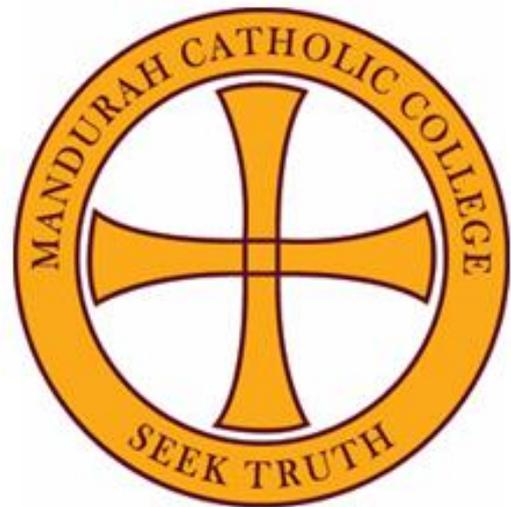


**YEAR 9
CURRICULUM
FOR PROSPECTIVE
STUDENTS
2017**



**MANDURAH
CATHOLIC
COLLEGE**

**UNDER THE PATRONAGE OF
THE HOLY FAMILY**

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FOREWORD

Our goal at Mandurah Catholic College is to excite and stimulate young people to become self-directed and independent problem-solvers, capable of thinking critically and feeling deeply about issues. This requires a curriculum that provides opportunities for young minds to focus on what they can do, extend their learning experience and empower them to reach their potential.

There is both great depth and breadth provided in Year 9 curriculum and there is something for everyone at MCC. Taking the time to sit with your daughter or son, reading and discussing the content of this booklet, is a very powerful form of modelling the value of learning to your child. I hope the detail assists both of you with understanding the next chapter in your child's education.

Mr Andrew Watson
PRINCIPAL

CHRISTIAN SERVICE LEARNING

Christian Service Learning occurs in the contact of the spirit of the Gospel, where hours are undertaken for the benefit of individual and/or community for no financial reward.

Christian Service Learning is offered to all students from Year Seven to Year Twelve.

The Year Nine program 'Walk' will have students completing a minimum of nine activities in the College, Parish and community.

The concept of Christian Service means that the Gospel informs the service learning. Jesus said '*The Spirit of the Lord is upon me, for he has appointed me to bring Good News to the poor. He has sent me to proclaim that the oppressed will be set free.*' [LUKE 4:18].

The term service means that students are actively involved in outreach to the community. The service work usually fits in to the categories of welfare, empowerment, and advocacy. Most importantly, learning occurs on the part of the students involved in the service. The learning is drawn from lessons of the experience in performing the service work.

CURRICULUM OVERVIEW

Year Nine students at Mandurah Catholic College study the following Core subjects:

- Religious Education
- English
- Mathematics
- Science
- Social Science
- Health and Physical Education
- Careers Education

Students will choose three electives to study for the entire year in Year 9. It is important to read the subject information later in this book to understand what each subject entails before making a selection. The electives available are:

- Advanced Sport*
- Dance
- Design
- Digital Technologies
- Drama
- Food Science & Technology
- Materials Design Technology
- Media Studies
- Music
- Outdoor Education
- Science Extension*
- Surf Science
- Textiles Technology
- Visual Art

* Some electives have entry requirements. If your child wished to choose one of these electives, please ensure that they meet the entry requirements.

If you require information about a subject beyond what is provided in this booklet please contact the appropriate person on the Contacts page.

SELECTION OF SPECIALIST CURRICULUM

This booklet provides a brief outline of the aims of each subject that students in Year 9 can undertake. Students are required to choose a number of electives from specialist areas to supplement the process skills undertaken in the core subjects. A description of each of these subjects is contained in this book.

Students do three (3) elective subjects in Year 9. When selecting these electives, you will be asked to **choose six (6) elective subjects**. Since allocation to subjects depends on timetable restrictions, students are asked to rank all electives in order of preference. Choice of a subject does not guarantee acceptance into the course. Timetabling considerations make some course combinations restrictive. Acceptance is conditional on there being sufficient students to form a class and satisfactory completion of the required levels of Year 8 work where specified.

Parents and guardians receive an email outlining the logon details and procedure for use of Subject Selection Online (SSO) which can be accessed through the College website.

CONTACTS

If parents have further concerns about Year 9 in 2017, they can direct them through the following departments or members of staff:

ENQUIRIES ABOUT THE ACADEMIC CURRICULUM

General Enquiries	Head of Year 8 (2016) Mrs Lea Hunter
Religious Education	Mr Richard Sellwood
English	Ms Deborah Kluczniak
Mathematics	Mr Peter Jaeckel
Science	Mr Andrew Proctor
Society and Environment	Mrs Karen Hall
Visual Art	Mr Peter Martin
Drama	Mrs Joanne Hennessy
Music	Mr Adrian Doyle
Health and Physical Education	Mr Matthew Ritikis
Technology and Design	Mr Ian Pemberton
Information Services	Mrs Sarah Love

ENQUIRIES ABOUT:

School Dates for 2017	Student Administration
Sports	Mr Nick Jenkins Director of Sport
Subject Selection	Mrs Sonia Stephenson Timetabling Co-ordinator

Should a parent desire further information, please contact:

Mrs Mary-Anne Reynolds Deputy of Pastoral Care	Mr Paschal McCarthy Deputy of Teaching and Learning
Mr Andrew Watson Principal	

YEAR 9
CORE CURRICULUM

RELIGIOUS EDUCATION

Aims of Course

Religious Education at Mandurah Catholic College seeks to be educational, challenging and creative in approach, while being open and supportive to the growth and enrichment of the faith of all students

The specific aim of Religious Education is to provide enriching opportunities for experience, which will help students to:

- Integrate this knowledge into their everyday lives
- Respond freely
- Grow in faith within the Catholic community
- Develop tolerance and empathy in students for their peers, and in turn, build responsibility in students who otherwise may not have had the same opportunity for this type of leadership
- Impart the teachings of the Catholic Church

It is further hoped that students will be:

- Able to speak confidently about their faith
- Able to make judgments and decisions with an informed conscience that is consistent with the values of Christ
- Develop self-esteem and leadership skills.

Course Description

Students will be challenged to explore a variety of issues outlined in the Perth Archdiocesan Religious Education Guidelines, which are used by all Catholic Colleges in Western Australia.

The programme for Year Nine includes opportunities to learn about the Search for Truth, Spiritual Growth, Emotional Peace and Christian Love and Sexuality.

Opportunities are also provided for faith development through daily prayer, liturgical celebrations and the Year Nine Retreat.

CAREERS EDUCATION

The Careers Education Programme is based on the following format:

1. Learning About Me: developing a clear idea of values, abilities and interests about aspects of life, especially career choices.
2. Learning About Further Education and Work: gaining information about future education and work options to base decisions on.
3. Putting Career Decisions Into Practice: develop knowledge, skills and attitudes which will help put career decisions into practice.
4. Learning To Make Career Plans and Decisions: learning how to make decisions based on good information and well thought out choices.

ENGLISH

English Curriculum in Year 9 is constructed to address the varying needs of the students.

Aims of Course

The courses in English are designed to enhance the cultural, critical and functional literacy of the students through the strands of language, literature and literacy. Students will learn about language and how to use it effectively through their engagement with and study of texts, (any form of written, spoken or visual communication involving language). The study of specific texts is the means by which students achieve the desired outcomes of English, rather than an end in itself.

Course Description

A range of texts will be offered, reflecting the aims of the curriculum including biography, prose fiction texts, poetry, drama and multimodal texts. English curriculum courses are delivered and designed in such a way so as to enhance individual learning needs.

Assessment

Continuous assessments consist of both informal reviews of student progress as well as portfolio/assignment based assessments. This will include components such as class participation and contribution to the learning environment.

Students learn to create texts of their own and to engage with texts produced by other people.

Formal assessment will be differentiated to meet the needs of individuals including extending our gifted and talented students and supporting those who find English concepts challenging or have special needs

Excursions/Incursions

English requires students to participate in a writing workshop. This workshop will have direct links to the curriculum, NAPLAN and elements of the workshop will be assessed in exams. Cost of this incursion is estimated to be \$15.

HEALTH AND PHYSICAL EDUCATION

This course focuses on the importance of health and physical activity in their daily lives.

Course Content

Health Education

- Drug Education
- Human Sexuality Education
- Nutrition
- Hygiene
- Mental Illnesses

Physical Education

- A variety of individual and team sports, both indoor and outdoor

Assessment

All students will be assessed on their ability to demonstrate the outcomes of the course.

MATHEMATICS

There will be a number of Year 9 Mathematics Courses to cater for the varying abilities, and future pathways of the students. At the beginning of Year 9 students will be placed into classes that will be working at a level commensurate with their ability displayed during Year 8. Initially content will vary only slightly from class to class to allow for student movement between classes. As the year progresses however, the courses may become more divergent with content varying according to the course, and background and ability of the students.

Aims of Course

The courses are designed to give students a broad base in mathematics education at a level of difficulty designed to offer a challenge to the students, while still allowing them the opportunity to achieve success. The various courses should provide students with the necessary background to enable them to proceed to a mathematics course in Year 10, which will adequately prepare them for future studies in mathematics.

Course Outline

Student will cover topics in Number, Measurement, Algebra, Space and Chance and Data.

It is envisaged that students will:

- Acquire a mathematical knowledge, skills and terminology
- Interpret, organise and analyse mathematical information and data
- Apply mathematical knowledge and skills to solve problems
- Communicate mathematical information and data
- Justify mathematical results and make connections between important mathematical ideas and concepts
- Value mathematics as an important component of their lives

Technology

Students will be shown a variety of and the purpose of technology, how to apply the technology, and to evaluate the effectiveness of the application. This ability depends not only upon the students learning when and how to use technology, but also on their learning when the use of technology is inappropriate or even counterproductive.

Assessment

A range of assessment types will be used including class tests, examinations, assignments, homework, investigations, problem solving and class work.

SCIENCE**Aims of Course**

In Year 9, students consider the operation of systems at a range of scales. They 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 are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement

Course Description

Students in Science are exposed to contents covering, Biology, Chemistry, Earth Science and Physics. Working Scientifically and Investigating are common threads throughout the Course.

Assessment

Assessments include assignments, class presentations, investigations, research tasks, topic tests, examinations and homework validation tests.

SOCIAL SCIENCE

Aims of course

The Social Science learning area develops students' understandings of how and why individuals and groups live together, how people interact with their environment, manage resources and create institutions and systems. Students further understand that, over time, these relationships and interactions may change to varying degrees.

Course outlineGeography

This unit investigates the role of the biotic environment and its role in food production. Students examine the biomes of the world, their alteration and the environmental challenges, including land and water degradation, completing land use and climate change. Students will also study a unit on geographies of interconnections and the way technologies are used to connect people and services and interconnections made through trade in goods and services.

Civics and Citizenship

Students will examine the democratic rights and the role of political parties in our government system. Key aspects look at how citizen's choices are shaped at election time through interest groups, polls and social media. Students will study the features of the court system in Australia and how courts apply and interpret laws through precedent. Lastly, the topic focuses on key principles of our justice system including equality and the rights to appeal.

Economics and Business

Students examine Australia and the global economy, such as consumers, producers and workers and Australia's interdependence with other economies. It looks at why and how participants are dependent on each other including the activities of transnational corporations in the supply chain and impact of global events. In this unit students study the global and financial landscape and the nature of innovation. One aspect in today's society is the way consumers can protect themselves from risks, such as debt, scams and identity theft.

History: The making of the modern world

Students study the historical period from 1750 to 1918, which focuses on industrialisation, imperialism, colonisation and war. It is comprised of two depth studies. In the first, students investigate the Industrial Revolution through the movement of peoples throughout the world and the changes in the way of life of groups that occurred. The second depth study focuses on the causes and impact of World War 1 and looks at the commemoration of this war with regards to the impacts and effects on Australia as a nation.

Course outcomes

- Students will develop an understanding of geographical, economic and historical knowledge, understanding and skills.
- Students analyse interconnections between people, places and environments and strategies to geographical challenges.
- Students will develop an understanding of Australian government and democracy.
- Students will refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time.
- Students will analyse the causes and effects of events and explain their significance.
- Throughout the year, students will develop essential skills in literacy, numeracy, information and communication technology, thinking, creativity, teamwork and communication.

Assessment

A range of assessment types will be used including, group assessments, oral presentations, topic tests, research assessments and examinations.

YEAR 9

ELECTIVE SUBJECTS

Students do three (3) elective subjects

ADVANCED SPORT**Aims of Course**

This course is designed to allow students to experience competitive sport at a higher level than available in standard Physical Education classes. Throughout the year the class will attempt various sports at an intensity that will allow for demanding and competitive game situations that involve all participants.

Course Description and Objectives

Students will learn about the processes that athletes need to undertake in order to improve their performance in their given sports. The course will also offer an insight into the tactical importance of team sport through coaching and game analysis.

Students who select this option should be seeking an opportunity to develop and advance their athletic ability in a number of different sports. The sports covered will generally be outside of the normal scope of Physical Education topics and will run for an entire term. Students should be open to the concepts of playing sports unfamiliar to themselves and committing to team-based competition in order for improvement as a team as well as success as an individual.

Assessment

All students will be assessed on their ability to demonstrate the outcomes of the course.

Entry Requirements

Selection for this course will be based on the recommendation from the student's current physical education teacher, student involvement in the College Sports Program and the number of applicants for the course. Only students who have demonstrated positive behaviour and a keen attitude in Year 8 Health and Physical Education and have achieved a minimum grade of B will be considered.

DANCE

Aims of Course

This course is designed to offer beginner and more advanced dance students a wide variety of dance experiences. It is also designed to improve fitness and flexibility, whilst developing technique and choreographic devices in a variety of dance genres. The course will involve both theoretical and practical components.

Course Description and Objectives

Emphasis is on the practical component in the studio, performance, choreography and technique.

The following dance genres will be covered:

- Contemporary
- Jazz
- Hip Hop/Street
- Cultural

The theory component of the course will cover the following areas:

- Watching and evaluating dance performances (critical reflection)
- Basic science of movement in relation to dance
- Safe dance practices

No prior experience is necessary, just the energy and desire on the part of students to learn and extend their dance skills. However, students must be prepared to perform in front of their peers and a wider audience.

Assessment

Students will demonstrate their outcome coverage through a variety of assessment structures including performance quality, choreography activities and class based skills and techniques. Students will undertake a range of critical reflection in both verbal and written forms and will be assessed in their ability to implement safe dance practice.

DESIGN

Course Description

Design is the language of communication technology. It allows you to "show" people what you mean by presenting concepts and ideas through 2D and 3D images, eye-catching graphics, detailed plans and diagrams.

Design teaches you the various drawing techniques used by engineers, architects and designers and shows you how to produce your own high quality and detailed drawings. These will include pencil sketching and colour rendering, instrument drawing in pencil and pen and an introduction to C.A.D. (Computer Assisted Drafting). Projects will include a personalised license plate, a Laser cut acrylic maze and a tea light holder.

When you consider that every man made product started out as a drawing you can see the enormous scope that Design has. Design is a necessity for any student interested in Design and Technology as a career choice. From engineering and architecture to design and the practical trades, all depend on the ability to understand the language of Design.

Assessment

At the completion of Design course the students' work will be assessed on their coverage of the course outcomes. Students will demonstrate these outcomes through a variety of tasks including assignments, practical projects and folio work.

DIGITAL TECHNOLOGIES

Course Description

With a push toward a digital revolution in Australia to compete at the forefront in World Technologies, a new generation of digital technology inventors, entrepreneurs and coders is needed. It has never been more important to be versed across a broad range of digital technologies with a massive shift to online media, collaborative content and the integration of smart technologies into day to day living and industry.

This course is designed to advance student skills obtained in Year 7 and Year 8 Digital Technologies as well as an introduction to Year 10 Digital Technologies and preparation for future technology changes.

Students are also introduced to technologies such as those used in Robotics, Drones and a Data Fuelled Connected World to prepare them for technology based driven careers across a broad scope of industry fields that are outside of the typical technologies banner.

Course Content

Content will be studied in three main areas.

Control and Innovative technology will include current 3D Software. Students will learn how to create basic models and structures in a 3D environment and how to apply textures to their design. They will learn basic Gaming Software programs to create simple 1 or 2 player games using a coding language, sprites, music and sound effects. HTML Software will be studied and students will learn how to create web based content using html tags, coding and robotics.

Graphics content and skills will include the Adobe Suite. Using Adobe Flash students will create their own short animations using original materials and a soundtrack recorded in Garage Band. Adobe After Effects will enable students to create and shoot original material and learn to apply real world Hollywood style effects using. Using Adobe Photoshop students learn the basics of a graphic document setup, including resolution, DPI/PPI, background contents and print versus screen colours. Students will undertake basic image editing with an emphasis on the ability to understand different graphic file formats and where each format should be used in the digital world. How to save in these formats, apply various compression techniques and through comparison distinguish how this affects the overall quality, aesthetic, file size and useability of a graphic is also studied. Using Adobe Premiere Pro, students learn the basic setup of a Video Editing Channel. They undertake basic video editing skills, demonstrate an ability to apply and understand different Video File formats, applying different codecs to these formats/aspect ratio/frame rate and mono or stereo sound channels, and through comparison how these affect the overall quality, aesthetic, file size and useability of Video or Audio Media. They will also understand how the choices made during editing will affect the end users positive or negative experience of the Video or Audio Media.

Business skills will be based around iWorks. Using Pages or Microsoft Word students experience Word Processing and documentations with an overhaul to move from basic processing to applying design elements and hypermedia to enhance documents for use in ecommerce and globalisation. Keynote and PowerPoint – out with the old and in with the new! How these old methods such as PowerPoint and Keynote are out dated and how the new way to present work is starting to emerge with multimedia content. Students will learn how to present their work in all mediums and update to Prezi. Students use Numbers and Excel for simple data input, equations, correct formatting of spreadsheet layouts and databases. They learn how to interpret and extrapolate data, make inferences, judgements and theorise hypothesise based on the data, questions and answers found.

Assessments will be completed through design, theory and practical activities and project work.

DRAMA

Course Description

Drama is an exploration of the ways that human beings think, feel and communicate, and it teaches us to better understand ourselves, other people and society at large. Students can explore and learn real life skills in a fun and practically focused course. Having said this, Drama requires a high level of discipline and dedication, as each individual's input affects the group's presentations.

Course Content

By the end of the year, students should have:

- Explored drama through basic and extended improvisation for serious and comic effect
- Advanced their historical knowledge of 'Theatre'
- Participated in theory and in practical activities, which enhanced their use of verbal and non-verbal communication.
- Developed basic acting and technical skills to be better prepared for the more complete Drama modules offered in Year 10
- Reflected critically on their own and others' performances
- Collaborate in the creation of student-devised performance
- Performed before peers

Assessment

Students complete a wide range of assessments that cover the four central areas of Exploring and improvising Ideas, Developing an Understanding of Arts Practices, Sharing Artworks through Performance and Presentation and Responding and Interpreting artwork. Assessment includes a written journal, public performances, acting workshops, improvised role-plays, public speaking, debates, staging, and scripting and historical research.

FOOD SCIENCE AND TECHNOLOGY

Aim of Subject

The focus of this subject is to educate students in the areas of nutrition that will enable them to make informed decisions in relation to food and meal planning. In addition students will further develop their food preparation and organisational skills through planning and producing a variety of meals and food for special occasions.

Subject Description

Topics covered in this subject include a focus on nutrients, food safety and hygiene, basic food preparation, diet considerations and recipe adaptations. Application of knowledge will be demonstrated through design briefs throughout the year.

Practical experience may include:

Semester One

Omelette & Salad
Own Choice Healthy Snack
Monster Cookie
Chicken Enchilada
Own Choice Stir Fry
Carrot Cakes

Semester Two

Performance Pizza
Apple Crumble
Chocolate Pancakes
Own Choice Sundae
Two Course Meal
Spaghetti Bolognese

Assessment

Students will be assessed throughout the year on a variety of investigative, theoretical and practical tasks.

MATERIALS DESIGN TECHNOLOGY

Your role as a designer within Material Design Technology is to use creativity and imagination to come up with a solution, in the form of a suitable product, to the design briefs that you are given. You will then be tasked not only with building that product, but also with testing and evaluating it in order to determine its suitability for its purpose.

In designing and manufacturing these projects, students will experience working in a number of materials (wood, metals and plastics), as well as using any available tools or machinery required for manufacture. They will also develop their presentation and communication skills through the design portfolio.

Tasks in Year 9 consist of:

- ✘ Design and manufacture of a model dragster powered by a CO₂ gas canister. The top six performing dragsters are entered into the Toyota CO₂ Dragster Challenge, part of a nationwide competition.
- ✘ Design and manufacture of a clock. This introduces students to industrial mass-production processes.

Assessment

Students will demonstrate their coverage of the course outcomes through a variety of tasks including design folio work, product analysis and focused manufacture tasks.

MEDIA

Aims of Course

This course is designed to introduce students to the many facets of our modern media. Students will be introduced to the mechanics of film in particular, focusing on the action film genre, as well as technical aspects of film production including animation, sound design and special effects.

Course Description and Objectives

Students will learn the basics of film and television production with a focus on some of the fundamental aspects of genres and audience expectations. They will also analyse our modern news and current affairs institutions and understand the processes of selection and omission as well as journalistic ethics and understandings.

The development of online media and the emergence of popular websites like YouTube as a means of mass communication in our changing world are examined.

This course will build the knowledge and foundations for understanding how the media operate in our community, state, country and world. It is an exciting course and is only recommended for students who have a genuine interest in any of the core units described.

Assessment

Media has both a theoretical and practical approach. Students will be required to produce; Movie posters, an action chase scene, sound effects for a chosen clip, recreations of famous film moments, animations as well as respond analytically to specific media texts.

MUSIC

Course Description

This course continues on from previous years extending student skills in Blues, Contemporary and Classical styles or contexts. It is designed to combine both theory and practical work, incorporating performance, music industry skills and developing composition skills, as well as looking at more in depth musical concepts. The course is divided into two semester programs.

Course Content

Semester 1

- Performance etiquette and practical skills
- Composing using different technology 1
- Musicals

Semester 2

- Keyboard Skills
- Rock Music Appreciation
- Composing using different technology 2

Assessment

- Ongoing practical assessments for practical work
- Portfolio (digital) of song writing tasks
- Assignment/research work.
- Performance

Entry requirements

Students are required to study an instrument as part of this course, either through the College Instrumental Program or private tuition outside of school hours.

OUTDOOR EDUCATION

Aims of Course

To provide a wide variety of outdoor pursuits, recreational activities and life skills not covered in Physical Education classes, and which students may enjoy and pursue outside and beyond school. Students learn skills that will enable them to participate in a two day camp.

Course Content

Students learn **Survival Skills** such as First Aid, Camp Cooking and Improvisation and **Expedition Skills** including Cycling and Roping. They also cover **Recreational Skills** such as Archery and Lawn Bowls and are given the opportunity to be self-reliant and to work as a team.

Assessment

All students will be assessed on their ability to demonstrate the outcomes of the course.

Entry Requirements

Entry to this course is restricted to those students who have demonstrated positive behaviour and a keen attitude in Year 8 Outdoor Education.

SCIENCE EXTENSION**Aims of Course**

The aim of this course is to extend students who enjoy and are seen to be talented in the Science learning area. Opportunities may arise to participate in State, National and International Science competitions.

Course Description

Students will engage in a variety of activities based around Kitchen Chemistry and Forensic Science. Activities such as Cola Rockets, Making Ice-cream, Iron in Breakfast Cereals, Microbes in Food and Basic Forensics. This course requires the skills necessary to work independently and as part of a team. Students will use hypotheses and other problem solving techniques, in their own research, applying their information to a practical setting. Teacher recommendation or a grade of A or B in Year 8 Science is required for entry into this course.

Assessment

Students will be assessed on a range of personal and group skills. Assessments include, class presentations, investigations and research tasks.

Excursions

Science Extension will involve some field work (e.g. Scitech, Mandurah Sustainable Centre, Scitech, Museum) and consequently an approximate fee \$25 is associated with this option.

Entry Requirements

Entry to this course is restricted to those students who have achieved an A or B grade in Year 8 Science and demonstrated positive behaviour and a keen attitude.

SURF SCIENCE

This course is for students who have a genuine interest in surfing and the surfing industry. It is not a "learn to surf" option. Students who select this course will have to be prepared to participate in all weather conditions and must currently be confident surfers or body boarders.

Course Description

Students will learn about all aspects of the surfing industry through theory and practical lessons. The practical lessons will develop all surfing skills with use of video analysis to make improvements. The theory lessons will not only give time for feedback on the video analysis but also look at all other important parts of the surf industry as listed in the course content.

Course content

- Fitness for surfing
- Surf condition awareness
- Sun safe behaviour
- Environmental awareness
- Weather
- Equipment for surfing and manufacture
- Surfing skills
- Working in the surfing industry

Assessment

All students will be assessed on their ability to demonstrate the outcomes of this course.

Entry Requirements

Entry to this course is restricted to those students who have demonstrated positive behaviour and a keen attitude in Year 8 Health and Physical Education. Students must also be competent surfers or body boarders. It is essential that students who choose this course have their own board and wetsuit.

TEXTILES TECHNOLOGY

Course Outline

This course will provide students with the opportunity to develop skills in the textile and design area. Involvement in practical activities will help to develop skills required for them to reach a basic competency in article and garment construction. Students will be encouraged to use and develop creativity in their work by designing, making and appraising their own products. Skills relating to the use and care of equipment and fabric development, management and advancements will also be developed.

Students in this subject will participate in the following:

- Love heart cushion
- Bathroom gift
- Boxer shorts
- Pencil Case
- Fashion design project

Assessment

Application of knowledge will be demonstrated through design briefs throughout the year.

VISUAL ARTS

Aim

The aim of Visual Arts in Year 9 is to enable students to:

- develop and enjoy practical skills and confidence in their abilities to represent ideas in the visual arts
- develop understanding and use of the visual language

Course Description

Production work may include:

- drawing
- painting
- printmaking
- digital media
- graphics
- collage
- ceramics
- hand built forms
- sculpture
- textiles
- designed images, jewellery, wearables

Students may study art in the following contexts:

- The natural environment
- Popular culture
- Self-identity

Assessment

<i>Arts Ideas</i>	15%
<i>Arts Skills and Processes</i>	60%
<i>Arts Responses</i>	10%
<i>Arts in Society</i>	15%