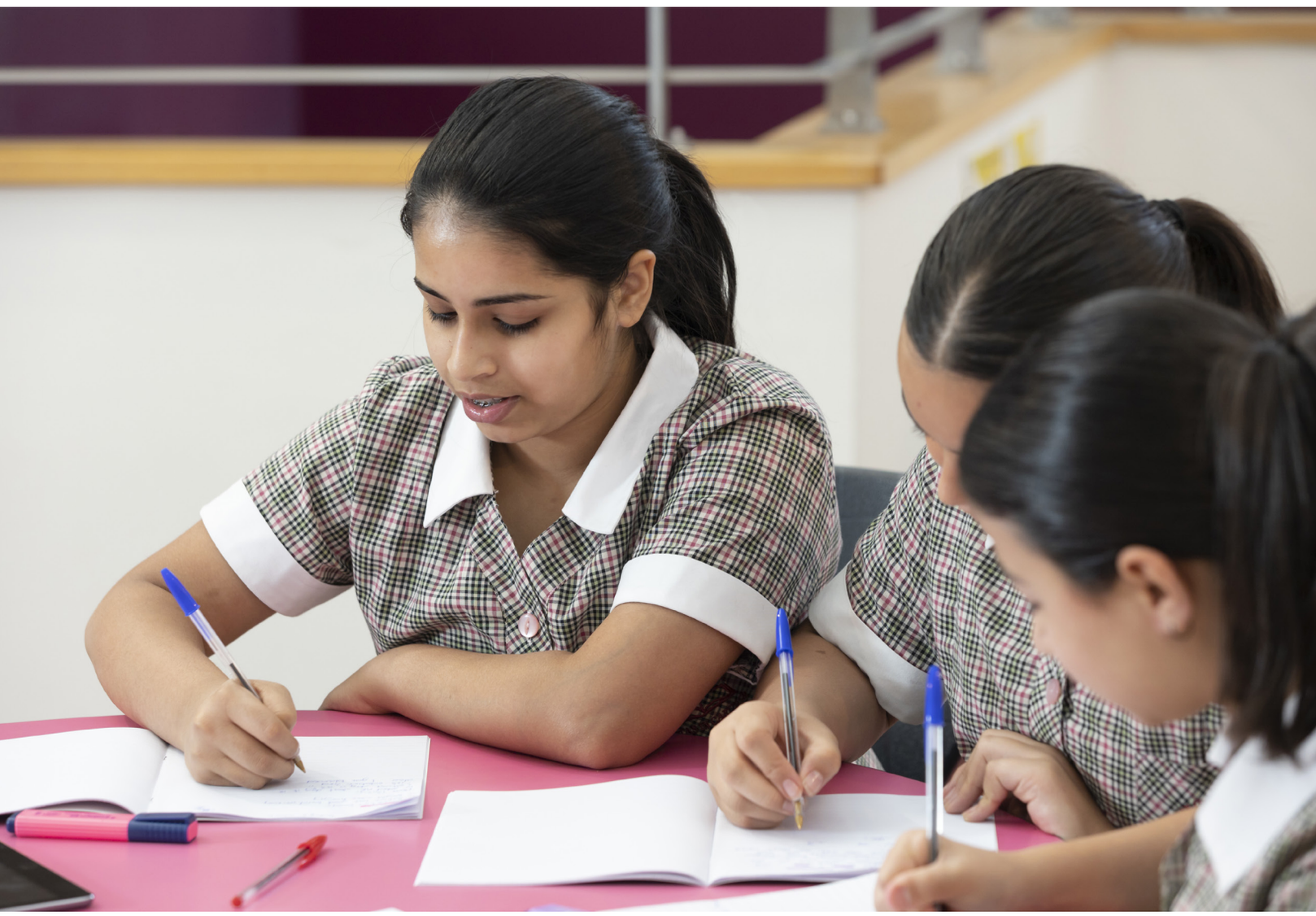
Our Lady of Sion College



Year 9, 2024 Curriculum Handbook

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Principal's Message

I warmly welcome you to Year 9 and hope the 2024 academic year will be rewarding and successful for you. At Our Lady of Sion College, we strive to ensure that the curriculum is challenging, interesting and diverse. The curriculum program at Year 9 offers you many exciting learning opportunities together with more variety and choice. Our aim is to capture your imagination, passion and interest so that you can achieve your goals and aspirations.

This curriculum handbook outlines the curriculum program that is available for all Year 9 students in 2024.

I encourage you to read this handbook carefully with your parents/carers, as it contains important information about all core subjects and elective options.

I trust that you will enjoy this new and exciting learning program at Year 9. I encourage you to strive for your personal best and to make the most of your God-given gifts.

With every blessing

Tina Apostolopoulos
Principal

Year 9 Curriculum Structure

The curriculum at Our Lady of Sion College provides a Catholic education imbued with the Sionian charism. The Year 9 curriculum focuses on the development of important skills including literacy, numeracy, interpersonal and interdisciplinary skills as well as the development of key knowledge and skills from within the various disciplines. The curriculum offers a significant number of units and is structured to offer students a degree of flexibility to allow for personal talents and gifts to develop.

Year 9 students learn within a rigorous, challenging, supportive and contemporary learning environment that promotes personal excellence. The curriculum provides engaging learning programs that encourage students to use their talents to the best of their abilities and to strive for excellence. The learning program is personalised through the wide offering of units available as well as through learning support and enrichment.

The Year 9 curriculum structure consists of core and elective units. A unit runs for the length of a semester. Within each Learning Area, students may have the option of selecting from a range of electives. Descriptions of all units are provided in this handbook.

Core Units

Year 9 students are required to study the following units across the year:

- Religious Education
- Mathematics
- English
- Ayin
- Science Core Unit
- Language (same language that was studied at Year 8)
- Pastoral Care
- Health and Physical Education Core Unit (one semester).

Electives

Students are required to undertake an elective from column A plus four electives from columns B to E, as outlined in the table below:

A	B	C	D	E
Health and Physical Education: must select one	**Arts: select one**	**Humanities: select one**	**Technologies: select one**	**Additional elective: select one**
Body Talk	Year 9 Art	Civics, Citizenship and Economics	**Design and Technologies** Food Studies – Delicious and Nutritious	Year 9 Literature
Play the Game!	Year 9 Drama	Geography: Connecting People and Places	Food Studies – Tastes of the World	STEAM: Science by Design
	Year 9 Media	History	Year 9 Textiles	Any other elective from columns B, C, D and E
	Year 9 Music		**Digital Technologies** Imagine, Create and Animate in 3D	
	Year 9 Visual Communication Design		Learn to Code	

Subject Selection Process

There are many factors to consider when selecting preferences for Year 9 subjects. After reading this handbook, consider discussing choices with the relevant Learning Area Leader and teachers of the subject as well as current Year 9 students who are studying similar electives to those in which you are interested.

Please remember to select preferences for subjects based on interests and abilities. The following key dates are relevant to the 2024 subject selection process:

15 June	2024 Curriculum Handbooks available on website
19 July	Year 9, 2024, Subject Selection Seminar (period 2, students only)
25 July	Web preferences open 4.00 pm
31 July	Year 9, 2024, online web preferences due at 8.00 am Web preferences signed receipt due to Homeroom Teachers.

Support available

The following staff are happy to answer questions that you may have about Year 9 subject selection:

Ms Allison Stott astott@sion.catholic.edu.au	Deputy Principal – Learning and Teaching
Mrs Christine Kralj ckralj@sion.catholic.edu.au	Deputy Principal – Student Wellbeing
Mr John McInerney jmcinerney@sion.catholic.edu.au	Deputy Principal – Faith and Mission
Ms Rebecca Bennett rbennett@sion.catholic.edu.au	Years 7–10 Discovery Learning Leader
Laura Geilings lgeilings@sion.catholic.edu.au	Learning Enhancement Leader
Mrs Brooke O'Hara bohara@sion.catholic.edu.au	Careers and Pathways Counsellor
Ms Anna Gionfriddo agionfriddo@sion.catholic.edu.au	Religious Education Learning Leader
Ms Natasha Borg nborg@sion.catholic.edu.au	Arts Learning Leader
Ms Amy Beale abeale@sion.catholic.edu.au	English Learning Leader
Ms Natalie Hall nhall@sion.catholic.edu.au	Health and Physical Education Learning Leader
Mrs Sarah Chalmers schalmers@sion.catholic.edu.au	Humanities Learning Leader
Mrs Gail Amato gamato@sion.cathlolic.edu.au	Languages Learning Leader
Ms Libby Kempton lkempton@sion.catholic.edu.au	Mathematics Learning Leader
Ms Cassie Marsden cmarsden@sion.catholic.edu.au	Science Learning Leader
Mrs Anna Crow acrow@sion.catholic.edu.au	Technologies Learning Leader
Ms Jordyn Frood jfrood@sion.catholic.edu.au	Year 9 Wellbeing and Growth Leader

List of Subjects

Religious Education:	Semester 1: The Spirit of Women Semester 2: Made in the Image of God
Arts:	Year 9 Art Year 9 Drama Year 9 Media Year 9 Music Year 9 Visual Communication Design
Ayin 1 and 2	
English:	English Year 9 Literature (one semester elective)
Health and Physical Education:	Core Subject Body Talk Play the Game!
Humanities:	Civics, Citizenship and Economics Geography: Connecting People and Places History
Languages:	Chinese French Italian
Mathematics	
Pastoral Care	
Science:	Core Unit STEAM: Science by Design
Technologies – Design and Technologies:	Food Studies – Delicious and Nutritious Food Studies – Tastes of the World Year 9 Textiles
Technologies – Digital Technologies:	Imagine, Create and Animate in 3D Learn to Code

Subject Outlines

Religious Education

Semester 1: The Spirit of Women

Learning Program

Students explore the means by which we understand scripture in its social, historical and theological contexts. They investigate what life was like for women Before the Common Era (BCE) and in First Century Palestine – their roles, customs, struggles, and daily lives. The students explore significant female characters of the Old Testament such as Sarah, Miriam, Ruth, and Naomi, who are introduced as examples of people faithful to God despite hardship. They investigate images and perceptions of Mary in the following ways:

- Scriptural perspectives on Mary in each of the four Gospels
- the person of Mary as the mother of Jesus
- Church teachings about Mary
- visual representations of Mary which have been responses to various theological developments in the Church
- Mary as viewed by other religions and cultures
- Mary as a model of discipleship for today's world.

Students explore the experiences of selected contemporary women and consider the lessons that can be taken from their stories. They will be encouraged to contemplate the role they will play as young women, within their families, communities and the wider world, now and in the future.

Key Questions

- How have women used their individual talents and attributes to inspire others and inspire change?
- What can we learn from the experiences of other women about leading our own lives meaningfully?

Learning Outcomes

It is intended that students will:

- understand literary forms and themes within scripture and their purpose
- critically evaluate Biblical themes and/or characters and analyse their impact on historical individuals and/or groups today
- discriminate in the way they use a variety of sources
- explore how Mary is depicted in the Gospels
- investigate Church teaching about Mary
- explore how Mary is interpreted in other religions and cultures
- reflect on Mary is an example of discipleship for all Christian people.

Assessment Tasks

- Socratic circles
- Exegesis
- Research and reflection task
- Ongoing reflective journal

Religious Education

Semester 2: Made in the Image of God

Learning Program

Students explore the concept 'made in the image of God' in relation to their own sense of self, their relationships, their actions and those of the wider world. They understand the concept through dialogue with each other and a study of its scriptural origins. Students identify and investigate qualities that reflect a respect for the dignity of the human person through a number of events, issues and people and are invited to reflect on their own past and future actions in relation to these. They encounter examples such as stories of forgiveness, compassion, service and reconciliation as instances of respect for human dignity. Throughout their study, students are invited to ongoing reflection of the concept and its applications.

Students explore types of human relationships and discuss the nature of a good relationship that reflects an appreciation of each person being made in God's image. They analyse Scripture (1 Corinthians 13) to develop a biblical understanding of love and discuss the difference between sex and sexuality. Students analyse the portrayal of love and relationships in the media to investigate common views in our society and discuss adult relationships other than marriage. They explore Church teachings on informed conscience and decision-making.

Key Questions

- What informs our position on ethical and moral issues?
- Are there core human qualities that reflect a respect for human dignity?

Learning Outcomes

It is intended that students will:

- explain and reflect on the term 'made in the image of God' in relation to their sense of self and actions towards others
- explain the concepts of good and evil in relation to contemporary world views
- reflect on different views of good and evil to appreciate the importance and impact of a moral stance in society
- interpret ways right relationships are expressed within Catholic Social Teaching and the social teachings of other faith traditions
- explain the foundations on which people base their ethical and moral stance
- interpret key life issues, applying critical discernment processes
- reflect on an understanding of responsibility and how it informs social, ecological and political actions locally and globally.

Assessment Tasks

- Group research and analysis task
- Reflective writing task
- Ongoing reflective journal
- Scripture analysis

Arts

Art

Learning Program

Students will undertake a range of structured media explorations across different practical areas, which may include drawing, painting, printmaking, sculpture or ceramics. They will draw inspiration from the work of artists who use similar ideas, imagery, materials or techniques. A visual diary will be maintained with visual and annotated records of processes used in the development of their own artworks. This process of evaluation and refinement will be integral to the development of technical competence and aesthetic awareness.

Students will discuss and analyse how the selection, combination and manipulation of art elements, principles, skills, techniques, media, materials and technologies construct meaning in selected artworks. The student's interpretation of artworks from a range of historical and cultural contexts will be evaluated and explored.

Key Questions

- What is Art?
- How are the different stages of the art process used to develop a final artwork?
- What impact does an artist's environment and experiences have on ideas and meaning communicated through art?
- How can we evaluate what we create with reflection on the artistic process and how potential audiences might interact with what we create?

Learning Outcomes

It is intended that students will:

- work within and across areas of painting, printmaking, drawing, ceramics, applying decision-making skills to find the most effective way to implement ideas, design, create and make artworks devised from a range of stimuli (creating and making, and creativity)
- evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices (creating and making, reflection, evaluation and metacognition)
- observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of artworks in a range of disciplines and forms (exploring and responding)
- analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of artworks created by a range of artists using appropriate art terminology (exploring and responding, reflection, evaluation and metacognition).

Assessment Tasks

- Painting task
- Portraiture task
- Printmaking task
- Visual analysis

Arts

Drama

Learning Program

The unit focuses on play-making techniques, improvisation and scripted performance work. Students develop characterisation skills, building on voice and movement in the scripted performances, as well as use the play-making process to create their performance works. Students will perform in class, as well as the viewing of a public performance of a Shakespearian script. The unit will culminate in a class showcase of an array of scripted Shakespeare scenes in a performance evening of famous monologues, duologues and ensemble pieces. Students will work effectively within an ensemble and solo environment to combine the elements of drama in order to create a meaningful piece of theatre. This course requires creativity, analysis and collaboration.

Key Questions

- How can characters be created, manipulated and developed from established scripts?
- How can scripts be adapted and refined to create different interpretations?
- How can play-making techniques such as research enhance the realisation of characters?

Learning Outcomes

It is intended that students will:

- create and make artworks devised from a range of stimuli (creating and making, exploring and responding, creativity)
- maintain a record of how ideas develop in the creating, making and presenting of their performance works (reflection, evaluation and metacognition, exploring and responding)
- experiment with innovative possibilities within the parameters of a task (creativity, creating and making)
- select and use thinking processes and tools appropriate to particular tasks (reflection, evaluation and metacognition).

Assessment Tasks

- Scripted monologue performance
- Shakespeare performance
- Performance analysis of self-devised work
- Performance analysis of a professional performance

Arts

Media

Learning Program

In this unit, students will focus on the media production process, creating both a music video and album artwork. Students are introduced to codes and conventions associated with the genre and will create representations that manipulate media elements. They will examine and produce a production design plan, including concept development, written planning documentation, and visual planning documentation. The students will develop practical skills through the use and implementation of technical equipment, incorporating software such as iMovie and Adobe InDesign, as well as hardware which will include the use of cameras.

Key Questions

- What is Media?
- What are codes and conventions, how can these be implemented by media producers?
- What are conventions of a music video and album artwork, how can we reproduce these?
- What is a production design plan, how can we go about creating our own?
- What processes should we undertake throughout the development, pre-production, production, and post-production stages of creating a production?

Learning Outcomes

It is intended that the student will develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- an understanding of the use of techniques, materials, processes, and technologies
- critical and creative-thinking skills, Media Arts languages, knowledge of Media Arts theories and practices
- respect for and acknowledgment of the diverse roles, innovations, traditions, histories, and cultures of artists, designers, commentators and critics
- an understanding of Media Arts social, cultural and industry practices
- confidence, curiosity, imagination, enjoyment, and a personal aesthetic.

Assessment Tasks

- Production design plan
- Music video (film)
- Album artwork (print)
- Visual analysis test

Arts

Music

Learning Program

In this subject, students will be given opportunities to develop their music performance and industry skills. Students will present performances both as soloists and in group situations. Students will also continue developing music theory, aural and analysis skills and apply these skills through the creative outlet of arranging and performing.

Key Questions

Students will focus on developing their music performance skills, music literacy and aural skills, practical industry skills, arranging skills and applying their ICT skills using different forms of software, including the use of iPad apps.

Learning Outcomes

It is intended that students will:

- explore and apply the key structural features of musical works; for example, the characteristic use of specific compositional devices, in realising plans for their own music works (exploring and responding, and creating and making)
- explore and evaluate music written by composers, identifying the influences on their music through discussion, using appropriate language that compares the use of specific elements and compositional devices (exploring and responding)
- work to develop their own personal style in performance, developing ways to successfully communicate expressive elements of music (creating and making)
- apply their knowledge and understanding of particular musical styles to combine and manipulate elements to create their own music (creating and making).

Assessment Tasks

- Performance (solo and group) including a major recital
- Listening response
- Music literacy and aural assessments

Arts

Visual Communication Design

Learning Program

Students will work through the VCD design process to meet specified briefs in the fields of practice; messages and environments. They use creative, critical and reflective thinking strategies throughout the semester to enhance the effectiveness of visual communications for a specific audience.

Students will build basic design knowledge by exploring design elements and their application in a variety of contexts. They will also analyse the works of designers exploring various types of design and their purposes.

Key Questions

- What is Visual Communication Design?
- How does design function in the real world?
- What types of designs exist in the world around them?
- How does context affect the content of designs?
- What are ways in which we as designers can respond to a design brief?
- How can a broad range of ideas be generated in adherence with a design brief?
- What ways can we evaluate the success of our concepts?

Learning Outcomes

It is intended that students will:

- explore the nature of a design brief and how a client and audience would shape a desired design for a product or event (exploring and responding)
- apply their knowledge of design elements and principles both through annotation and practical exploration in their folios, trialling media, methods and materials that best suit the brief (creating and making, and creativity)
- practise skills and techniques through illustration and technical drawing, looking at elevations, packaging nets and paraline systems and other methods of graphic design styles, i.e. illustration, objects, architecture, pencil, paint and collage techniques (creating and making and creativity)
- create a folio which will include self-assessment and reflection on the overall quality of ideas (reflection, evaluation and metacognition).

Assessment Tasks

- Exploration of technical drawing conventions
- Exploration of messages
- Exploration of environments
- Design analysis

Ayin 1 and 2

Learning Program

Students work in a range of groupings including homeroom, elective, small group and individual. Students participate in a City Experience which involves a range of activities exploring Melbourne's CBD and developing skills of independence. Students prepare a portfolio of documents for job applications including a resume, cover letter and a career action plan. They participate in two module units over the course of the year: *Global Footprint* and *Cultural Diversity*. Students also research and prepare a biography and artwork that explores the contribution of a significant person in the community. Students complete a unit of work on the Suffragette movement. To conclude the year, students participate in a unit of work titled *Mind, Body and Soul*, which aims to develop a holistic approach to health and wellbeing. As part of the Ayin Program, all students participate in the Duke of Edinburgh's International Award.

Key Questions

- Who am I? How can I become a more reflective, self-aware learner?
- Where am I? How can I connect in a meaningful way with my community?
- Where am I? How can I develop a greater understanding of the world in which we live?

Learning Outcomes

It is intended that students will:

- demonstrate awareness of complex social conventions, behaving appropriately when interacting with others
- work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams
- allocate appropriate time and identify and use appropriate resources to manage competing priorities and complete tasks, including learner-directed projects, within set timeframes
- process and synthesise complex information and complete activities focusing on problem-solving and decision-making, which involve a wide range and complexity of variables and solutions
- employ appropriate methodologies for creating and verifying knowledge in different disciplines
- participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community
- use pertinent questions to explore, clarify and elaborate on complex meaning
- analyse events that contributed to Australia's social, political and cultural development
- explain aspects of increasing global interconnections in the twentieth and twenty-first centuries.

Assessment Tasks

- Inquiry presentation on City Experience
- Portfolio of documents for job applications
- Group design process tasks for each of the two modules
- Interview and biography for the *Significant People, Significant Lives* project
- Completion of the required hours for the Duke of Edinburgh's International Award
- Socratic circle discussion for the Suffragette unit

English

Semester 1: English

Learning Program

Students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students interpret, create, evaluate, discuss and perform a wide range of literary texts designed to inform, entertain, critique, question and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. They develop a critical understanding of the contemporary media and the differences between media texts, while exploring figurative and rhetorical language. Students create a range of imaginative, informative and persuasive text types including narratives, procedures, discussions, literary analyses, transformations of texts and reviews.

Key Questions

- How do social and political contexts shape responses to ideas and issues?
- What are the features and significance of female superheroes?
- How can I expand my perspective by sharing my personal reading with others?

Learning Outcomes

It is intended that students will:

- read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues (reading)
- produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting (writing)
- improve the accuracy and readability of their writing by developing confidence using a range of language techniques and the identification and use of appropriate grammatical conventions language (writing)
- critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes (speaking and listening).

Assessment Tasks

- Written point of view for a specific audience and purpose on an issue in the media.
- Analytical response exploring issues, themes and ideas in texts
- Oral presentations

English

Semester 2: English

Learning Program

Students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts. Students interpret, create, evaluate, discuss and perform a wide range of literary texts designed to inform, entertain, critique, question and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts. They explore language features including successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form. Students create a range of imaginative, informative and persuasive text types including narratives, procedures, discussions, literary analyses, transformations of texts and reviews.

Key Questions

- How do social, historical and political contexts shape responses to ideas and issues?
- How does language work to both empower and disempower?
- How do the lives and actions of people make significant change?

Learning Outcomes

It is intended that students will:

- read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues (reading)
- produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting (writing)
- improve the accuracy and readability of writing, developing confidence using a range of language techniques and the identification and use of grammatical conventions (writing)
- critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes (speaking and listening).

Assessment Tasks

- Analytical response exploring issues, themes and ideas in texts
- Oral presentations
- Close analysis of poetry

English

Year 9 Literature

Learning Program

Students explore literary texts such as short stories, films and poetry. They discuss texts analytically and develop confidence in the use of metalanguage to describe and discuss particular structures and features of language and texts. Students explore the power of language and the ways it can influence roles and relationships, and represent ideas, information and concepts. They learn that texts can be created for multiple purposes. Students develop a critical understanding about the ways that writers and producers of texts try to position readers to accept particular views of people, characters, events, ideas and information. They learn to use formal language to construct spoken and written texts for a range of purposes and audiences. Students extend their knowledge of the structure of a variety of text forms and practice writing in detail about challenging ideas and information. They work cooperatively in discussion groups, to explore and analyse challenging themes and issues.

Key Questions

- How do texts inform, impact, reflect and help us understand life?
- How are texts created and interpreted?
- How does literature reflect times, ideas and places?

Learning Outcomes

It is intended that students will:

- read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues (reading)
- produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting (writing)
- students improve the accuracy and readability of their writing, developing confidence using a range of language techniques and the identification and use of grammatical conventions (writing)
- critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes (speaking and listening).

Assessment Tasks

- Comparative writing and reflection of the print and film versions of *Romeo and Juliet*
- Reading journal based on one text selected by students considered intercultural, modern and/or classic literature
- Extended writing on optional text

Health and Physical Education

Core Unit

Learning Program

Students learn to apply more specialised movement skills, strategies and concepts in different environments. Students will enhance body awareness and control through participation in activities related to Cheerleading and Badminton. In groups they will create and perform a cheerleading routine. This unit also includes Health curriculum which explores behaviours and contextual factors that influence the health and wellbeing of themselves and their communities. Areas covered include Risk Taking, Drug Education, Sexual Health and Relationships.

Key Questions

- Why do young people take risks?
- How do relationships and sexuality influence my identity?
- Ready? OK! Can you create a cheerleading routine?

Learning Outcomes

It is intended that students will:

- combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance in a variety of team sports
- describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development
- identify the health concerns of young people and the strategies that are designed to improve their health.

Assessment Tasks

- Risk taking task
- Relationships and sexuality task
- Team cheer performance
- Badminton – physical skills and teamwork

Physical Education Pathway Overview

This chart shows the recommended pathway options. These will provide adequate foundation knowledge for VCE subjects.

Body Talk: Musculoskeletal systems

Play the Game: Critical & creative thinking

Let's Get Physical: Training program methods, principles & design

The Amazing Body: Cardiorespiratory systems & Energy systems

Peak Performance: Skills classification, sports psychology

Unit 2 PE: Physical activity & promoting healthy lifestyles

Unit 1 PE: Cardiorespiratory systems, Musculoskeletal systems

Unit 3 & 4 PE: Cardiorespiratory, Musculoskeletal & Energy systema, skills classification, sports psychology, training program methods & design

It is recommended that Unit 1 be completed before Units 3 & 4.

Health and Physical Education

Body Talk

Learning Program

This unit promotes physical activity and the development of movement competence. Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. Students will enhance fundamental motor skills and control through participation in activities related to Indoor Cricket and European Handball. They will engage in Fitness testing and a fitness program to assist their understanding of the Fitness Components. They will gain an insight into how the body moves and the systems that are in place to initiate and maintain movement. The body systems investigated include the muscular and skeletal systems.

Key Questions

- How do the systems of the body work together to produce movement?
- What is fitness? How can I be physically active in a variety of ways?

Learning Outcomes

It is intended that students will:

- demonstrate proficiency in the execution of manipulative and movement skills during complex activities
- demonstrate advanced skills in selected physical activities
- measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active
- maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity.

Assessment Tasks

- Team sports
- Fitness program
- Body systems tests
- Fitness components test

Health and Physical Education

Play the Game

Learning Program

Students will learn about the classification of games and play a selection of games from each classification. They will examine the strategies and tactics common to different games and participate in a series of modified games and activities which develop strategic thinking and tactical knowledge. Strategic questioning and feedback will be used to encourage students to consider ways to improve team performance. Students will learn of the characteristics, roles and responsibilities of a coach, player, board member, umpire, team manager and media manager in sport. They will create their own minor game and teach it to their peers. Students may participate in a range of sports from the following classifications: invasion, court divided, striking and fielding, and target.

Key Questions

- What is an invasion game?
- Does discrimination exist in sport?
- Can you create a game and take on feedback to enhance the design process?
- How can we adapt games to get the desired outcomes?

Learning Outcomes

It is intended that students will:

- participate in peer teaching or coaching situations with a focus on skill development and improvement
- discuss sporting conduct and implement fair play and good sporting behaviours
- analyse a variety of roles in team games (e.g. player, coach, umpire and spectator) and assume responsibility of the organisation of a sport competition (movement and physical)
- understand new activities that will require them to learn new skills or adapt previously learned skills in a new context
- apply tactics and strategies to a variety of challenges.

Assessment Tasks

- Physical game sense skills
- Research task – Women in Sport
- Presentation of minor game and evaluation
- SEPEP (Sports Education in Physical Education Program)

Humanities

Civics, Citizenship and Business

Learning Program

Students will focus on the rights and responsibilities of citizens and how Australians can participate in their democracy. They will examine the principles and function of Australia's legal and political systems through investigating the role of political parties and the courts in creating a functioning society. They will also develop personal financial literacy skills to deal with a range of everyday financial issues and risks, such as strategies to spend money wisely, manage credit and identify theft.

Key Questions

- How are we governed?
- How does the law affect you?
- Why is it important to manage money effectively?

Learning Outcomes

It is intended that students will:

- investigate how the party system operates and relates to citizen participation in Australia's democracy and the formation of government and operation of the electoral system (civics and citizenship)
- discuss key concepts, such as parliamentary majority, opposition, hung parliament, minority government, proportional representation, party platform, and mandate government (civics and citizenship)
- describe the structure of Australia's court hierarchy, such as level of hearing, type of law and realm of law (civics and citizenship)
- investigate a selection of hypothetical cases from different types of law, such as criminal law, consumer law, family law, environmental law and workplace law, and/or jurisdiction to the courts in which they would be heard (civics and citizenship)
- describe and compare the different roles of criminal courts and civil courts (civics and citizenship)
- intro to the circular economy including savings and investments
- intro to financial literacy
- intro to the business environment
- intro to work, roles and responsibilities
- investigate and identify financial risks such as scams and identity theft (economics)
- explore ways that consumers can secure their personal financial information, such as checking bank/credit card statements and using credible secure websites (economics).

Assessment Tasks

- Political campaign task
- Law and courts test
- Economics analysis and reflection task

Humanities

Geography: Connecting People and Places

Learning Program

This course focuses on investigating how people, through their choices and actions, are connected to places globally in a wide variety of ways, and how these connections help to make and change places and environments. This unit examines the interconnections between people and places through the impact of globalisation and the way diplomacy and trade is negotiated. Tourism and its global impact on people and places is explored. Maintaining a stable supply of food has interconnections between production, access, and delivery of the foods at a price that meets the needs of consumers and farmers. Melbourne's food security needs in the past, present and into the future demonstrates change over time and the interconnections between a growing population and sustainable use of land, water and energy. A fieldwork excursion enables students to experience first-hand the topics studied in the classroom and develop a greater appreciation of the ways in which people are connected to and rely on the environment.

Key Questions

- What are the causes and consequences of change in places and environments and how can this be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Learning Outcomes

It is intended that students will:

- develop an understanding of the perceptions people have of place and how this influences their connections to different places
- develop an understanding of the way transportation and information and communication technologies are used to connect people to services, information and people in other places
- develop an understanding of the ways that places and people are interconnected with other places through trade in goods and services, at all scales
- develop an understanding of the effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places.

Assessment Tasks

- Food Security test
- Globalisation research task
- Tourism investigation

Humanities

History

Learning Program

Students will examine the causes and consequences of the Industrial Revolution (1760–1830). Students will examine the development of democracy in Australia. By examining the Gold Rush and Eureka Rebellion (1851), students will identify the different events that led to more freedom and rights for Australian citizens. Students will consider the causes and consequences of World War I through analysing significant events, individuals and ideas.

Key Questions

- What caused the Industrial Revolution?
- How are people's lives changed as a result of the Industrial Revolution?
- How were Indigenous Australians treated by European settlers and during the Gold Rush?
- Why is democracy significant in the development of Australia?
- What caused World War I?
- What was the Australian experience of WWI?

Learning Outcomes

It is intended that students will:

- be able to sequence events chronologically to support analysis of the causes of these events and identify the changes they brought about (historical skills)
- identify and select different kinds of questions about the past to inform historical inquiry (historical skills)
- identify and locate relevant sources using ICT, and other methods (historical skills)
- identify the origin, purpose, context and reliability of primary and secondary sources (historical skills)
- develop concepts such as evidence, continuity and change, significance and contestability (historical knowledge and understanding).

Assessment Tasks

- Eureka Rebellion source analysis
- World War I research task
- WWI essay

Languages

Chinese: Semester 1

Learning Program

Students will learn key vocabulary related to the topics of dates, month and time, daily routines and Chinese Traditional Cultural Festivals. They will communicate their own personal meanings through the language. They will acknowledge the need to extend and reinforce their own learning in a sequential and systematic way. Learning activities will require students to consider the audience, purpose and appropriate language for a range of communication tasks. Students will interact to exchange information and opinions and use a variety of strategies for varying and extending language applications, expressing opinion and organising information. They will recognise the extent and limitation of their language and develop strategies for maximising and extending their language. Students will connect existing knowledge and new knowledge they encounter and develop skills in working both independently and as part of a team.

Key Questions

- What can you say and write in Chinese?
- When and where can you use this knowledge?
- How can you use strategies for checking and dealing with unfamiliar information?

Learning Outcomes

It is intended that students will:

- categorise the characters they have learnt into groups based on meaning and appearances
- identify relevant information and ideas from spoken and written texts
- demonstrate understanding of cultural influences on the ways people behave and use language
- work collaboratively, negotiate roles and delegate tasks (building social relationships)
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate action to address them.

Assessment Tasks

- Oral task
- Comprehension tasks
- Writing task
- Cultural research task

Languages

Chinese: Semester 2

Learning Program

Students will learn key vocabulary related to the topics of My House, My Clothes and cultural understanding on clothing items and colours. They will communicate their own personal meanings through the language. They will acknowledge the need to extend and reinforce their own learning in a sequential and systematic way. Learning activities will require students to consider the audience, purpose and appropriate language for a range of communication tasks. Students will interact to exchange information and opinions and use a variety of strategies for varying and extending language applications, expressing opinion and organising information. They will recognise the extent and limitation of their language and develop strategies for maximising and extending their language. Students will connect existing knowledge and new knowledge they encounter and develop skills in working both independently and as part of a team.

Key Questions

- What can you say and write in Chinese?
- When and where can you use this knowledge?
- How can you use strategies for checking and dealing with unfamiliar information?

Learning Outcomes

It is intended that students will:

- categorise the characters they have learnt into groups based on meaning and appearances
- identify relevant information and ideas from spoken and written texts
- demonstrate understanding of cultural influences on the ways people behave and use language
- work collaboratively, negotiate roles and delegate tasks (building social relationships)
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate action to address them.

Assessment Tasks

- Oral task
- Comprehension tasks
- Writing task
- Cultural research task

Languages

French: Semester 1

Learning Program

Students will learn key vocabulary related to the topics of household, daily routine and part-time jobs. They will learn to describe their home, compare housing in Australia and France and talk about their daily routine. They will also learn to talk about their part time jobs. Students will communicate by modelling language and by responding to prompting. They will learn to manage open-ended communications with accurate language in different contexts. Learning activities will include listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understanding and language awareness. Specific tasks to be studied include learning to comment on different types of housing, chores and work. They will learn the use of the past tense.

They will also undertake a cultural research task on Québec.

Key Questions

- What is your house like?
- What is your daily routine?
- Do you have a part time job?

Learning Outcomes

It is intended that students will:

- use a range of strategies to assist in listening comprehension
- identify relevant information and ideas from written texts
- participate in interactions related to a specific topic and recycle language
- discriminate and use appropriate punctuation, tone, intonation and metre
- demonstrate awareness of the language
- convey meaning by identifying how messages are communicated and use verbal and non-verbal cues
- understand cultural influences on the way people behave and use language
- work collaboratively, negotiate role and delegate tasks
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate action to address them.

Assessment Tasks

- Writing task
- Comprehension tasks
- Oral task
- Cultural research task

Languages

French: Semester 2

Learning Program

Students will learn key vocabulary related to the topics of leisure activities, festivals, celebrations and inviting friends to a party. Students will communicate by modelling language and by responding to prompting. They will learn to manage open-ended communications with accurate language in the context of holidays and weather. Learning activities will include listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understanding and language awareness. Students will further their understanding of the past tense. They will also undertake a cultural research task on French food.

Key Questions

- What did you do on the weekend?
- How do I plan a party?
- How do you talk about a night out?

Learning Outcomes

It is intended that students will:

- use a range of strategies to assist in listening comprehension
- identify relevant information and ideas from written texts
- participate in interactions related to a specific topic and recycle language
- discriminate and use appropriate punctuation, tone, intonation and metre
- demonstrate awareness of the language
- convey meaning by identifying how messages are communicated and use verbal and non-verbal cues
- understand cultural influences on the way people behave and use language
- work collaboratively, negotiate role and delegate tasks
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate action to address them.

Assessment Tasks

- Writing task
- Comprehension tasks
- Oral task
- Cultural research task

Languages

Italian: Semester 1

Learning Program

Students will learn key vocabulary related to the topics of housing, health and daily routines. They will examine various types of houses found in Italy by looking at and obtaining information from catalogues and advertisements. Students will communicate by modelling language and by responding to prompts. They will learn to manage open-ended communications with accurate language in the context for family life and housing. Learning activities will include listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understanding and language awareness. Specific learning tasks include talking about different rooms in the house, describing different types of houses, discussing life in the city and in the country, learning and talking about body parts and injuries. They will also undertake a cultural research task on housing and architecture in Italy.

Key Questions

- How can I maintain a healthy lifestyle?
- What are the different types of housing in Italy?
- How do chores and routines differ in Italy compared to Australia?

Learning Outcomes

It is intended that students will:

- use a range of strategies to assist in listening comprehension
- identify relevant information and ideas from written texts
- participate in interactions related to a specific topic and recycle language
- discriminate and use appropriate punctuation, tone and intonation
- demonstrate awareness of the language
- convey meaning by identifying how messages are communicated and use verbal and non-verbal cues
- understand cultural influences on the way people behave and use language
- work collaboratively, negotiating roles and delegating tasks
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate actions to address them.

Assessment Tasks

- Writing task
- Comprehension tasks
- Oral task
- Cultural research task

Languages

Italian: Semester 2

Learning Program

Students will learn key vocabulary related to the topics of friends, free time, holidays and technology. They will communicate by modelling language and by responding to prompts. They will learn to manage open-ended communications with accurate language in the context of these topics. Learning activities will include listening, speaking, reading and writing tasks as well as tasks that integrate these macro skills with intercultural understanding and language awareness. Specific learning tasks include talking about, asking and answering questions about hobbies, talking about things done in the past and using expressions when talking about the past, films they have seen, the weather, learning the use of articulated prepositions. They will also undertake a cultural research task on Italian food.

Key Questions

- What do Italian teens do in their free time?
- What are typical holiday activities in Italy?
- How do young people use technology and social media?

Learning Outcomes

It is intended that students will:

- use a range of strategies to assist in listening comprehension
- identify relevant information and ideas from written texts
- participate in interactions related to a specific topic and recycle language
- discriminate and use appropriate punctuation, tone, intonation and metre
- demonstrate awareness of the language
- convey meaning by identifying how messages are communicated and use verbal and nonverbal cues
- understand cultural influences on the way people behave and use language
- work collaboratively, negotiate role and delegate tasks
- experiment with ICT for creating and learning
- identify areas for improvement in their learning and initiate actions to address them.

Assessment Tasks

- Writing task
- Comprehension tasks
- Oral task
- Cultural research task

Mathematics

Semester 1

Learning Program

Students will apply the distributive law to the expansion of algebraic expressions and solve linear equations. They will find the midpoint and gradient of a line segment. Students will find the distance between two points located on a Cartesian Plane. They will sketch linear graphs and use similarity to investigate the sine, cosine and tangent ratios for given right angled triangles and be able to use Pythagoras' theorem.

Key Questions

- How do we investigate and sketch linear relationships?
- How do we find the distance, midpoint and gradient between two points?
- How do we best solve linear equations?
- How can ratios in similar triangles be used to solve for missing angles and sides?
- How can we use the theorem of Pythagoras to find the missing side of a right triangle?

Learning Outcomes

It is intended that students will:

- apply the distributive law to the expansion of algebraic expressions and collect like terms where appropriate
- find the distance between two points located on a Cartesian Plane
- find the midpoint and gradient of a line segment on the Cartesian Plane using a range of strategies, including graphing software
- sketch linear graphs using the coordinates of two points and solve linear equations
- know Pythagoras' theorem and when it can be applied
- identify the three basic trigonometric ratios and be able to use trigonometry to solve problems.

Assessment Tasks

- Topic tests on key knowledge and skills
- Semester test
- Problem solving and modelling tasks

Mathematics

Semester 2

Learning Program

Students will extend and apply index laws to variables. They will use enlargement transformation to explain similarity and develop the conditions for triangles to be similar. Students will solve problems related to surface area and volume of cylinders and right prisms. They will factorise algebraic expressions and solve simple quadratic equations. Students will graph simple quadratic graphs and explore the different types of graphical representations of data.

Key Questions

- What is a quadratic equation and how can quadratic equations be solved?
- How can data be collected and presented so that its distribution can be interpreted in a meaningful way?
- What are the key features of a quadratic graph?
- How can we use the index laws?
- How can the surface area and volume of cylinders and prisms be determined both with and without the use of digital technology?

Learning Outcomes

It is intended that students will:

- calculate the area of composite shapes, the surface area and volume of cylinders and right prisms
- factorise and solve quadratic equations
- graph simple non-linear relations with and without digital technology
- extend and apply the index laws to variables, using positive integer indices and the zero index.

Assessment Tasks

- Topic tests on key knowledge and skills
- Semester test
- Problem solving and modelling task

Pastoral Care 1 and 2

Learning Program

The Pastoral Care curriculum aims to build in students:

- a desire to live fully and flourish for their own benefit and that of others
- enhanced skills and knowledge that act as protective factors
- improved wellbeing as they grow into self-aware, compassionate and confident young women.

At Year 9 students are taught skills to manage life-school balance and build resilience, both academically and for their personal wellbeing. Students learn to identify and recognise emotions, value personal interests and strengths, and maintain a well-grounded sense of self confidence. Discovering ways of effectively communicating and seeking support is an important part of this process. The result is the ability to set and monitor progress towards the achievement of personal and academic goals. The Pastoral Care Program aims to improve each student's ability to acknowledge and handle stressful situations, control impulses, and find motivation to persevere in overcoming obstacles through:

- helpful thinking and positive self-talk
- emotion recognition and regulation
- constructive problem-solving for the challenge of adolescent life
- communication
- planning and time management
- self care.

Specific to Year 9 is a focus on being kind to oneself and others, and having the courage to try new and challenging experiences.

Key Question

- How does my thinking and behaviour affect myself and others?

Learning Outcomes

It is intended that students will:

- build social relationships with one another and the wider school community
- learn to manage personal learning and build positive work habits
- explore a range of topics current to their own stage of development
- contribute to class discussions and activities
- work collaboratively in teams
- reflect upon inter-personal relationships and employ conflict management strategies.

Assessment Tasks

- Contribution to class discussions
- Active involvement in Pastoral lessons
- Hurdle tasks during class activities
- Demonstrate the ability to work effectively in teams
- Demonstrate the ability to reflect on and evaluate behaviour

Science

Core Unit

Learning Program

Students will investigate the concepts of electricity and energy, and explore renewable energy sources such as wind and hydro using the STELR practical-based program. Students will investigate the methods of electric power generation in Australia. They will build an electric circuit and examine the factors such as voltage and resistance that affect the transfer of energy through the circuit. Students will conduct experiments to evaluate the efficiency of renewable energy resources such as wind and solar power.

Students will complete practical tasks involving a number of chemical reactions. They will identify the observable evidence that a reaction has taken place and write a worded equation identifying reactants and products. Students will complete experiments to investigate the connection between our use of everyday products and their effect on our environment.

Students will discover the nervous and endocrine systems of the body and explain the ways in which these systems interact to help keep us alive. Students will conduct experiments to test reaction times and discuss this in terms of nervous transmission. Students will undertake research to investigate various disorders of the nervous and endocrine systems and examine possible treatments and preventions.

Learning Outcomes

It is intended that students will:

- explore and build simple electric circuits (Science understanding)
- conduct experiments to investigate energy transformations (Science inquiry skills).
- explore the nature of chemical reactions in the environment (Science understanding)
- identify reactants and products in chemical reactions (Science understanding)
- describe the composition of atoms as protons, neutrons and electrons (Science understanding)
- describe observed reactions using worded equations (Science inquiry skills)
- test water samples for the presence of chemicals (Science inquiry skills)
- consider the role of energy in chemical reactions (Science understanding)
- compare cellular respiration and photosynthesis and their role in biological processes (Science understanding)
- describe the roles of the nervous and hormonal systems (Science understanding)
- research a specific disorder of the nervous or endocrine system (Science understanding)
- investigate medical treatments for diseases (Science as a human endeavour).

Key Questions

- Where does electricity come from?
- How does electricity run through our houses?
- What role does chemistry play in your life?
- What causes a reaction?
- How does your body work?
- What happens when things go wrong?

Assessment Tasks

- Practical folio
- Topic test
- Building models
- Presentations

Science (Elective)

STEAM: Science by Design

Learning Program

STEAM: Science by Design provides opportunities for students to engage in an interdisciplinary model of learning. This elective is project-based and provides an opportunity for real world connections to be made and explored within the five disciplines of STEAM: Science, Technology, Engineering, Art and Mathematics. With a focus on a team goal or objective, students will work together to plan, design, construct, trial and perfect their creation. Drawing on their investigations and scientific theory they will use technology to design and produce their creation. With a focus on trial and error and learning from failure it is the goal to produce a functioning product for use.

The skills of teamwork are paramount. In effect, the project management and ability to succeed will depend on the students' ability to work together and soundly investigate and trial their creation.

Learning Outcomes

It is intended that students will:

- research and plan future developments in space exploration with particular emphasis on the exploration of Mars
- use robots to develop problem solving skills and team work
- develop skills in producing 3D models that show a solution to a space research problem
- identify and describe the relationships that underpin patterns, including cause and effect
- consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals
- critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for solutions to space explorations problems
- explain how designed solutions evolve with consideration of preferred futures and the impact of emerging technologies on design decisions
- apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication.

Key Questions

- What is STEAM?
- How does design govern functionality?
- How can you improve your design using scientific principles?

Assessment Tasks

- Solution to space exploration problem
- 3D modelling task
- Robotics solutions

Technologies – Design and Technologies

Food Studies – Delicious and Nutritious

Learning Program

Students will explore the factors that influence adolescent food choice. Students will have the opportunity to investigate how adolescent food choices are influenced by various factors including the range of available ingredients, allergies and intolerances, dietary requirements, and sociocultural factors. They further develop skills and knowledge to make informed decisions based on the promotion of health and wellbeing using current food selection models such as the Australian Guide to Healthy Eating, the Healthy Eating Pyramid and the Australian Dietary Guidelines. Students participate in practical and theoretical tasks in which they apply their knowledge of food choice and selection. Students will complete design tasks using the design process: investigating and generating ideas, planning, managing, producing and evaluating.

Key Questions

- What are nutrients and why does the body need them?
- How can recipes be modified to improve their nutrition content?
- How do Food Models encourage healthy eating?

Learning Outcomes

It is intended that students will:

- investigate and research healthy food choices
- reflect on a range of influences on personal and family food selection and nutritional needs for growth and activity
- create design solutions encouraging flexible thinking based on healthy eating
- work safely with a range of tools and equipment to produce, modify and analyse products.

Assessment Tasks

- Design folio
- Production work
- Nutrition test
- Practical activity records

Technologies – Design and Technologies

Food Studies – Tastes of the World

Learning Program

Australian cuisine is constantly evolving. This unique combination of influences results in a cuisine that is balanced, intriguing and distinctively Australian. In this course, students will undertake a voyage that examines many of the influences that have shaped Australian cuisine, from the original inhabitants of our land, to modern day immigration. This course comprises both practical and theoretical tasks that educate students about ingredients and dishes from other countries and their influences on our food and culture.

Key Questions

- Would you like to eat food fit for a queen?
- Have you ever wondered how to make dumplings?
- Do you know the difference between spanakopita and kourabiethes?

Learning Outcomes

It is intended that students will:

- work as a team member to contribute to and reflect on individual and team performance in developing design briefs and plans and implementing and evaluating the plans, and support others in doing so
- complete the task of designing an international dish
- work both independently and as a team, including the use of a range of planning and organisational skills
- think flexibly to investigate a design brief
- work safely with a range of tools and equipment to produce, modify and analyse products
- select the most appropriate form of technology and make judgments about the credibility of the material
- build skills in the kitchen through reasoning, processing and inquiry.

Assessment Tasks

- Design folio
- Production work
- Safety and hygiene test

Technologies – Design and Technologies

Year 9 Textiles

Learning Program

Students will have the opportunity to explore the role of Textiles in historical and cultural contexts. From Haute Couture to Decorative Arts, students will complete design and research tasks and create practical artworks. They will explore fabrics, print and patterns and use a range of fabric decorating techniques and processes such as appliqué, printing and dyeing.

Key Questions

- What role do textiles play in society?
- What is fashion?
- Fashion culture? Where? What? Why?
- What is Sustainability in Textiles?
- How does fashion happen?

Learning Outcomes

It is intended that students will:

- investigate, design and produce textile works
- develop skills in making decisions about creative ways of generating and implementing ideas
- select, vary, experiment with and manipulate materials, techniques and aesthetic qualities to effectively realise their ideas
- experiment with imaginative and innovative ways of using traditional and contemporary skills, techniques and processes with a variety of media, materials, equipment and technologies
- evaluate and reflect on their experiences and observations and consider what they have learned about styles and forms through annotations in their visual diary.

Assessment Tasks

- Design and investigation journal
- Textile garment production
- Textile creative artwork
- Analysis task

Technologies – Digital Technologies

Imagine, Create and Animate in 3D

Learning Program

Students will engage with one of the largest and fastest growing sectors of the IT world: 3D design. They will participate in learning activities involving the area of 3D printing, imaging and animation.

This course introduces students to a world where they create their own three-dimensional models and learn how to animate them. This is all done in the open source program, Blender. The activities will involve students learning the skills and knowledge involved in creating, texturing and animating 3D models.

Students have the opportunity to design and make a life changing assisted device that improves the life of someone with a disability or the elderly. They will use Tinkercad to design their 3D prototype and print their final model using the 3D printers.

Key Questions

- Would you like to learn how to create and animate 3D objects?
- Have you ever wondered how 3D films like *Shrek* and *Toy Story* are created?
- Could you make a 3D prototype to assist a person with a disability?

Learning Outcomes

It is intended that students will:

- create a number of 3D models and objects and print one on a 3D printer
- colour and texture these models and objects
- combine these objects and models into an animated scene.

Assessment Tasks

- Make a 3D prototype using a 3D printer
- Construct a model using colours and texture
- Animating objects in 3D
- Use editing software to create image compositions and effects
- Includes both individual and group projects

Technologies – Digital Technologies

Learn to Code

Learning Program

Students have the opportunity to develop their coding skills using a problem-based learning approach. Students will code in Python and learn as they go. They are not expected to already know everything. Students will work on challenges and develop new skills whilst developing their computational thinking. This will allow them to take a complex program, understand what the problem is and develop possible solutions.

Students will develop web-authoring skills and will create their own websites using HTML and Cascading Style sheets. They will design a website for a specific audience incorporating sound, links and animations where appropriate.

Students will use complex formulae in spreadsheets to design and create an interactive user interface. They will understand the theory of systems and the communication between an information processing system, such as a computer, and the outside world.

Key Questions

- Are you curious about how you can create an automated system?
- Can you create a website using HTML and CSS language?
- Do you like to solve problems with code?

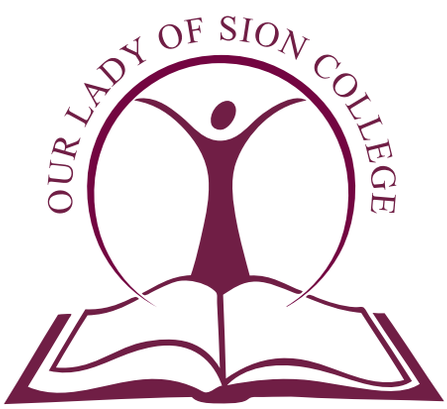
Learning Outcomes

It is intended that students will:

- solve problems through coding
- investigate complex formulae to create a user interface system
- design and create a website for a specific audience.

Assessment Tasks

- Design an interactive user interface with complex formulae
- Coding challenge
- Website design



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