Northside Subject Selection Booklet

For Year 9 students in 2027

Introduction

The following pages present information on the subject offerings for Year 9 students currently studying at Northside Christian College and planning to continue. A general overview is presented here to enable the Parent/s, and/or, Guardian/s, to work with their child/ren in deciding which subject combination best provides for their future prospects, whether that be tertiary studies, apprenticeships/ traineeships or part/full-time work.

Selecting Subjects – General Principles

The College acknowledges the difficulties that secondary students experience in choosing subjects, particularly in earlier year levels. Throughout their senior secondary years of education and beyond, a student may undergo any number of preference changes from a series of potential careers, or destination-institution course choices, or preferred tertiary educational institutions. In Year 10, students will undergo a much more intensive planning process to produce a Senior Education & Training (SET) Plan to help guide their subject choices for Years 11 and 12.

Subject Offerings

All subjects are based on the Queensland Curriculum and Assessment Authority (QCAA) Syllabuses.

Students must determine any **PREREQUISITE** subjects required for further study of that subject. These are predominantly the languages (Japanese), Design subjects and certain levels of Mathematics subjects leading into Year 10 or 11 subjects the student may wish to pursue.

Selecting Subjects

All subjects are designed to develop in students the skills required as they move into the senior secondary schooling subject offerings.

Movement between subjects during the year may affect a student's achievement, so subject selection should be considered carefully, following consultation between the student, parents and teaching staff. (See the section of this booklet entitled "Subject Change".)

Several factors should be considered when choosing elective subjects, including:

Achievement	Current results will provide a good indication of future success, although this may not always be a true reflection of the student's ability, rather their effort, or lack thereof.
Aptitude	What is the student's natural aptitude in this field of study?
Interest	Students are more likely to succeed in subjects which hold some interest for them.
Attitude	A positive attitude towards a subject including a willingness to commit to the hours of homework required is a necessary or preferred prerequisite.

In choosing a course of study, a student needs to:

- consider some of the goals they are beginning to aspire to;
- investigate the possible paths to those goals;
- talk to people who know something about the goals and the subjects needed to be undertaken;
- examine possible pathways in the light of his/her abilities, personality and commitment level;
- prayerfully decide on which path seems right.

Students should neither make subject choices on the grounds of the subjects being chosen by their friends, nor on the basis of their perceptions about any teacher they think might be teaching the subject.

The important guiding principle is that students are placed in a position, through the subject selection process, so that they are most likely to experience academic success now and into the future. This is often determined by what they are good at and what they enjoy studying.

A National Curriculum: Queensland Implementation

The Alice Springs (Mparntwe) Education Declaration

ACARA's work in developing the Australian Curriculum is guided by the Alice Springs (Mparntwe) Education Declaration.

The Alice Springs (Mparntwe) Education Declaration commits "to supporting all young Australians to become successful learners, confident and creative individuals, and active and informed citizens", and to promoting equity and excellence in education. The Australian Curriculum will "equip all young Australians with the essential skills, knowledge and capabilities to thrive and compete in a globalised world and information-rich workplaces of the current century." The Australian Curriculum will be accessible to all young Australians, regardless of their social or economic background or the school they attend. The Australian Curriculum has been implemented over several years at the College.

The idea of developing a 21st Century curriculum to engage 21st Century students and embrace new technologies for the purpose of improving learning strategies, spaces and locations are all very attractive and commendably forward-looking notions. The national assessment program with data collection and reporting is less appealing to many schools for a wide range of reasons. NAPLAN will continue to test and report on student and school performance in literacy and numeracy. Northside will continue to cooperate with the National Assessment Plan, under the direction and advice of the Queensland Curriculum and Assessment Authority and Independent Schools Queensland.

Time will play out the changes and directions of an Australian National Curriculum, but parents can be assured that Northside's Senior Staff and its Curriculum Leaders and Coordinators, along with our classroom teachers, are endeavouring to keep abreast of all new developments. This is both through the Queensland Curriculum and Assessment Authority (QCAA), and our moderation of standards between schools. Northside Christian College, as an independent school, also is kept informed through the Independent Schools of Queensland and Australia educational bodies.

Key web addresses: http://www.acara.edu.au/home_page.html

http://www.australiancurriculum.edu.au

https://www.isq.qld.edu.au/

Parents should also note that reporting in Australian Curriculum subjects addresses the learning strands and standards which have been set in place by ACARA. The means of reporting is a school-based decision and must reflect a five-point scale.

A Developmental Curriculum

Core subjects are compulsory. They expose students to important learning experiences for children in this age group. These include the development of information and research skills, effective use of technology, problem solving skills and exposure to learner-centred and open-ended, negotiated tasks.

Elective subjects provide an opportunity for students to begin to pursue areas of specific interest, some of which may become important elements of their career aspirations.

Our curriculum is structured to gradually progress students from a broad, core curriculum in Year 7 towards a broader exposure to elective subjects by Year 9. By Year 10, students follow an elective program similar to that in Years 11 and 12. This makes Year 10 an important preparatory year for the senior years of schooling.

A Developmental Curriculum (cont'd)

YEAR 7

Start of Middle Phase of Learning

Core Program:
All students study all subjects to round off their Junior School studies and gain a broad introduction to the secondary curriculum.

YEAR 8

Core Program:
All students continue to study all subjects to build on those elements of the secondary curriculum considered core for a well-rounded education. Exposure to a rotation through 'non-core' subjects further helps students to select for Year 9.

YEAR 9

Core (4) and Elective Program (6)
Students study the four core subjects and six out of fourteen electives as they begin to identify their areas of interest. Core subjects are studied throughout the whole year. Elective subjects are studied for one semester only with the exception of Japanese and possibly Physical Education.

YEAR 10

Entry into the Senior Phase of Learning

Core (2) and Elective Program (4)

Students study the two core subjects and four out of seventeen electives as they begin to identify their areas of interest. All core and elective subjects are studied throughout the whole year.

A Rationale for the Year 9 Program

Since 2015, Junior Secondary has been a phase of education in Queensland secondary schools for Years 7, 8 & 9, which ensures the bridge between primary and secondary school is safe, strong and consistent. At Northside Christian College a middle years of schooling model has been in place since 1999 and is an effective bridge in this regard. The Senior Secondary phase remains as Years 10, 11 and 12.

Year 9 is the final year of Middle School and, as such, is intended to give students the chance to continue with their core studies, whilst maximising their opportunity to explore a range of electives in preparation for the senior phase of learning. In Years 7 and 8, students will have been exposed to some of these elective subject areas on a compulsory, rotational basis.

In Year 9, however, students are offered the choice of six elective units of study, excepting languages and possibly Physical Education, each a semester in length (2 lessons per week), to make up their program of study. It is the first time in their secondary schooling that students are given real choice over at least a component of their study program. The student's choice of elective study should be adopted with the intent of maximising their exposure to possible future courses of elective study in the senior phase of learning.

Year 9 is an important time for students to experiment with, and experience in more depth, specialist subject electives so that they are making more informed choices of subjects to be undertaken in Years 10, 11 and 12.

Transition Subjects

Students may take up an elective subject in Years 10-12 that they had not studied in previous years (with the exception of Japanese). Generally, it is recommended that students follow the lines of study as follows:

	YEAR 9		YEAR 10			YEARS 11 & 12
English & Languages	English	→	English	→ → →	G G A	English Literature Essential English
	Japanese	→	Japanese	→	G	Japanese
Humanities & Social Sciences	Business	→	Business	→ → →	G G G	Business Economics Legal Studies
	Social Science	→	History	→ →	G G	Ancient History Modern History
Mathematics	Mathematics	→	Mathematics (Sem. 1)	→ → → →	G G G A	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics
		→	General Mathematics (Sem. 2)	→ →	G A	General Mathematics Essential Mathematics
		→	Mathematical Methods (Sem. 2)	→ → →	G G G	Specialist Mathematics Mathematical Methods General Mathematics
Performing Arts	Drama Dance	→ →	Drama Dance	→	G	Drama
	Music	→	Music	→ →	G	Music Music Extension *(2 semesters only in Yr 12)*
Physical Education	Physical Education	→	Physical Education	→ →	G V	Physical Education
Science	Science Science Extension	→ →	Science Science in Practice	→ → → →	G G G G	Biology Chemistry Physics Psychology
Technologies & Design	Design Technologies – Engineering and Materials	→	Design – Engineering & Materials	→ →	G G	Design Engineering
		→	Manufacturing	→	V	Certificate II in Engineering Pathways *MEM20422*
	Design	→	Design	→ →	G G	Design Engineering
	Design Technologies – Food and Fibre	→ →	Design – Food & Fibre Certificate II in Hospitality SIT20322	→	A	Hospitality Practices
	Digital Technologies	→	Digital Technologies	→	G	Digital Solutions
					V	Certificate III in Early Childhood Education and Care *CHC30121*
Visual Arts	Visual Art	→ →	Visual Art Certificate I in Visual Arts *CUA10320*	→ →	G V	Visual Art Certificate III in Visual Arts *CUA31120*
					G	Film, Television and New Media

Some senior (11/12) courses may be offered as a Year 11/12 composite class based on student preferences.

Subject Offerings

YEAR 9	YEAR 10
Core: Christian Foundations English Mathematics HASS Science Sport (non-graded) **Electives**: ***Choose 6 from***: Business Design Dance Design Technologies – Engineering and Materials Design Technologies – Food and Fibre Digital Technologies Drama Japanese *(both semesters-equates to 2 of 6 electives)* Music Physical Education *(both semesters - equates to 2 of 6 elective)* Science Extension Visual Art	**Core**: Christian Foundations (1 lesson) English Mathematics Sport (non-graded) **Electives within Core** Science Science in Practice **Electives**: ***Choose 3 from***: Business Certificate I in Visual Art *CUA10320* Certificate II in Hospitality *SIT20322* Certificate II in Sport Coaching *SIS20321/SIS30521* Dance Design Design – Engineering and Materials Design – Food and Fibre Digital Technologies Drama History Japanese Manufacturing Music Physical Education Visual Art
YEAR 11 – 12	
Core Subjects Christian Foundations (1 lesson) **Electives within Core** English or Essential English or Literature **and** General Mathematics or Mathematical Methods or Essential Mathematics **and** **Choose 4 electives from:** Ancient History Biology Business Certificate III in Early Childhood Education and Care CHC30121 Certificate III in Visual Arts CUA31120	Certificate II in Engineering Pathways MEM20422 Chemistry Design Digital Solutions Drama Economics Engineering Film, Television and New Media Hospitality Japanese Legal Studies Modern History Music Music Extension (2 semesters in Year 12 only) Physical Education Physics Psychology Specialist Mathematics Visual Art

Year 9 Subjects across the Key Learning Areas

Under the Federal Government's National Curriculum (ACARA) Learning Areas (LA's) have been identified for Australian students. The subjects offered in Year 9 at Northside Christian College cover these LA's in the following way:

THE ARTS	Dance Drama Art Music
ENGLISH	English (Core)
LANGUAGES	Japanese
HEALTH & PHYSICAL EDUCATION	Physical Education
MATHEMATICS	Mathematics (Core)
SCIENCE	Science (Core) Science Extension
HASS	HASS (Core)
TECHNOLOGIES AND DESIGN	Design Design Technologies – Engineering and Materials Design Technologies – Food and Fibre Digital Technologies
BUSINESS	Business

Subject changes

Students may wish to change subjects after having studied one for a period of time. It is important for students to realise that any change must be thought through carefully, since changes can affect performance and, therefore, results in that subject.

Changes can **only** be made at the following times:

Year 9 Students:

- within the first **two weeks** of a semester (or at the Head of Middle School's discretion)
- at the **end of a term / semester**.

Costs:

For Year 9 subject changes, at this stage, there will be no charges from the Accounts Department apart from subject levy adjustments that may be required following a subject change.

There will need to be approval by the **Head of Middle School** before the student is allowed to change to the new subject.

*1) **Process for Changes to Subjects***

1. Subject change is approved by the student's parent or guardian via the elected means of correspondence.
2. Subject change is approved by the Head of Middle School.
3. If the subject change is approved, all parties involved will be notified by email (the timetable updated).

The student is allocated a new timetable with the subject changes and new room allocations. At this point, the student can have permission to start the new subject immediately at the beginning of the new term.

Subject Prerequisites

There are **no** prerequisites to this subject.

Subject Outline

The focus of learning in Year 9 Business is the topic **"international trade and interdependence"** within a global context, including trade with the countries of Asia. The course explores both theoretical business concepts, and practical matters of financial literacy.

Instruction, assessment and reporting in these areas is informed by version 9.0 of the Australian National Curriculum.

Course Outline

Unit 1 - "How does the financial world affect us?"	In the first unit, financial literacy is developed through exploration of the management of financial risks and rewards. In addition, students consider the role of Australia's financial sector and its effect on economic decision-making by individuals and businesses. These concepts are given real-world relevance as students engage with the "Banqer High" online learning platform.
Unit 2 - "What are Australia's trading connections?"	In the second unit, students explore Australia's role within the worldwide economy, considering how trade with Asia affects how resources are distributed and how businesses build and sustain a competitive edge.

Criteria Used In Assessment

Criterion 1: **Knowledge and understanding** – the ability to recall or bring to mind previously learned factual information, and to show understanding by explaining concepts, key ideas and principles.

Criterion 2: **Skill competency** – applies to analysing and organising information from a range of sources, the development of questions and hypotheses, the collection and recording of research information, and the communication of information in written, spoken, or multimodal formats.

Types of Assessment

An assignment and a short-answer exam will be used to provide information on a student's progress.

Pre-Requisite for Senior Subjects

This course will provide an introduction to Year 10 Business.

Introduction

Dance is a visual art form utilising human movement to express ideas. This non-verbal communication is devised with the consideration of specific audiences and purposes and through the purposeful manipulation of dance elements within genre-specific contexts. The study of dance promotes the ongoing development of skills specific to Choreography, Performance, and Responding, whilst also fostering unique and significant skills and understandings which are transferable to other areas of learning. By engaging in, and reflecting on, dance activities, students develop skills and abilities to use processes that contribute to their physical, cognitive, emotional, aesthetic, cultural, social, moral, and spiritual development. Students learn to think critically as they analyse and critique dance works and identify the influence of particular contexts.

Subject Outline

Throughout the Year 9 Dance course, students will develop and extend their knowledge and understanding of the elements of Dance: the language of Dance, the symbolism of movement, how to create meaning through Dance, and the practice of precision in Dance performance. The Year 9 Dance program consists of three connected units of study over the course of one semester with two lessons per week.

Course Outline

Assessment 1: MAKING - PERFORMING

Unit One: 'Contemporary Performance'
This unit introduces students to the movement vocabulary and technical skills specific to the genre of contemporary dance, with attention to building competency and precision. Particular focus will be given to the development of contemporary dance techniques and the performance abilities to reflect the choreographer's chosen intent. Students learn the history and evolution of contemporary dance and immerse themselves in the choreographer's work.
CRITERIA:

- Students perform with confidence and clarity, demonstrating technical and expressive skills appropriate to the dance style.

Assessment 2: RESPONDING

Unit Two: 'Cultural Dance Written Task'
This unit of Dance develops the ability to appreciate the place of cultural dance within society and different cultures. With a focus on Asia, Australia and the Pacific Nations, students research the significance of cultural dance within their chosen country. Understanding the motifs and what they mean to the dancer and the culture of that 'people', students demonstrate the movement and write their analysis reflecting the meaning. An evaluation is undertaken that demonstrates an understanding of the impact the Dance has on keeping culture stories alive over generations.
CRITERIA:

- Students demonstrate knowledge of dance terminology and identify and analyse the elements of dance, choreographic devices and production elements in dances

Assessment 3: MAKING – CHOREOGRAPHING

Unit Three: 'Under the Spotlight - Dance in Musical Theatre
Students create a musical theatre dance that demonstrates their knowledge of choreographic elements. Considering the music choice, the storyline of the musical, and the appropriate genre for that musical, students create 1 minute of dance choreography. Students learn about the use of stage, props, and space as well as elements such as tempo, height, rhythm, and movement qualities to create an interesting piece of dance that would be appropriately used within their chosen musical.
CRITERIA:

- Students choreograph dances demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent

Subject Introduction

Design Technologies gives students opportunities to create designed solutions for a range of contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

The **Engineering and Materials** subject develops the student's ability to appreciate and explore design, material properties, the use of hand and power tools and safe workshop practices. It allows students to function in design and production roles within a workshop setting. This is achieved by learning to produce quality designed solutions to identified needs. Working in small groups, students learn to communicate effectively within the group and use technology to assist in the development of essential hand and eye coordination skills.

Subject Outline

Term One

- Introduction to workshop skills
- Working safely in the Design and Innovation space
- Exploring materials – metals, polymers and timber
- Basic engineering and manufacturing processes
- Developing fundamental hand tool skills and machine operation techniques
- Introduction to measurement, marking out and accuracy in practical work

Term Two

- Design Thinking Projects (Participation in a guided design program)
- Carry out design and market research
- Introduction to product design and manufacturing processes
- Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions
- Develop design ideas through sketching, modelling and prototyping
- Evaluate and refine designed solutions based on feedback and testing

Assessment Focus

Assessment of learning in the Design Technologies – Engineering and Materials subject is focused on:

- **Knowledge and understanding** of the principles, techniques, practices, concepts, procedures and conventions when producing designed products.
- **Processes and production** of products including the selection of materials, tools, equipment and technologies to safely make designed solutions.

Assessment Methods

A variety of methods will be used to provide information on student progress. These may include short answer written tests, demonstration of practical skills, the production of a design folio as well as teacher observation.

Subject Introduction

Design Technologies gives students opportunities to create designed solutions for a range of contexts based on an evaluation of needs or opportunities. They develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes. They create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques.

The central focus of **Food and Fibre** is the wellbeing of people within their personal, family, community and work roles. Food and Fibre encourages personal independence and effective living within wider society. It is an interdisciplinary study drawing on the fields of nutrition, textiles and fashion, the built environment, human development, relationships and behaviour. The subject of Food and Fibre in Year 9 uses a mixture of both practical and theory-based learning.

Subject Outline

1. **Food by Design**
    - Investigate and apply the Australian Dietary Guidelines in making wise food choices.
    - Build on the foundational concepts of basic nutrition from Years 7 and 8.
    - Examine the food consumption of adolescents to optimise healthy food choices.
    - Identify personal behavioural changes necessary for preparing healthy food options.
    - Design a healthy eating plan
2. **Designing with Textiles**
    - Acknowledge the way people use their own personality when creating designed solutions.
    - Understand and apply Design Factors in a practical situation.
    - Utilise the development of a design folio.
    - Design project incorporating sustainability and practical skills

Assessment Focus

Assessment of learning in the Design Technologies – Food and Fibre subject is focused on:

- **Knowledge and understanding** of the nutritional aspects of food for optimal growth and health needs and the materials, tools and techniques used in textiles pertaining to the family and adolescents
- **Processes and production** of products including the selection of materials, ingredients, tools, equipment and technologies to safely generate designed solutions which support the well-being of the family.

Assessment Methods

A variety of methods will be used to provide information on student progress. These may include demonstration of practical skills, research and investigation assignment, a design folio as well as teacher observation.

Subject Prerequisites

No prerequisites for this subject.

Subject Outline

At Northside we use Design Thinking as an intentional and creative approach to embedding thinking skills into our Middle School program. Design Thinking is the exploration and creation of outcomes using elements of logic, imagination, intuition and reasoning. It is solution-focused and action-oriented and uses both analysis and imagination. Design Thinking is a framework onto which we hang specific thinking skills to achieve specific learning tasks across all our curriculum offerings.

Design is an engaging multidisciplinary and project-based approach which focuses on areas of student interest, promotes the authentic use of technology and develops 21st century skills. This elective encourages deep reflection on the learning process using divergent thinking, emergent thinking and convergent thinking as part of the 'Design Process'. Students work both individually and collaboratively with peers, teachers, and others in their community to ask good questions, develop deep subject area knowledge, identify and solve challenges, take action, and share their experience.

Course Outline

Term One

- Develop an understanding of the Design Thinking process through a series of structured design activities and short design challenges.
- Acquire and apply fundamental design skills, including visual communication, sketching, ideation, prototyping and evaluation.
- Compile a folio of work that demonstrates the development and application of core design practices.
- Reflect on design decisions and learning throughout the design process.

Term Two

- Apply Design Thinking to a stakeholder-centred design challenge.
- Investigate the needs, wants and expectations of a stakeholder or stakeholder group.
- Generate, communicate and evaluate design ideas using a range of design methods and tools.
- Develop, refine and justify a proposed design solution in response to stakeholder needs.
- Present and communicate design proposals and outcomes.

Criteria Used in Assessment

Knowledge and understanding of the principles, techniques, practices, concepts, procedures and conventions used in the design process.

Production of products, services or environments that satisfy the needs, wants or opportunities of stakeholders, the development of a project proposal and the communication of a designed solution.

Type of Assessment

Assessment is completed through two complementary tasks.

In Term One, students compile a Design in Practice Folio that demonstrates the acquisition and application of fundamental design skills and knowledge. The folio includes evidence from structured design activities, design challenges, visual communication tasks, ideation exercises, prototyping activities and reflective practice.

In Term Two, students undertake an in-class stakeholder-centred design project. Students investigate stakeholder needs, generate and evaluate ideas, develop a design proposal, and communicate a designed solution. The project emphasises empathy, user-centred design principles and the iterative nature of the design process.

Subject Introduction

Digital Technologies gives students opportunities to plan and manage digital projects to create interactive information. Students distinguish between different types of networks and defined purposes. They explain how text, image and audio data can be represented, secured and presented in digital systems. Students define and deconstruct problems in terms of functional requirements and constraints and evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.

Students will develop essential skills in coding, algorithm design and interface principles to plan, develop and evaluate their own projects. Topics such as information systems, computer hardware, networking, software engineering and web development will be investigated. Opportunities for students to work as a team and individually to create their own IT projects is a major focus.

Subject Outline

Term 1

Get serious about games

In this unit students will evaluate information systems that support learning and create an educational, digital solution. Learning opportunities include creating an educational game or learning object to educate their peers using a general-purpose programming language such as Python, Javascript, etc.

Term 2

There's an app for that!

In this unit students will use algorithms and an object-oriented programming language to design and create a responsive web app to solve an identified problem, for example an app to locate the best surfing spots in Queensland. Learning opportunities will include:

- Examining existing apps
- Studying agile software development cycle used in real-world projects
- Exploring and evaluating solutions and information systems that create information from open data (for example in meteorology, transportation, government).

Assessment Focus

Assessment of learning in the Digital Technologies subject area is focused on:

- **Knowledge and understanding** of the principles, techniques and practices relevant digital technologies contexts.
- **Processes and production** of digital projects that create and communicate ideas and information.

Assessment Methods

A variety of methods will be used to provide information on student progress. These may include short answer written tests, the production of digital products, research and investigation projects, and the compilation of a design folio.

Subject Outline

BUILDING DRAMATIC ACTION

Drama in Year 9 enables students to take control of the medium of drama in order to examine the world within which they live. Drama of all the art forms is most accessible because any student can participate in role-play activities.

Course Outline

Students will learn how to improvise in drama as well as participating in the process of taking text and working it into a cohesive performance. Using the elements of drama as a framework of study for the unit, students will be challenged to manipulate the elements to make drama meaningful for the audience that will view it.

- Improvisation skills and play making
- Performance of plays
- Critiquing dramatic work
- Team building skills
- Production elements and techniques

Criteria used in Assessment

RESPONDING - Exam

- analysis and evaluation of the use of Elements of Drama

MAKING: Performing - Group Performance

- conveying dramatic action when collaborating by rehearsing, refining and producing a scripted drama performance.

Term 1	Term 2
The elements of Drama • Human context, Tension • Role play development: writing in role etc. • Analysis of Human Context in Text • Acting Exercises on Time, Space, Voice, Movement, Symbol, Mood • Scripted Drama Presentation **Assessment:** **Elements of Drama Exam**	**Improvisation** • Making/accepting offers • Extending offers • Building context/Creating Mood' • Improvisation in role • Writing a scene based on stimulus • Building Drama from a given stimulus **Assessment:** **Performing Task – Script Provided.**

From 2012, Northside Christian College has implemented the Australian Curriculum for English. Detailed information regarding the English Curriculum may be found by visiting: www.australiancurriculum.edu.au

Texts studied at Northside are always taught from a Christian perspective and students will be taught to think critically about the values promoted in texts.

English classes are often academically and/gender streamed in Year 9; however, regardless of class placement, students complete the same course and assessment. Teachers cater for students' needs through text choice, design of teaching and learning activities, and through the extent of scaffolding provided. Class groupings are determined on the basis of the needs of the cohort in each year and on individual student performance in the previous year.

Course Outline

UNIT	TEXTS
Australian Identity Students evaluate the dominant representations of Australian identity and explore the historical origins of the stereotypes. Students are also introduced to Shakespeare and asked to translate a soliloquy into contemporary Australian language.	*'Red Dog : True Blue' *Various Australian literary and media texts *Shakespearean soliloquys
Technical and scientific language – "Playing God in Frankenstein" Students will discuss moral and ethical issues and scientific and technical language.	*Play study *'Frankenstein'*
What are we being sold? Students will explore media methodologies used in film advertisements.	*Various television and internet advertisements

Types of Assessment

The Australian Curriculum for English requires students to complete written and spoken tasks that reflect a range of conditions and text types. Tasks may include written and spoken assignments, as well as written exams where the question may be seen (students are notified of the question in advance) or unseen.

Learning Area Standard Elaborations Used in Assessment

Listening, speaking and creating

Reading and viewing

Writing and creating

The standard elaborations have been developed using the Australian Curriculum 9.0 achievement standard. The achievement standard for English describes what students are expected to know and be able to do at the end of each year. Teachers use the standard elaborations at the end of a teaching period to make on-balance judgments about the qualities in student work that demonstrate depth and breadth of their learning.

In Queensland, the achievement standard represents the C standard – a sound level of knowledge and understanding of the content, and application of skills. The standard elaborations are presented in a matrix where the discernible differences and/or degrees of quality between each performance level are provided for students. Teachers match these discernible differences and/or degrees of quality to characteristics of student work to make judgments across a five-point scale.

How a student's final Level of Achievement is determined

For each piece of assessment in English, a student's grade or mark is determined holistically. This means that the student's result is determined by the performance across ALL of the criteria outlined in the matrix for each assessment piece. In practice, students will be given one holistic grade for each piece of assessment ranging from A+ to E-.

In English, a student's Semester Report records their progress for the year, not the semester. This means that each student's Semester Two Report will record their progress for the entire year. In subject English, this is the best way to provide parents and students with an accurate indication of progress at the conclusion of the year.

The results students have achieved for their tasks are used to determine their exit Level of Achievement. Their Level of Achievement is determined by examining their achievement for tasks according to the three strands of the English Curriculum – Language, Literature and Literacy – as assessed by the standard elaborations: Listening, speaking and creating/Reading and viewing/Writing and creating.

Subject Prerequisites

Students must have successfully completed Year 8 Japanese (or the equivalent).

Subject Outline

Students learn to communicate in Japanese using the skills of listening, speaking, reading and writing for practical purposes. They will also develop greater knowledge, understanding and appreciation of Japanese culture and customs.

Course Outline

Term	Theme	Topics
1	Youth culture and fashion	Katakana
	Free time Activities	Sports and hobbies
2	Japanese pop culture	Body parts and describing characters
		Anime and Japanese Mascots
3	My milestone	Significant events
		Festivals and celebrations
4	The block	Japanese houses inside and out
		Describing the neighbourhood

Excursions and Incursions

As a part of the cultural experience, Year 9 Japanese students will be attending Wagaya Japanese Restaurant, Fortitude Valley.

There are other incursions and class activities such as:

- Watching Japanese anime
- Interacting with the visiting Japanese students
- Tasting Japanese food
- Japanese craft
- Aikido, the Japanese martial arts excursion

Lesson time

Twice a week, Full year

Resources and textbooks

A customised booklet
Online websites such as Memrise, Quizlet and Gimkit
iitomo 1 and 2 as reference textbooks

Learning Area Standard Elaborations Used in Assessment

Students will be assessed according to their proficiency in the following Criteria:

Communicating meaning in Japanese	**Interacting in Japanese**
	Mediating meaning in and between languages
	Creating text in Japanese
Understanding language and culture	Understanding systems of language
	Understanding the interrelationship of language and culture

Types of Assessment

In Japanese, students will be given opportunities throughout the year to demonstrate their achievement in various assessment tasks.

The Australian Curriculum for Japanese requires students to complete written and spoken tasks that reflect a range of conditions and text types. Students also need to demonstrate their listening and reading skills where the question may be unseen.

Achievement standard by Australian Curriculum

In Year 9 - 10, students initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Japanese to create texts. They use a combination of kana and a range of familiar kanji appropriate to context.

Students apply features of the Japanese sound system to enhance fluency. They demonstrate understanding of the sound system in spoken exchanges and scripts for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They identify multiple readings of familiar kanji in different compounds. They support discussion of structures and features of texts, using metalanguage.

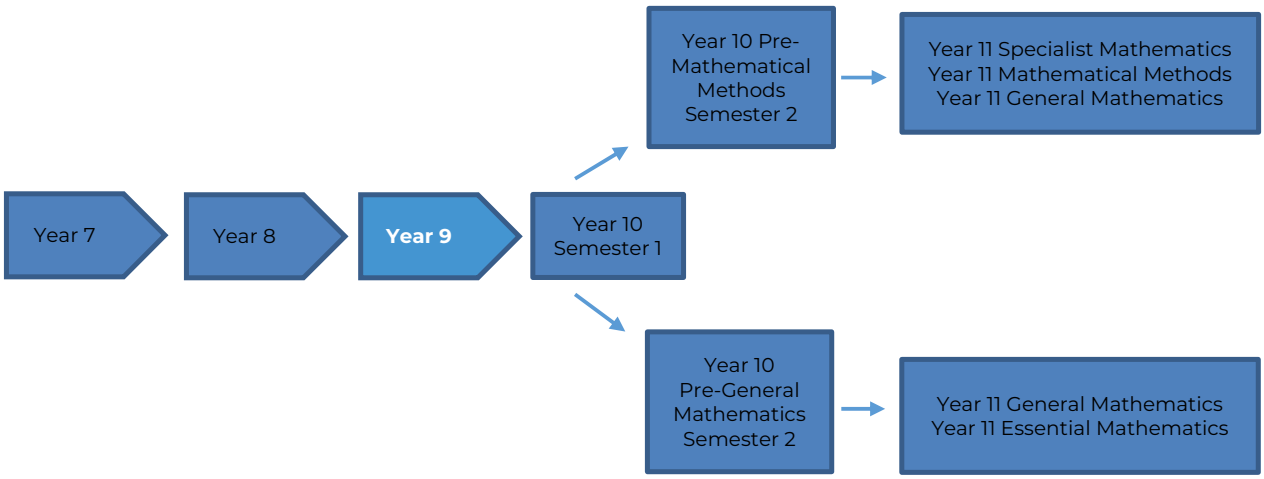
University Entrance

The University of Queensland, Queensland University of Technology and Griffith University are all currently offering "bonus points" towards tertiary entrance to students who have studied a language at senior level. For more information speak to our Careers Adviser.

Subject Outline

Year 9 Mathematics is guided by the Australian Curriculum and encourages students to make connections between mathematical concepts and real-world applications. As topics become more abstract, differentiated instruction helps students develop confidence, critical thinking, and independent problem-solving.

Mathematical pathways at Northside Christian College are depicted below.



Course Outline

Semester 1	
Term 1	Term 2
Pythagoras and Trigonometry Algebra Index Laws	Linear Equations Measurement Statistics
Semester 2	
Term 3	Term 4
Algebra Geometry	Linear Graphs Non linear relations

Assessment

Assessment practices include a balance of formative and summative approaches. Formative assessment is ongoing and used to monitor student learning, inform teaching strategies, and provide timely feedback to support individual progress.

Formative assessment:
Quizzes
Homework tasks
Assignments
Class discussions and problem-solving activities

Summative assessment:
Supervised tests

Criteria used in Assessment

The following criteria are used in making judgments about a student's level of achievement in this course:

Knowledge and Procedures

This criterion refers to the student's ability to recall, access, select and apply mathematical definitions, rules and procedures, to demonstrate numerical and spatial sense and algebraic facility, with and without the use of mathematical technology.

Modelling and Problem Solving

This criterion refers to the student's ability to apply problem-solving strategies to investigate and model situations, generate and use data, analyse and interpret results in the context of problems to investigate the validity of mathematical arguments and models.

Communication and Justification

This criterion refers to the student's ability to interpret, translate, communicate, present and justify mathematical arguments and propositions, using mathematical and everyday language and symbols to develop logically supported arguments.

Subject Outline

Skills learned / developed in the Year 9 Music Course:

- Song Writing
- Composing for mixed instrumental and vocal groups
- Performing on the instrument of your choice
- Vocal performance
- Composition and Production using Logic Pro X
- Rhythmic and melodic notation
- Identification of chordal progressions
- Computer notation.

Course Outline

The Year 9 Music course involves the study of the following units: two lessons per week for one semester

YEAR 9	UNIT STUDIED
Weeks 1 – 10	Jazz
Weeks 11 – 20	Song writing for Contemporary Music Styles

Types of Assessment

Year 9 Music is divided into the following three dimensions:

RESPONDING -

- identification and analysis of how the elements of music are used in different styles
- evaluation of musical choices made to communicate meaning as performers and composers

MAKING: COMPOSING –

- composition of music demonstrating notation, manipulation and use of the elements of music, stylistic convention, aural skills and music

MAKING: PERFORMING –

- interpretation and performance of songs and instrumental pieces (in unison and in parts) demonstrating the use of technical skills, expressive skills and aural skills

How The Student's Final Level of Achievement Is Determined

Typical assessment in a Semester of Year 9 may include:

- Composing a 12 bar blues piece for one to four instruments
- Composing a 16 bar piece song (chords and melody)
- A musicology exam exploring various contemporary music styles
- An aural exam including rhythmic notation, one and two part melodic notation and chordal progressions
- A small group instrumental or vocal performance (3 – 5 performers)

Introduction

Year 9 Physical Education involves students learning in, about and through physical activity. Physical Education focuses on the complex interrelationships between motor learning and psychological, biomechanical, physiological and sociological factors that influence individual and team physical performances.

In Year 9 students select PE as a whole year subject. Year 9 Physical Education consists of two lessons per week, **one theory and one practical lesson.**

Course Outline

	Theoretical Component	Physical Activity Context
Term 1	Managing Risks • Risk and Safety • Alcohol and Drugs • First Aid and CPR	Water Polo • Ongoing practical assessment
Term 2	Understanding how the body moves • Skeletal System • Muscular System • Cardiovascular System	Touch Football • Ongoing practical assessment
Term 3	Identity Changes and Transitions • Emotions and Relationships • Societal Expectations and Identity. • Mental Health	Football • Ongoing practical assessment
Term 4	Nutrition • Food Nutrients • Nutrition for sport • Daily energy needs	Gaelic Football • Ongoing practical assessment

Students in Year 9 Physical Education will be involved in learning experiences in, about and through physical activities that comprise a complete process of learning. It is expected that all general objectives will occur concurrently and be developed in conjunction with each other as interdependent entities.

The two sub-strands of Physical Education are explained below:

Personal, Social and Community Health:

The personal, social and community health strand focuses on the knowledge, understanding and skills needed to make healthy and safe choices. This strand examines contextual factors that influence health, safety, physical activity levels and wellbeing through a range of focus areas and issues. Under this strand, content is further organised into 3 sub-strands:

- Identities and Change
- Interacting with others
- Making healthy and safe choices.

Movement and Physical Activity:

The movement and physical activity strand promote how movement in all its forms are central to daily life. It is also a setting where personal, social and cognitive skills can be developed and refined. Under this strand, content is further organised into 3 sub-strands:

- Moving our bodies
- Making active choices
- Learning through movement

Rationale

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

Some of The Topics Covered Include:

TERM	UNITS/THEMES	UNIT LENGTH IN WEEKS
1	Heat, sound, electricity and light	8 weeks
2	Energy efficiency	6 weeks
	The Carbon Cycle	3 weeks
3	Body Systems	3 weeks
	Body Coordination and Reproduction	4 weeks
4	Atoms and elements	2 weeks
	Chemical reactions	4 weeks

Assessment Criteria

Students are assessed through online tests, written tasks, extended experimental investigations and extended response tasks.

The following criteria are addressed in order to grade students in tasks:

- Science Understanding
- Science Inquiry

Both criteria are equally weighted to give an overall grade ranging from A^+ to E^- on a 15-point scale.

Prerequisite

Eligible students are expected to have achieved a grade higher than a B in Year 8 Science and be successful in an interview process.

Aim

Science Extension is aimed to give students the opportunity to be fascinated by, to focus on and to expand their interest in science at a more intense level. Students are taught research methods and are expected to come up with proposals for research projects on which they work for the rest of the semester.

The nature of the course entail students work independently, choose topics, carrying out research, make posters, construct a models or carry out experiments. Students are also expected to report using the correct genre and present a twenty-minute seminar. Throughout the course students are supported and guided with their planning and management of tasks.

Projects of an outstanding standard are entered into competitions or used as a stepping stone for further research opportunities (crest awards and the like).

TERM	UNITS/THEMES/TOPIC	UNIT LENGTH IN WEEKS
1	General Science Skills - Exam	5 weeks
	Forensics - Multimodal Presentation	4 weeks
	Student Experiment Project	1 week
2	Student Experiment Project - Report	8 weeks

Assessment Criteria

The following general objectives are used to grade students:

- Science Understanding
- Science Inquiry

Both criteria are equally weighted to give an overall grade ranging from A^+ to E^- on a 15-point scale.

Subject Prerequisites

There are no subject prerequisites for this subject.

Subject Outline

By the end of Year 9

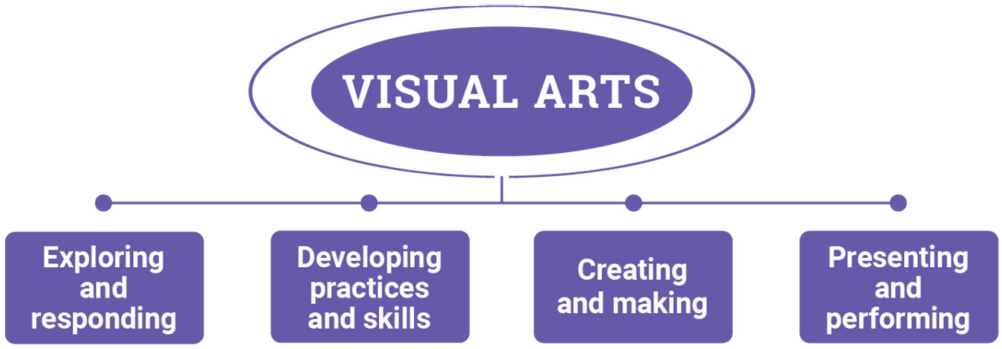
Learning and assessment focus

Students use their creativity, imagination and senses to express ideas about social, cultural, historical and spiritual contexts through Visual Art. They extend their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering intended audiences and intended purposes. They recognise that there are many different arts disciplines and that people may choose to work as artists or use their expressive capabilities in other areas of their recreational and working lives. Students understand that Aboriginal and Torres Strait Islander arts works are expressions of knowledge, complex relationships and diverse perspectives. They use protocols relating to Aboriginal and Torres Strait Islander arts works.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They extend their understanding of arts practice through active engagement, both individually and collaboratively, with arts elements, techniques, skills and processes, working creatively and imaginatively to take risks and consider purpose and context of the arts from their own experiences and those of other artists. They develop their ability to analyse meaning and they reflect on the creative process that has occurred within one or across many arts disciplines. Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire and solve artistic problems, to create and present arts works, and to communicate their own arts practice and that of others.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting



Ways of Working. **In Visual Art, students are able to:**

- select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages
- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times
- modify and polish arts works, using interpretive and technical skills
- present arts works to informal and formal audiences for intended purposes, using arts techniques, skills and processes
- identify, apply and justify safe practices
- respond by analysing and evaluating arts works in social, cultural, historical and spiritual contexts, using arts elements and languages
- reflect on learning, apply new understandings and identify future applications.

Overview – Units of Work

Processes and Media areas can include:

UNIT	ELEMENTS / PRINCIPLES	CONCEPTS	APPRAISING
The Marks we make	• Line • Tone & shade • Texture • Shape	• Demystifying drawing & learning to draw • Tonal value • Appreciation of texture • Printmaking skills	• Art from other cultures • First Nations and T.I. art • 20th Century & Photo realists • Renaissance
Colour	• Colour theory • Pattern • Shape • Movement • Perspective • Hues, tones • Repetition	• Colour Groups • Colour Mixing & paint application • Colour Symbolism • Emotional use of colour • Colour theory – definition of terms + schemes, • understanding colour wheel	• Impressionists • Contemporary art movements
Design	• Rhythm • Repetition • Variation • Harmony • Emphasis • Perspective • Composition	• Functional • Symbols & logos • Aesthetic • Emotional • Principles of design • Problem solving • Design layout methods • Discernment (mass media) • Communication	• Contemporary design. • Bauhaus • Gaudi (+other architects of 20th Century • MC Escher • Contemporary Aboriginal Poster art/ and protest art
The third dimension	• Mass • Volume • Unity • Space • Form • Structure • Size • Perspective	• Clay hand building methods • Manipulation of 3-dimensional materials • Use of found objects as art • Application of colour principles in glaze + surface treatments	• Pottery of pre-literate societies • Contemporary ceramics workers • Australian ceramic artists

In Year 9 Visual Art Students Will Learn To:

- Use imagination in dealing with art concepts and media
- Solve problems in visual design
- Learn how to use materials and techniques
- Invent new ways of using art media
- Experiment with art media
- Evaluate the results of their own work and the work of others in a responding task
- Understand visual design elements
- Know theory and history
- Be confident in their own creative ability
- Be critically aware of the visual environment
- Value the contribution of artists to society.

Time Allocation

- **Elective subject** - One semester of approximately 18-20 weeks
- Two x 65 minute lesson per week.

Types of Assessment

Practical work is assessed continually, as well as in one or two folios per term. These will be divided via media – 2D, printmaking, 3D, New Media. There is also a variety of Appraising criteria, written or oral work, which is always linked to the practical work concurrently studied.

Criteria Used In Assessment

Determining Levels of Achievement: Exit levels are awarded according to standards in each of the two criteria:

Responding - identifies, explores, responds to, analyses, interprets and evaluates artworks

Making - plans, designs and explores knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions

How the Students Final Level of Achievement Is Determined

These are outlined in the following table:

A	Standard *A* in any two exit criteria and no less than a *B* in the remaining criterion
B	Standard *B* in any two exit criteria and no less than a *C* in the remaining criterion
C	Standard *C* in any two exit criteria, and no less than a *D* in the remaining criterion
D	Standard *D* in any two exit criteria
E	Does not meet the requirements for LIMITED ACHIEVEMENT