



NAMBOUR

CHRISTIAN COLLEGE



ACADEMIC PROGRAM

YEAR 9

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YEAR 9 CURRICULUM MATRIX

Students in Year 9 have their formal learning organised into subjects from Core Learning Areas and Elective Learning Areas.

As the name suggests, the Elective Learning Area subjects are provided so that students can choose subjects which are of most interest to them.

The table below shows how this learning is organised and the number of lessons per week.

Learning Areas	Number of lessons per week
Core Learning Areas - all subjects taken by all students <ul style="list-style-type: none">EnglishMathematicsScienceHumanitiesHealth and Physical EducationSportCompass - Biblical Studies	5 5 5 4 2 2 1
Elective Learning Areas - students to take two subjects from the list below <ul style="list-style-type: none">Agricultural ProjectsArtDanceDigital SolutionsDramaFood TechnologyFundamentals of BusinessDesignIndustrial TechnologyJapaneseMediaMusicPhysical Education	2 x 4 lessons each

CHOOSING ELECTIVE SUBJECTS

The course descriptions which follow are intended as a guide for students and their parents to assist selecting elective subjects for Year 9. Teachers are able to give further guidance regarding details of the subjects and advice for students. There will be presentations from teachers to give a brief explanation of the subjects.

Note that students will select four subjects in order from most preferred to least preferred. Once timetabling is finished their two electives will be confirmed. For most students, this will be their top two subjects however the 'subject lines' are constructed according to popularity and some students will find their top two on the same line which is where their 'back-up' lower choices are used.



Agricultural Projects

Agricultural Projects is an “outside” and practical subject using the fantastic resources of Berakah Farm to give students greater hands-on experience, but still developing important skills in preparation for senior schooling and possible tertiary study. Agriculture is booming in Australia, and the career options for students who study Agricultural Science are multiple and diverse. Students will still undertake major projects such as the four listed below which challenge them in several areas:

1. Growing Nursery Plants

Students will learn basic skills as practiced in the many plant nurseries on the Sunshine Coast and around Australia. They will learn how to propagate and grow a variety of plants whilst also learning basic botany, plant nutrition and methods of pest and disease control. They will also take home some of the plants they propagate!

2. Practice Horse Husbandry

Students will adopt a Miniature Horse and learn how to care for and train that horse. This includes topics like pasture identification and management, digestion and nutrition, management of pests and diseases and conducting basic performance training.





3. Growing Food

Imagine being able to grow your own, nutritious food! Students will learn to grow and market a vegetable crop of their choice in a vegetable plot of substantial size. They will have to research and plan this in detail, pay for the supplies necessary, implement the plan, and grow and market the crop. The bonus is that they get to keep any profit, and most students make considerable profit!

4. Managing a Beehive.

Bees are fascinating! Students will learn how to safely open and inspect hives, conduct seasonal operations like requeening, robbing, extraction, packaging and marketing the honey. They will also learn how to construct a hive and the frames upon which the bees build healthy comb.

Excursions are a regular part of the course as we visit places such as plant nurseries, a veterinary clinic and miniature horse studs.

Students are encouraged to have input into the course as we help them pursue their passions and develop their skill sets.

ASSESSMENT is continuous and includes the keeping of work diaries, a write-up of each project, testing of practical skills and short written tests. Initiative and work rate are also assessed practical activities.



Art

Year 9 Art explores the elements of Art; the foundations on which all artworks are interpreted and developed. These elements are investigated using a range of two dimensional and three dimensional media tasks including drawing, ceramics, painting and printmaking. Units of study include Impressionism, Cubism, Surrealism and Pop Art.

Skills such as observation, critical discussion and analysis are developed through theoretical tasks which investigate historical movements and cultural elements. Year 9 Art aims to develop skills and concepts as well as introduce art movements and skills which are built upon in Senior Art.

The units studied are:

Impressionism

This unit covers the painting techniques and influences of the Impressionist artists on modern painting. Students create an original landscape work from photographs of their environment.

Pop Art

Screen printing and soft sculpture techniques are explored through examining the Pop Art movement.

Cubism

Through the context of this abstract movement, sculpture and three-dimensional techniques such as carving, clay, wire and assemblage are used to create a cubist artwork.

Surrealism

Mixed media two-dimensional techniques are incorporated into student devised works which explore the theme of dreams and the subconscious thought.

ASSESSMENT is based on practical work and assignments related to theoretical and historical content.

Dance

Year 9 Dance explores the elements and purpose of expressive movement. Students will develop an awareness of various styles and how intentional movement communicates meaning.

They will engage with movement as the medium for personal, social, emotional, spiritual and physical communication, and develop confidence, critical and creative thinking skills through aesthetic learning. Students will choreograph, rehearse, perform and respond as they engage with dance practice in their own and others' cultures and communities. The elements of dance will be explored through choreography and performance as they practise choreographic, technical and expressive skills. They will also respond to their own and others' dances through written analysis and journal entries.

Units include: Influence of Styles; Story Telling Through Dance; Exploration of Australasian Cultural Dance.

ASSESSMENT is based on practical performances in groups, pairs and individuals, in addition to written assignments through making and responding to their own and other performances.



Digital Solutions

There are two main topics of study in Digital Solutions over the course of the year. Each of these is further split into two units.

Website Creation

During these units students investigate and design multipage websites which include dynamically generated components using raw HTML, CSS and PHP code.

Introduction to Programming

During these units students have the opportunity to develop additional programming skills by examining the world of robotics and microcontrollers. Students complete a selection of programming tasks using the EV3 Lego Robotic's system. They can also get hands-on experience building and coding Arduino microcontroller projects.

PREREQUISITES - This is a difficult course and students undertaking it would be expected to be achieving at least a 'B' level in Mathematics and in English. The teacher will negotiate with students on a case by case basis if these prerequisites can't be met and the student has a keen interest in computing.

ASSESSMENT is based on selected tasks and diagnostic tests from each unit.



Drama

Drama is a subject that explores creativity, celebrates diversity and develops confidence as well as teaching vital communication skills.

Year 9 Drama teaches a combination of performance-based skills related to acting and speaking.

Units include understanding design through stage craft, characterisation, surrealism and script writing as well as performance. It is very much a practical subject, however, incorporates key theoretical concepts explored via various learning experiences.

ASSESSMENT is based on practical performances in groups, pairs or as individuals, in addition to written assignments through forming Drama, presenting Drama and responding to Drama.



Food & Nutrition

Food Technology is an introduction to Hospitality, allowing students to gain basic cookery and restaurant service skills, in a fully equipped commercial kitchen, bakery and restaurant.

The Hospitality and Tourism Industries employ a great deal of the working population throughout Australia, so skills taught will help students gain a casual job in the Hospitality Industry, restaurant, café etc.

Students will devise and test methods of cookery i.e: baking, panfrying, stewing etc, in order to refine their technique and produce a creative and unique assessment task.

The students will have the opportunity to be a part of functions, High Teas and café style restaurant services whilst at school.

Students who want to study Hospitality / Pastry, will need to have the correct ATTITUDE, motivation and commitment towards the subject allowing them to become "WORK READY".

Each student is expected to participate in teamwork and be able to work with their peers to gain quality outcomes.

Uniform: Each student will be expected to purchase a Black Whipbird Polo Shirt, Chefs pants and black skull cap from the Uniform Shop.



Fundamentals of Business

Fundamentals of Business is designed to equip students with the skills required in a modern, demanding, information-directed world. The subject will provide students with practical knowledge of personal finance which will include budgeting, savings and investing.

Fundamentals of Business also provides students with an insight into how business operates, how decisions are made, and how transactions are recorded. In this subject, the student will be required to plan a business strategy and make decisions which may affect their business and other people's businesses. Students also participate in the ASX School's Stock Market Game, which provides real life learning experiences in the realm of investing. Even if the student does not anticipate becoming a business person, this subject can provide life-skills to deal with tasks such as obtaining a loan, basic investing and even shopping. The experience that students gain in Microsoft Office also puts them at an advantage when undertaking other subjects' assignments. In short, students will gain valuable skills that can be used in business and general school life.



Design

The Design subject is aimed at giving students the ability in thinking creatively in designing products, services and environments in response to human needs, wants and opportunities. Designing is all about problem-solving in the real world which assists in 'thinking' across all walks of life's experiences with collaboration, team work and communication being central.

This problem solving approach enables students to learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. Students communicate design proposals to suit different audiences.

They will learn the value of creativity and build resilience as they experience interactive design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives. Design is a great subject suited to students who may be interested in the areas of engineering, architecture, computer aided design, graphic design, industrial design, interior design and landscape architecture and advanced manufacturing.

ASSESSMENT is based on practical tasks and assignments throughout the year.

Industrial Technology and Design

Industrial Technology students will gain skills from a variety of experiences using workshop equipment. They will work at their own pace through a series of self-contained units. Theory surrounding the practical work is embedded into the workshop work.

Students will be encouraged to have an increasing amount of input into the design of their projects in preparation for senior subjects. This is a practical subject with a hands-on approach.

ASSESSMENT is based on all the set work in units as well as the quality of their classwork projects.





Japanese

Year 9 Japanese is an academic course, aiming to provide students' with the best possible foundation for the Senior Japanese course.

Students will consolidate their Hiragana Reading and Writing skills and will be expected to master the Katakana Script as well. Students will also be introduced to the writing and reading of Kanji characters. The course is based on the class textbook but there are numerous opportunities to practice real communication with native speakers in the form of exchange students and other guests. Japanese provides many job opportunities in Law, Business, Acting, Engineering, Travel Industry, Artistry, Sport, Modelling, Teaching and many more careers.

ASSESSMENT will be based on regular class tests.



Media

Students will be introduced to a variety of media such as the internet, film and television, and computer gaming. Units of study cover the construction and analysis of media texts and encourages students to be discerning about what they view and absorb every day.

Units of Study include:

1. Random Play: Computer Games

Students will investigate the nature of gaming and will explore aspects of audiences, characters, story, and codes and conventions. They will design a character using 3D modelling software or screen architecture for a game design of their choice using After Effects.

2. Television Genres

This semester unit explores a number of television genres from popular reality programs such as My Kitchen Rules, to Drama, Science Fiction, Comedy, Children's shows, and special interest shows. Students will design, shoot and edit a segment for a television or online viewing experience.

ASSESSMENT involves, designing and producing media texts and written analytical responses.



Music

Music is a skills-based course, concentrated on developing musical skills in the areas of listening, performing, composing and analysing. These skills will be developed through the study of a variety of units, including: Performance Etiquette, Musical Theatre, Australia and Our Neighbours, Technological Revolution, Film Music, World Music and Fusion.

PREREQUISITES - a satisfactory level of achievement in Year 8 Music is required to continue in this subject. Though not a pre-requisite, current experience on an instrument is highly recommended, and helps to facilitate a much deeper understanding of the skills learned.

ASSESSMENT is based on the three dimensions of listening, performing and composing.

Physical Education

Physical Education allows opportunity for students to explore and enhance not only their own but other health and physical activity opportunities. Students learn both practical and theoretical components of the subject through experiencing a range of physical and performance contexts.

Emphasis is placed on developing student's ability to analyse, evaluate and create in the psychomotor domain. Theoretical topics covered are sports psychology, body and movement concepts, equity and access to physical activity and biomechanics. These

are discovered through the development of skill and understanding of the following physical activities; netball, beach volleyball, badminton and modified activities for disabilities.

While not a pre-requisite for Year 10 Physical Education, it is recommended.

ASSESSMENT: Students will be assessed in both practical and theoretical aspects of the course. Assessment instruments include exams, project folios, reports and skill and game play analysis.



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SECURITY.
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