

# **YEAR 9 COURSE OUTLINES AND SUBJECT SELECTION SHEET 2010**

## **CORE SUBJECTS**

In addition to spending a term in the Galileo Program, all students study the following core subjects. No choice involved.

- **ENGLISH**
- **MATHEMATICS**
- **SCIENCE**
- **FRENCH OR GERMAN**
- **HISTORY**
- **GEOGRAPHY**
- **PHYSICAL EDUCATION, SPORT & HEALTH**

## **ELECTIVE SUBJECTS**

Students must choose **FOUR** electives/units from the following list; in doing so, they should be aware that each Music subject continues for the whole year and therefore counts as two units.

1. Digital photography (one unit)
2. Drama (one unit)
3. Information technology (one unit)
4. Music (two units)
5. Public Art (one unit)
6. Electronics – flight technology (one unit)
7. Visual Arts (one unit)
8. Visual communication (one unit)
9. Wood and jewellery technology (one unit)
10. Wood and textiles technology (one unit)

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>ENGLISH</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## **DIMENSIONS**

- Reading
- Writing
- Speaking and Listening

## **CONTENT**

The set texts this year introduce challenging questions about the world in which we live. Students may be expected to buy one or more extra fiction texts as required, and extensive use will be made of the Faculty's class set collections in short stories, poetry and drama. Some classes will engage with Shakespeare for the first time. Class time is spent on current issues and the way the media treat them, and writing tasks reflect this as does oral work

Note that text selection may vary slightly from year to year.

## **ASSESSMENT**

Assessment is focused on the three dimensions: **Reading, Writing and Speaking/Listening**. The following are assessed:

- Writing exercises. Please note that it is emphasised that students must take responsibility for critically revising their own work, and that their ability to do this is assessed.
- Assignments and essays connected to the set reading material and to issues discussed in class.
- Wide reading. Students' ability to use the library and be venturesome in reading are assessed.
- Oral communication: the ability to speak clearly and usefully, and to listen and constructively respond to what is heard.

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>ENGLISH AS A SECOND LANGUAGE</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>NOT APPLICABLE</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>S1-S4</b>

## **DIMENSIONS**

The dimensions are best explained in their relationships to learning outcomes. In listening and speaking, students are expected to use their skills to communicate to others in a wide variety of situations. In reading, students are expected to read a variety of texts and gain an understanding of the organisational and language features. In writing, students are taught to improve their written expression and expand their repertoire of writing styles.

## **CONTENT**

Two set texts – (one each semester) and two films are studied to introduce challenging questions about nature and social contexts.

Grammar is taught via integrated units which relate to students' needs and the topics that they study in other domains. Students study a range of fictitious and factual reading material, and are encouraged to develop thoughtful responses through discussion and writing, including preparation for Year 10 work experience. Class time is also spent on current issues and the way the media treat them. Writing tasks reflect this. Wide reading continues to be encouraged.

## **ASSESSMENT**

Assessment is focused on the dimensions with stress on:

- Writing exercises and their editing by the student.
- Assignments and essays related to reading material and issues.
- Wide reading and presentation of book reports.
- Oral communication, with emphasis on clear and accurate speech, active listening and constructive responses.

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>MATHEMATICS</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## DIMENSIONS

- Number
- Space
- Measurement, Chance and Data
- Structure
- Working mathematically

## CONTENT

The course is designed to provide a broad background in Mathematics. Emphasis is placed on the mastering and development of basic mathematical skills, concepts and their application in real life.

<b>Number</b>	<b>:</b>	Irrational numbers and basic operations with surds; negative indices and scientific notation; use of ratios in scale drawing.
<b>Space</b>	<b>:</b>	Construction and properties of 2D and 3D figures; congruency; similarity.
<b>Measurement, Chance and Data</b>	<b>:</b>	Length, area and volume relationships involving triangles, quadrilaterals, circles, prisms and pyramids; Pythagoras' Theorem; trigonometric ratios and solving right-angled triangles. : Probability; long-run proportion; compound events; simulation; measures of centre and spread; box plots and dot plots.
<b>Structure</b>	<b>:</b>	Expanding products of linear factors; factorising quadratic expressions; linear, quadratic and simultaneous linear equations; graphs of linear and quadratic functions.
<b>Working mathematically</b>	<b>:</b>	Efficient use of scientific calculators and an introduction to graphing calculators; continuing use of computers; using conventional mathematical language and symbolic expressions to communicate clear and logical accounts of mathematical activities.

**ASSESSMENT is focused on the dimensions. The following are assessed.**

- Skills and Applications.
- Analysis
- Projects/Use of Technology

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>SCIENCE</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## DIMENSIONS

- Science knowledge and understanding
- Science at work

These dimensions are drawn from the traditional areas of chemistry, physics, earth science and biology and include major concepts such as heat and energy. Knowledge about the processes and procedures of science are incorporated into the dimensions. As students progress through the levels the content becomes more sophisticated, with more complex explanations and models, more involved investigations and an increase in quantitative work.

## CONTENT

Throughout the year topics are studied from each of the three disciplines of Science. The order in which the topics are completed will vary from class to class.

<b>Disciplines</b>	<b>Topic</b>
Chemical Science	: Atoms and Bonding, Acids and bases, Useful materials (plastics, polymere)
Physical Science	: Light and sight
Biological Science	: Body balance, Natural Cycles

## ASSESSMENT

Student achievement of the dimensions for this level is assessed by a variety of strategies throughout the year. This assessment program will allow students to demonstrate:

- scientific knowledge
- application of scientific knowledge
- process skills
- scientific attitudes
- scientific communication

The graded work on the semester report represents only **some** of the assessment tasks used.

As part of the assessment of student achievement, the following tasks are graded in each of the four disciplines:

- Topic tests
- Assignments
- Science processes and procedures

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
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<b>DOMAIN</b>	<b>:</b>	<b>LOTE (FRENCH)</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9 ELECTIVE</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

### **DIMENSIONS**

- Communicating in a LOTE
- Intercultural knowledge and language awareness

### **CONTENT**

Skills pertaining to listening, speaking, reading, writing and cultural awareness are developed through the study of the themes below. By the end of Year 9, students should be able to use the language necessary to communicate in these situations:

- Shopping in a department store
- Talking about the near future
- Talking about the past
- Describing the weather and seasons

### **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Unit tests in all skill areas
- Assignments in all skill areas
- End of year exam

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>LOTE (GERMAN)</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## **DIMENSIONS**

- Communicating in a LOTE
- Intercultural knowledge and language awareness

## **CONTENT**

Skills pertaining to listening, speaking, reading, writing, cultural awareness are further developed through the study of the themes below. By the end of Year 9, students should be able to use the language necessary to communicate within the range of these topics.

- Earning and spending money
- What did you do? Talking about the past. Perfect tense
- Travel
- Music
- German short stories and readers
- Introduction to year 10 German

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Unit tests in all skill areas
- Assignments in all skill areas
- End of year examination
- Cultural work

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>HUMANITIES (HISTORY)</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## **DIMENSIONS**

- Historical knowledge and understanding
- Historical reasoning and interpretation

## **CONTENT**

The course at this level concentrates on the History of Australia. Students will examine how people, events and issues have contributed to an understanding of what it means to be Australian. Three main areas will be explored during the year.

- Clash of Cultures will include a study of indigenous culture and the impact of European settlement. It will involve students in considering the ways in which the Europeans settled and explored Australia and changing attitudes during this time.
- Gold Rush to Federation will include the study of the Gold Rushes and their impact on the growth of democracy in the developing nation.
- War and Multiculturalism will involve the students in considering the development of Australia during the 20<sup>th</sup> century. The impact of both World Wars and the changing nature of Australia's population will be key topics.

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Research project : investigation of an issue or event; research and understanding points of view
- Essay : development of essay writing skills
- Evidence : exercises on understanding and analysis
- Workbook : complete and organised for school and home activities

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>HUMANITIES (GEOGRAPHY)</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## **DIMENSIONS**

- Geographic knowledge and understanding
- Geospatial skills

## **CONTENT**

Students will study six units at a range of scales. The units are grouped into three themes – population issues and change, urban geography and coastal environments.

- Global population differences
- Migration to Australia
- Village to city – Regional Study
- Urbanisation in the modern World
- Coastal processes in Port Phillip Bay
- Plight of coral reefs

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Field work reports
- Tests
- Data interpretation exercises (written and visual)
- Extended written pieces

<b>STRAND</b>	<b>:</b>	<b>PHYSICAL, PERSONAL AND SOCIAL LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>PHYSICAL EDUCATION, SPORT &amp; HEALTH</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

**DIMENSIONS**

- Movement and physical activity
- Health knowledge and promotion
- Interpersonal development

**CONTENT**

<b>At your peak:</b>	<ul style="list-style-type: none"> <li>• Sport training</li> <li>• Interval, Fartlek and continuous training</li> <li>• Circuit and weight training</li> <li>• Physical Activity for health</li> <li>• Swimming</li> </ul>	<b>Raquet Sports:</b>	<ul style="list-style-type: none"> <li>• Tennis</li> <li>• Badminton</li> <li>• Squash</li> <li>• Table Tennis</li> </ul>
<b>New Games:</b>	<ul style="list-style-type: none"> <li>• Korfball</li> <li>• Orienteering</li> <li>• Touchball</li> <li>• Gaelic football</li> <li>• Speedball</li> <li>• Dance</li> <li>• Ultimate Frisbee</li> <li>• Lacrosse</li> <li>• European Handball</li> <li>• Water polo/underwater hockey</li> </ul>	<b>Health:</b>	<ul style="list-style-type: none"> <li>• First aid and Sports Injury Management</li> <li>• Values &amp; goal setting</li> <li>• Sexuality and sex education</li> <li>• Nutrition</li> <li>• Risk taking &amp; drug education</li> <li>• Mental health</li> <li>• Complimentary Health Therapies</li> </ul>

**ASSESSMENT**

Assessment is focused on the dimensions. Participation is the key part of practical assessment as well as;

<b>At Your Peak:</b>	<ul style="list-style-type: none"> <li>• Fitness tests - improvement</li> <li>• Participation</li> <li>• Laboratory reports</li> </ul>	<b>Health:</b>	<ul style="list-style-type: none"> <li>• Workbook</li> <li>• Tests</li> <li>• Assignments</li> <li>• Group Work</li> </ul>
<b>New Sports:</b>	<ul style="list-style-type: none"> <li>• Participation</li> <li>• Skills improvement</li> <li>• Peer coaching</li> </ul>		

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>THE ARTS</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9 ELECTIVE : DIGITAL PHOTOGRAPHY</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## **DIMENSIONS**

- Creating and making
- Exploring and responding

## **CONTENT**

### **Creating and making**

The practical course will include taking photographs and editing images using Photoshop. Photoshop skills, processes and techniques introduced in Year 7 will be revised but will be extended and reflect a more specialized approach. A diversity of inspiration will be encouraged when developing imagery. These will include observation, imagination, personal experience and research. Final art works will reflect a thorough trialling and refining process used in the development stages of design.

### **Exploring and responding**

Skills in art criticism and aesthetics will reflect more formal verbal and written responses when analysing the content and purpose of artworks by Australian and overseas artists, including photographers.

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Exploration and development of ideas.
- Skills and techniques.
- Analysis of art works.

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>THE ARTS</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9 ELECTIVE : DRAMA</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## **DIMENSIONS**

- Creating and making
- Exploring and responding

## **CONTENT**

### **Creating and making**

Students create performance works from a range of ideas and stimuli and refine the content and aesthetic qualities of their works. Students structure their performance work to suit purpose, audience and the conventions of a particular style. They develop competence using the skills, techniques and processes of theatre and drama.

### **Exploring and responding**

Students critique a range of live professional performances and performance work of their peers. They describe and analyse the technical, expressive and aesthetic features of works from different cultures. They develop their use of appropriate terminology, and develop an ability to comment on the way a performance work relates to its social environment.

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Development of performance skills such as use of voice, movement and gesture
- Creating and structuring drama performance in groups
- Analysing, evaluating and interpreting dramatic performance
- Understanding of cultural and historical influences on drama
- Involved as a performer in a community engagement project

<b>STRAND</b>	<b>:</b>	<b>INTERDISCIPLINARY LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9 ELECTIVE: INFORMATION TECHNOLOGY</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## DIMENSIONS

- ICT for visualising thinking
- ICT for creating
- ICT for communicating

## CONTENT

Students take on the role of the designer, whether being a webpage designer, animation designer or program designer. Students are required to resolve problems for clients which requires information technology skills. Students are assured of gaining a more detailed understanding of how information technology works; of how it is used in the workplace, at school and at home; and which impact its use has in the wider community. Students also examine issues and technologies that are emerging in the information and communication fields, and apply their knowledge and skills, both individually and as a team member, to solving associated problems that are more complex. Students are encouraged to develop time-management skills by establishing work plans.

### Designated tasks include:

- The design and production of printed documents of various types (posters, newsletters, brochures, textbooks and business letters) with emphasis on industry standards – using MS Word and Publisher.
- The design and production of computer – based presentations – using MS PowerPoint.
- Development of web based pages using MS FrontPage.
- The use of graphic design software to create and/or manipulate digital images associated with the above tasks.
- Computer programming and the design, construction and testing of simple computer applications – using MS Visual Basic.
- Computer programming and design, construction and testing of small robots using Mindstorm.
- Creating animation using Stop animation.
- Management of tasks associated with our Local Area Network and the Wider Area Network of the Internet as well as becoming competent in using tools such as printers, scanners and digital cameras.
- Investigation of the impact of technology on society.

## ASSESSMENT

Assessment is focused on the dimensions.

In each semester there is graded assessment for each of the areas covered. Graded assessment is based on students demonstrating competence by satisfactorily completing exercises using various software types. Students also need to apply and integrate the skills acquired to satisfactorily complete projects involving research.

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>THE ARTS</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9 ELECTIVE MUSIC</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## DIMENSIONS

- Creating and making
- Exploring and responding

## CONTENT

Students participate in a variety of music and musical activities, including:

- Composition : Compose works based on rhythm, melody and harmony which are notated. This could include song, instrumental and group writing. Contemporary and general theory will be undertaken with this area of study.
- Performance : Students learn to lay the foundations of playing and performing on an instrument of their choice (including voice) in a solo or group situation. Posture, intonation, aural/technical skills and musical application are studied to assist in gaining fluency and confidence in a performance situation.
- Technology : Study of digital/sound media, composition and recording. There may be opportunities students will take a role in one or more areas of responsibility of events management.
- Listening and Responding : Students explore the elements of musical styles and design.

## ASSESSMENT

- Performances
- Written exercises and presentations
- Practical work
- Solo or group participation and contribution

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>THE ARTS</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9 ELECTIVE : PUBLIC ART</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## **DIMENSIONS**

- Creating and making
- Exploring and responding

## **CONTENT**

### **Creating and making**

The course will be based on art forms that are usually seen in public areas such as sculpture, stencil art and murals. Students can choose between a range of sculpture, stencil and painting techniques to produce models, digital mock-ups and finished art works. There will be evidence of wide sourcing of original ideas and final art works will reflect a thorough trialling and refining process used in the development stages of design.

### **Exploring and responding**

Skills in art criticism and aesthetics will reflect more formal verbal and written responses when analysing the content and purpose of artworks by Australian and overseas artists including those whose work is displayed in public spaces.

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Exploration and development of ideas.
- Skills and techniques.
- Analysis of art works.

<b>STRAND</b>	<b>:</b>	<b>INTERDISCIPLINARY LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>DESIGN, CREATIVITY AND TECHNOLOGY</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9 ELECTIVE : ELECTRONIC – FLIGHT SYSTEMS</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## **DIMENSIONS**

- Investigating and designing
- Producing
- Analysing and evaluating

## **CONTENT**

This subject will focus on Electronics. It will give students the knowledge and skills to produce a quality product. Students will use the workshop to produce their project and learn how to use tools and equipment correctly and safely. Students are introduced to a wide range of techniques to expand their view of design and construction. Students will design, construct and learn how to fly a radio controlled plane.

Students are also introduced to a range of computer-aided design skills and processes, image design, marketing and engineering drawing.

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Research projects
- Workbook
- Practical tasks
- Safe and appropriate use of equipment and resources

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>THE ARTS</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9 ELECTIVE : VISUAL ARTS</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## **DIMENSIONS**

- Creating and making
- Exploring and responding

## **CONTENT**

### **Creating and making**

This course will explore a variety of different materials and techniques. Subject matter will include the exploration and development of real, imaginary and abstract ideas. Units of study will include drawing, painting, mixed media, sculpture, printmaking, collage, digital photography and computer-generated art.

### **Exploring and responding**

Skills in art criticism and aesthetics will reflect more formal verbal and written responses when analysing the content and purpose of artworks by Australian and overseas artists.

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Exploration and development of ideas.
- Skills and techniques.
- Analysis of art works.

<b>STRAND</b>	<b>:</b>	<b>DISCIPLINE-BASED LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>THE ARTS</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9 ELECTIVE : VISUAL COMMUNICATION</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## **DIMENSIONS**

- Creating and making
- Exploring and responding

## **CONTENT**

### **Creating and making**

Students will work to design briefs which explore and develop ideas incorporating a range of materials, media and production techniques. These will include freehand and instrumental drawing, printmaking, computer-aided design, digital photography, and mixed media. Design tasks will include the development of logos, packaging, magazine advertisements, and poster design for different clients and audiences.

### **Exploring and responding**

Skills in art criticism and aesthetics will reflect more formal verbal and written responses when analysing and evaluating the content and purpose of artworks by Australian and overseas artists and designers.

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Exploration and development of ideas.
- Skills and techniques.
- Analysis of art works.

<b>STRAND</b>	<b>:</b>	<b>INTERDISCIPLINARY LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>DESIGN, CREATIVITY AND TECHNOLOGY</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9 ELECTIVE : WOOD AND JEWELLERY</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## **DIMENSIONS**

- Investigating and designing
- Producing
- Analysing and evaluating

## **CONTENT**

This subject will focus on two main materials – Wood and Metal (Jewellery). It will give students the knowledge and skills to produce quality products. Students will use the workshop to produce their projects and learn how to use tools and equipment correctly and safely. Students are introduced to a wide range of techniques to expand their view of design and construction.

Students are also introduced to a range of computer-aided design skills and processes, image design, marketing and engineering drawing.

## **ASSESSMENT**

Assessment is focused on the dimensions. The following are assessed:

- Research projects
- Workbook
- Practical tasks
- Safe and appropriate use of equipment and resources

<b>STRAND</b>	<b>:</b>	<b>INTERDISCIPLINARY LEARNING</b>
<b>DOMAIN</b>	<b>:</b>	<b>DESIGN, CREATIVITY AND TECHNOLOGY</b>
<b>YEAR LEVEL</b>	<b>:</b>	<b>9 ELECTIVE: WOOD AND TEXTILES</b>
<b>VEL LEVEL</b>	<b>:</b>	<b>6</b>

## **DIMENSIONS**

- Investigating and designing
- Producing
- Analysing and evaluating

## **CONTENT**

This subject will focus on two main materials – Wood and Textiles (fabric). It will give students the knowledge and skills to produce quality products. Students will use the workshop to produce their projects and learn how to use tools and equipment correctly and safely. Students are introduced to a wide range of techniques to expand their view of design and construction.

Students are also introduced to a range of computer-aided design skills and processes, image design, marketing and engineering drawing.

## **ASSESSMENTS**

Assessment is focused on the dimensions. The following are assessed:

- Research projects
- Workbook
- Practical tasks
- Safe and appropriate use of equipment and resources

## ELECTIVE STUDIES IN YEAR 9, 2009

This sheet must be returned to your Sub-School by MONDAY, 14<sup>TH</sup> SEPTEMBER at the latest.

Note that if you have made errors or unrealistic choices, your Sub-School will not sign the sheet before the due date and you will run the risk of not being placed in the subject of your choice.

Student's name: \_\_\_\_\_ Male/Female (please circle)

Year 8 class in 2009 \_\_\_\_\_

Language Other than English studied in 2009: \_\_\_\_\_

### Elective Subjects:

What are your choices? Write the numbers 1 to 10 in the correct box.

Digital photography (one unit)	<input type="text"/>
Drama (one unit)	<input type="text"/>
Information technology (one unit)	<input type="text"/>
Music (two units)	<input type="text"/>
Public Art	<input type="text"/>
Electronic – flight technology (one unit)	<input type="text"/>
Visual Arts (one unit)	<input type="text"/>
Visual communication (one unit)	<input type="text"/>
Wood and jewellery technology (one unit)	<input type="text"/>
Wood and textiles technology (one unit)	<input type="text"/>

Signature of student: \_\_\_\_\_

Signature of Parent or Guardian : \_\_\_\_\_

Signature of Sub-School Co-ordinator: \_\_\_\_\_

**Please note that selection of an elective does not guarantee a place in that elective. Every effort will be made to meet your wishes, and most students receive three of their first four choices.**