

# Northside Christian College

## HUMANITIES AND SOCIAL SCIENCE

### Business - Year 9

#### Subject Prerequisites

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

#### Subject Outline

This subject gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered. The economics and business content at this year level involves two strands: economics and business knowledge and understanding and economics and business skills. Students will investigate contemporary issues, events and/or case studies.

#### Course Outline

Topic	Content
The foundations of Economics and Business	In this unit, students will consider the ways consumers and producers interact in the market, the ways markets in Australia operate to enable the distribution of resources, why and how individuals and businesses plan to achieve goals and objectives, and the ways that businesses respond to opportunities in Australia.
A competitive world	In this unit of work students will be introduced to the concept of an 'economy'. In an increasingly interconnected world, students will explore what it means for Australia to be part of the Asia region and the global economy. In so doing, they will consider the nature of resources, trade, participants in the Australian economy, Australia's exports and imports, Australia's major trading partners and the interdependence of global economies. Students will also consider the characteristics of successful business which maintain a competitive advantage in such a globalised economic system.
Working and Investing	In this unit of work, students will consider <u>their place</u> in the economy. In an ever-changing world, financial literacy and enterprising workplace skills are crucial for establishing a sound financial basis for life. Therefore, over the course of this unit, students will consider the roles and responsibilities of participants in the workforce, and why and how Australians manage financial risks and rewards in the current Australian and global financial landscape.

#### Criteria Used In Assessment

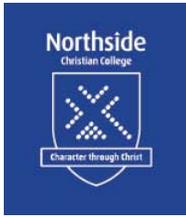
- Knowledge and Understanding
- Questioning and Research
- Interpretation and analysis
- Communication and Reflection

#### Types of Assessment

A variety of instruments will be used to provide information on a student's progress. These will be project based and include **short written tasks**, **multimodal presentations** and **practical tasks**. These may take a variety of forms, including, work folios, exams, assignments orals, and/or multimedia presentations

#### Pre-Requisite for Senior Subjects

This course will provide an introduction to Year 10 Business and Economics.



# Northside Christian College

## TECHNOLOGIES AND DESIGN

### Challenge Based Design Year 9

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#### 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 of our curriculum offerings.

Challenge Based 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

- Become familiar with the design thinking process through taking part in several short design challenges in individual lessons.
- Brainstorm a 'Big Idea' for their design challenge and develop a viable project proposal.
- Undertake goal directed inquiry into the project problem.

##### Term Two

- Work on their design folio and prototype systematically throughout the term, refining and testing solutions as necessary.
- Showcasing their project at the end of term for parents, selected staff and students.

#### Criteria Used In Assessment

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

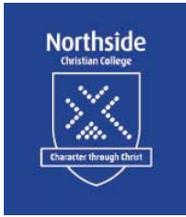
**Production** of products, services or environments that satisfy the needs, wants or opportunities of stakeholders, the development of a project proposal and the communication of a designed solution.

#### Type of Assessment

Students are required to resolve a 'design challenge' regarding an area of interest and passion to them. They then follow the design process over the course of the semester to develop a project proposal, refine it as necessary, develop their project and eventually showcase their project to an audience at the conclusion of the elective.

#### How the Students Final Level of Achievement Is Determined

When standards have been determined in each of the above criteria, the exit level of achievement is the average of all criteria.



# Northside Christian College

## PERFORMING ARTS

### Dance - Year 9

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#### 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 two connected units of study over the course of one semester; two lessons per week.

#### Course Outline

##### Unit One: 'All That Jazz'

This unit introduces students to the movement vocabulary and technical skills specific to the style of Jazz, with attention to building competency and precision. Particular focus will be given to the development of technique and the examining of use of space, time, and energy within selected Jazz danceworks. Students will expand formal writing skills through the analysis of danceworks within context, as well as the purposeful enhancement of expressive and technical skills in order to perform a teacher-devised dancework within the style.

##### Assessment 1: RESPONDING

###### CRITERIA:

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

##### Assessment 2: MAKING - PERFORMING

###### CRITERIA:

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

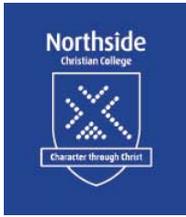
##### Unit Two: 'Under the Spotlight - Dance in Musical Theatre'

By linking Jazz Dance into the context of Musical Theatre, students' overall understanding of the cultural and historical influences of Dance will be enhanced. This unit provides students with the opportunity to explore the connections between early Jazz and contemporary Jazz, examining pivotal choreographers of the era, and developing students' knowledge of and competency in the manipulation of movement to create meaning. Students will demonstrate their ability to effectively manage the structuring devices of movement, ie. form (structure), transitions, choreographic devices, focus, space, time, and dynamics (movement qualities), in order to choreograph their own dancework within the style of Musical Theatre.

##### Assessment: MAKING - CHOREOGRAPHING

###### CRITERIA:

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



# Northside Christian College

## TECHNOLOGIES AND DESIGN

### Design Technologies – Engineering & Materials - Year 9

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#### 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

##### Term Two

- Design Thinking Projects (Participation in a guided design program)
- Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions

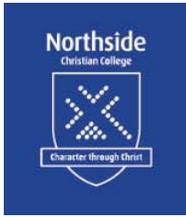
#### Assessment Focus

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

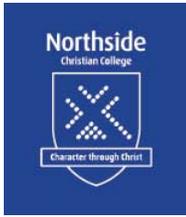
#### Assessment Focus

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 short answer written tests, demonstration of practical skills, research and investigation assignment, a design folio as well as teacher observation.



# Northside Christian College

## TECHNOLOGIES AND DESIGN

### Digital Technologies - Year 9

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#### 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).

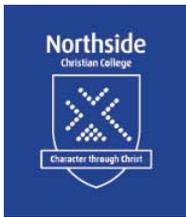
#### Assessment Focus

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

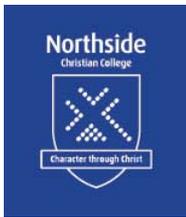
##### **MAKING: Performing - Group Performance**

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

##### **MAKING: Forming - Group Improvisation**

- development of roles and characters when collaborating to plan, direct, produce and refine drama in different forms, styles and performance spaces through improvisation.

Term 1	Term 2
<p><b>The elements of Drama</b></p> <ul style="list-style-type: none"> <li>• Human context, Tension</li> <li>• Role play development: writing in role etc.</li> <li>• Analysis of Human Context in Text</li> <li>• Acting Exercises on Time, Space, Voice, Movement, Symbol, Mood</li> <li>• Scripted Drama Presentation</li> </ul> <p><b>Assessment:</b>  <b>Elements of Drama Exam</b>  <b>Performing Task – Script Provided.</b></p>	<p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>• Making/accepting offers</li> <li>• Extending offers</li> <li>• Building context/Creating Mood'</li> <li>• Improvisation in role</li> <li>• Writing a scene based on stimulus</li> <li>• Building Drama from a given stimulus</li> </ul> <p><b>Assessment: Unpolished Group Performance based on Stimulus</b></p>



# Northside Christian College

## ENGLISH AND OTHER LANGUAGES

### English - Year 9

#### Subject Outline

From 2012, Northside Christian College has implemented the Australian Curriculum for English. Detailed information regarding Rationale and Aims, Content, and Achievement Standards may be found by visiting: [www.australiancurriculum.edu.au](http://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 streamed in Year 9; however, regardless of their 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. As a result, students may be placed in a different stream from year to year, based on their achievement and development. In Years 7, 8 and 9 classes are also usually gender streamed.

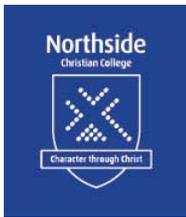
#### Course Outline

UNIT	TEXTS
<b>Against the Odds</b> Students will examine Christian and secular notions of how to overcome adversity.	*Novel e.g. <i>'Only the Heart'</i> , <i>'Chinese Cinderella'</i> , <i>'Heavenly Man'</i> , <i>'Gifted Hands'</i> , <i>'The Hatchet'</i> , <i>'The Outsiders'</i> , <i>'Pavana'</i> *Film e.g. Soul Surfer, Gifted Hands, Blindsight, Hidden Figures
<b>Australian Identity</b> 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.	*Various Australian literary and media texts *Shakespearean soliloquys
<b>Technical and scientific language – "Playing God in Frankenstein"</b> Students will discuss moral and ethical issues and scientific and technical language.	*Play study <i>'Frankenstein'</i>
<b>What are we being sold?</b> Students will explore media methodologies used in film advertisements.	*Various television and internet advertisements

Language conventions are embedded in all units of work, with examinations undertaken each semester.

#### Types of Assessment

The Australian Curriculum for English requires students to complete a range of written and spoken tasks. These tasks must reflect a range of conditions and text types. Tasks will 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.



# Northside Christian College

## ENGLISH AND OTHER LANGUAGES

### English - Year 9

#### Learning Area Standard Descriptors Used In Assessment

##### Understanding and Skills – Receptive Modes

Students are required to:

- Select and evaluate relevant ideas and information
- Develop and justify interpretations of texts
- Explain how text types are used to achieve different purposes
- Analyse how a variety of language features achieve different purposes

##### Understanding and Skills – Productive Modes

Students are required to:

- Select, organise, and synthesise a variety of relevant ideas and information to support different viewpoints, attitudes and perspectives
- Use a variety of text structures to achieve different purposes and effects
- Use a range of grammatical structures and vocabulary to achieve different purposes and effects
- Use a variety of text and language features to achieve different purposes and effects, for example:
  1. Punctuation and spelling
  2. Pronunciation, pace, phrasing and pausing, audibility and clarity
  3. Facial expressions, gestures, proximity, stance, movement
  4. Graphics, still and moving images

#### 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 for each assessment piece. Their results for the criteria subsets (listed above) are not used separately to arrive at a grade. 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.

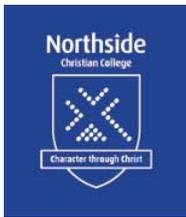
The results students have achieved for their tasks are used to determine their Level of Achievement. Their Level of Achievement is determined by examining their achievement for tasks according to the two categories, WRITING and SPEAKING.

The following principles are applied in determining overall results:

- All work is summative
- Greatest attention should be given to a student's fullest and latest assessment
- Students must demonstrate they can perform consistently at a particular level in **BOTH writing AND speaking** to meet the standards for that Level of Achievement

The following table may be used as a guide.

<b>A</b>	Predominantly A results for both written and spoken tasks.
<b>B</b>	Predominantly B results for both written and spoken tasks.
<b>C</b>	Predominantly C results for both written and spoken tasks. No more than one D or E result for written tasks and no more than one D or E result for spoken tasks. (If a student achieves two or more results lower than a C, they cannot obtain a pass in this subject.)
<b>D</b>	Predominantly D results for both written and spoken tasks.
<b>E</b>	Predominantly E results for both written and spoken tasks.



# Northside Christian College

## ENGLISH AND OTHER LANGUAGES

### French - Year 9

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#### Subject Prerequisites

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

#### Course Outline

Students learn to communicate in French for practical purposes. They will also develop greater knowledge, understanding and appreciation of French culture and customs by watching French films and by playing hands-on language games and activities. They will be able to participate in cultural and community events, like the French Film Festival and visiting local French patisseries or restaurants.

**They will study a range of topics including but not limited to:**

Introductions	Family	Animals
Food and eating out	Celebrations	Schooling
Daily routines	Describing people	Shopping
Navigating towns and cities	Holidays	

#### Types of Assessment

In French, students will complete a range of tasks that assess their Reading, Listening, Writing and Speaking skills in French. This will determine their ability to socialise, inform and create in the French language, and to translate and reflect.

#### Criteria Used in Assessment

Students will be assessed according to their proficiency in each of the following macro skills: Reading, Listening, Writing and Speaking.

#### How a Student's Final Level of Achievement Is Determined

Students will be given opportunities throughout the year to demonstrate their achievement. Each assessment is given a percentage contribution to the determination of achievement.

#### French Immersion Opportunity

At the completion of some calendar years (2019, 2021 etc.) students are provided with an opportunity to travel to New Caledonia to immerse themselves in French culture, and to develop their language skills. This trip is open to all students studying French with priority given to those continuing with French as a subject in following years.

#### University Entrance

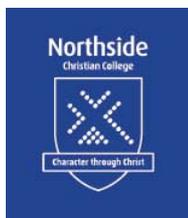
The University of Queensland, Queensland University of Technology and Griffith University are all currently offering "adjustment factors" towards tertiary entrance to students who have studied a language at senior level. For more information speak to our Careers Adviser.

#### Possible Career Prerequisites

As Australia extends its trade links throughout the world, increasingly Australians are working, travelling and studying overseas. Learning French offers students many opportunities. A command of French offers the worker, student or traveller an opportunity for a deeper appreciation of the over 48 French speaking countries and greater interaction with its peoples, both overseas and here in Australia. There are increasing career prospects within Australia for those who are proficient in more than one language.

An ability to not only communicate in another language but to understand culture and intercultural communication are skills that are highly sought after in the market place today.

*(National Statement for Languages Education in Australian Schools, National Plan for Languages Education in Australian Schools 2005-2008, Ministerial Council on Education, Employment, Training and Youth Affairs, Page 2.)*



# Northside Christian College

## ENGLISH AND OTHER LANGUAGES

### JAPANESE - Year 9

#### 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	Sports and hobbies
2	<i>Japanese pop culture</i>	<i>Body parts and describing characters</i>	<i>Anime and Songs</i>
3	Festival and celebrations	Birthday parties, giving and receiving	Japanese festivals
4	<i>Food and Drinks</i>	<i>Cooking show</i>	<i>Menu and ordering food</i>

#### Types of Assessment

In Japanese, students will complete a range of tasks including reading, writing, speaking and listening exams.

#### Criteria Used in Assessment

Students will be assessed according to their proficiency in each of the four macroskills:

**Listening:** Comprehending by identifying main ideas, supporting ideas, idiom and colloquial language use, interpreting gestures, facial expressions and attitudes.

**Reading:** Comprehending by identifying main ideas and supporting details, using textual features to locate information and help with meaning.

**Speaking:** Composing by selecting appropriate language to hold conversations through clear pronunciation and by controlling pitch, intonation and rhythm.

**Writing:** Composing by using appropriate vocabulary, spelling and punctuation, and sequencing material logically.

#### How a Student's Level of Achievement Is Determined

Students will be given opportunities throughout the year to demonstrate their achievement in each of the four macroskills. Each macroskill is to make an equal contribution to the determination of achievement.

Once standards have been determined for each of the macroskills, the following table is used to determine the level of achievement.

<b>A</b>	Standard A in any two macroskills and no less than a Standard B in the remaining macroskills.
<b>B</b>	Standard B in any two macroskills and no less than a Standard C in the remaining macroskills.
<b>C</b>	Standard C in any three macroskills; no less than a Standard D in the remaining macroskills.
<b>D</b>	Standard D in any three macroskills; Standard E in the remaining macroskills.
<b>E</b>	Does not meet the requirements for a D.

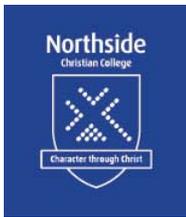
#### University Entrance

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.

#### Possible Career Pathways

As Australia extends its trade links throughout the world and increasingly Australians are working, travelling and studying overseas, learning Japanese offers students many opportunities. A command of Japanese offers the worker, student or traveller an opportunity for a deeper appreciation of the country and greater interaction with its peoples, both overseas and here in Australia. There are increasing career prospects within Australia for those who are proficient in more than one language.

*(National Statement for Languages Education in Australian Schools, National Plan for Languages Education in Australian Schools 2005-2008, Ministerial Council on Education, Employment, Training and Youth Affairs, Page 2.)*



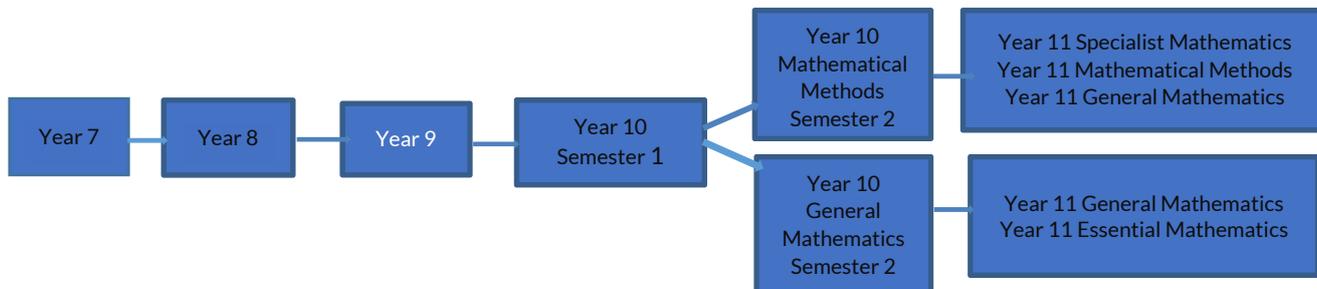
# Northside Christian College

## MATHEMATICS

### Year 9

#### Subject Outline

Mathematics in Middle School is not academically streamed, teachers follow a “differentiating the curriculum” approach based on the National Curriculum to provide appropriate learning opportunities for students. Mathematical pathways at Northside Christian College are depicted below.



#### Course Outline

Semester 1	
Term 1	Term 2
Maths foundations Pythagoras Probability Chess	Measurement Geometry
Semester 2	
Term 3	Term 4
Trigonometry Algebra Robotics	Algebra Problem solving

#### Assessment

Assessment techniques in this syllabus are grouped under categories.

- Assignment
  1. Extended modelling and problem solving task
  2. Teacher specified
- Supervised tests.

#### Criteria Used In Assessment

The following exit criteria must be used in making judgments about a student’s level of achievement at exit from this course.

##### Knowledge and Procedures

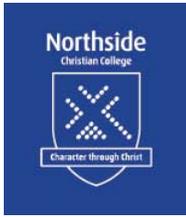
This criterion refers to the student’s ability to recall, access, select and apply mathematical definitions, rules and procedures, to demonstrate numerical and spatial sense and algebraic facility, with and without the use of mathematical technology.

##### 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.



# Northside Christian College

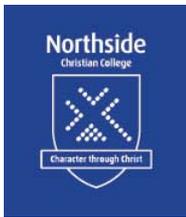
## MATHEMATICS

### Year 9

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#### Awarding Exit Levels of Achievement

<b>VHA</b>	Standard <i>A</i> in any two criteria and no less than a <i>B</i> in the remaining criterion
<b>HA</b>	Standard <i>B</i> in any two criteria and no less than a <i>C</i> in the remaining criterion
<b>SA</b>	Standard <i>C</i> in any two criteria, one of which must be the <i>Knowledge and procedures</i> criterion, and no less than a <i>D</i> in the remaining criterion
<b>LA</b>	At least Standard <i>D</i> in any two criteria, one of which must be the <i>Knowledge and procedures</i> criterion
<b>VLA</b>	Standard <i>E</i> in the three criteria



# Northside Christian College

## PERFORMING ARTS

### Music - Year 9

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#### 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

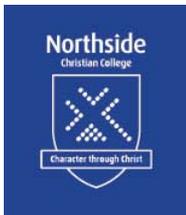
##### MAKING: PERFORMING –

- 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, together with the wider social attitudes to understandings of physical activity.

In Year 9 students can choose PE as a single elective (one semester only), OR they can opt to do the subject for the whole year by choosing PE twice.

#### Course Outline

	Theoretical Component	Physical Activity Context
PELECTIVE A	<u>My Social Responsibility</u> <ul style="list-style-type: none"> <li>Media messages about alcohol, drugs, gambling</li> </ul> ASSESSMENT: Feature Article	Indoor Cricket <ul style="list-style-type: none"> <li>Ongoing practical assessment</li> </ul>
	<u>Sports Injuries</u> <ul style="list-style-type: none"> <li>Treatment of injuries</li> <li>Anatomy and Physiology</li> </ul> ASSESSMENT: Exam	Touch <ul style="list-style-type: none"> <li>Ongoing practical assessment</li> </ul>
PELECTIVE B	<u>Equity in Sport</u> ASSESSMENT: Investigation Report	Volleyball <ul style="list-style-type: none"> <li>Ongoing practical assessment</li> </ul>
	<u>Exercising for Health and Performance</u> ASSESSMENT: Assignment – Training programs	Tennis <ul style="list-style-type: none"> <li>Ongoing practical assessment</li> </ul>

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, simultaneously engaging the general objectives of acquiring, applying and evaluating. It is expected that all general objectives will occur concurrently and be developed in conjunction with each other as interdependent entities.

**The general objectives of acquiring, applying and evaluating are explained below:**

#### ACQUIRING

This objective involves the retrieval and comprehension of information and the reproduction of learned physical responses.

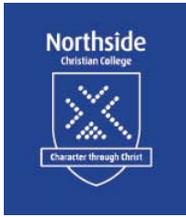
*Acquiring* refers to the ability to acquire knowledge, understandings, capacities and skills in, about and through physical activity.

*Acquiring* is achieved through processes such as identifying, describing, recalling and comprehending information from sources such as books, journals, videos, databases and web sites. It encompasses the engagement in physical activity and observation of performances in physical activity.

#### APPLYING

This objective involves the application of acquired information and learned physical responses.

*Applying* refers to the ability to apply knowledge, understandings, capacities and skills in, about and through physical activity.



# Northside Christian College

## PHYSICAL EDUCATION

### Year 9

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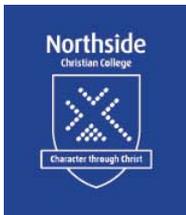
*Applying* is achieved through processes such as interpreting, analysing and manipulating information from sources such as books, journals, videos, databases, web sites, engagement in physical activity and observation of performances in physical activity.

#### **EVALUATING**

This objective utilises information, understandings and skills previously gained in acquiring and applying to make decisions, reach conclusions, solve problems and justify solutions and actions.

*Evaluating* refers to the ability to evaluate knowledge, understandings, capacities and skills in, about and through physical activity.

*Evaluating* is achieved through processes such as problem solving, hypothesising, synthesising, justifying and appraising information from sources such as books, journals, videos, databases, web sites, engagement in physical activity and observation of performances in physical activity.



# Northside Christian College

## SCIENCE

### Science Extension - Year 9

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#### 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 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).

#### Assessment Criteria

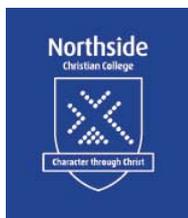
The following general objectives are used to grade students:

- Science Understanding
- Science Inquiry Skills

#### Determination of Student's Level of Achievement

Each criterion makes an equal contribution to the determination of levels of exit achievement. When Standards have been determined in each of the two criteria, the following table is used to determine the semester achievement, where A represents the highest standard and E the lowest.

<b>VHA</b>	A in any two exit criteria and no less than a B in the remaining criterion
<b>HA</b>	B in any two exit criteria and no less than a C in the remaining criterion
<b>SA</b>	C in any two exit criteria and no less than a D in the remaining criterion
<b>LA</b>	D in any two exit criteria
<b>VLA</b>	Does not meet the requirements for Limited Achievement



#### 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	Ecosystems	5 weeks
	Forms of Energy	4 weeks
2	Forms of Energy contd.	5 weeks
	Plate Tectonics – Research Investigation	4 weeks
3	Body Coordination	5 weeks
	Student Experiment	5 weeks
4	Atoms	7 weeks

#### Assessment Criteria

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

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

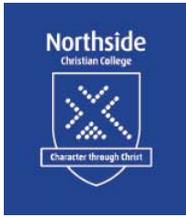
- Science Understanding
- Science Inquiry Skills

All two criteria are equally weighted to an overall grade.

#### Determination of Student's Level of Achievement

Each criterion makes an equal contribution to the determination of levels of exit achievement. When Standards have been determined in each of the two criteria, the following table is used to determine the semester achievement, where A represents the highest standard and E the lowest.

VHA	A in any two exit criteria and no less than a B in the remaining criterion
HA	B in any two exit criteria and no less than a C in the remaining criterion
SA	C in any two exit criteria and no less than a D in the remaining criterion
LA	D in any two exit criteria
VLA	Does not meet the requirements for Limited Achievement



# Northside Christian College

## HUMANITIES AND SOCIAL SCIENCE

### Social Science - Year 9

#### Subject Outline

The Social Sciences' curriculum at Northside Christian College involves the study of history, geography and civics. In this regard, the Australian National Curriculum History and Geography courses form the basis of instruction, assessment and reporting throughout the Year Seven course.

Each Social Sciences' discipline is approached from a Christian worldview. Content is unfolded within this perspective. The manner in which students engage with the curriculum is guided by the Biblical values of empathy, stewardship and reflective inquiry. As students investigate the geographical, political and societal problems that have plagued humanity across time and distance, students are encouraged to reflect on humanity's need for a Saviour.

Through these curriculum perspectives, and the excellent team of Social Science teachers, we endeavour to instill a passion for the subject area whilst encouraging students to reach their full potential in the academic arena.

Social Science at Northside Christian College is a core subject in the Middle School. Students may then elect to do Senior Social Science in Year 10, which introduces each of the senior level subjects including Modern History and Ancient History.

#### Course Outline

**Semester One:** History: The Making of the Modern World (The Industrial Revolution; Australia: Making a Nation; World War 1)

**Semester Two:** Geography: Biomes and Food Security; Geographies of Interconnections

#### 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: Critical process skills** – applies to analysing and organising information from a range of sources, and to many of the processes and skills of problem solving and decision making.

**Criterion 3: Research and questioning skills** – refers to the development of questions and hypotheses and to the collection and recording of data.

**Criterion 4: Communication skills** – refers to the range of ways in which students can present the results of their learning experiences in spoken, written, graphic, audio-visual and electronic formats.

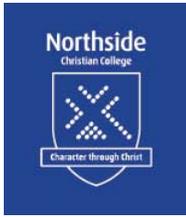
#### Types of Assessment

A variety of assessment instruments – written, spoken and multimodal – will be used to provide information on student progress. These will include written research assignments, multimedia presentations, collections of work and exams that involve a combination of source/data analysis, essay writing or short responses.

#### How The Student's Final Level of Achievement Is Determined

Each criterion must be assessed in each semester and each criterion is to make an equal contribution to the determination of levels of exit achievement. When standards have been determined in each of the four criteria, the following table is used to determine the semester achievement, where A represents the highest standard and E the lowest.

<b>A</b>	A in any three criteria and no less than a B in the remaining criterion
<b>B</b>	B in any three criteria and no less than a C in the remaining criterion
<b>C</b>	C in any three criteria and no less than a D in the remaining criterion
<b>D</b>	D in any three criteria
<b>E</b>	Does not meet the requirements for Limited Achievement



# Northside Christian College

## HUMANITIES AND SOCIAL SCIENCE

### Social Science - Year 9

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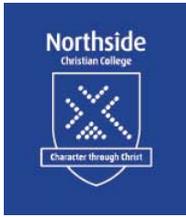
#### Possible Career Paths

Students who have completed the course in the past have found it valuable, both personally and as preparation for their senior courses.

The subject could be of importance to any student considering a career in sociology, psychology, early childhood care, education, archaeology, research, law or politics.

Many professions and occupations value persons with the skills of being able to develop and express reasoned opinion. The social sciences help to develop these capabilities.

Students should refer to individual universities/learning institutions and tertiary institutions for course prerequisites.



# Northside Christian College

## VISUAL ARTS

### Visual Art - Year 9

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#### 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.

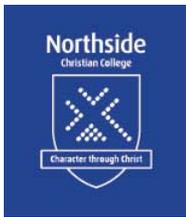
Students demonstrate evidence of their learning over time in relation to the following assessable elements:

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

#### Ways of Working

##### In Visual Art, students are able to:

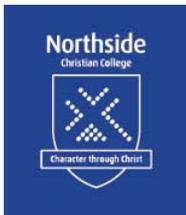
- select and develop ideas for arts works, considering intended audiences and intended purposes, and make decisions about arts elements and languages
- create and shape arts works by modifying arts elements to express purpose and to include influences from their own and other cultures and times
- modify 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
<b>The Marks we make</b>	<ul style="list-style-type: none"> <li>• Line</li> <li>• Tone &amp; shade</li> <li>• Texture</li> <li>• Shape</li> </ul>	<ul style="list-style-type: none"> <li>• Demystifying drawing &amp; learning to draw</li> <li>• Tonal value</li> <li>• Appreciation of texture</li> <li>• Printmaking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Art from other cultures</li> <li>• Aboriginal</li> <li>• 20th Century &amp; Photo realists</li> <li>• Renaissance</li> </ul>
<b>Colour</b>	<ul style="list-style-type: none"> <li>• Colour theory</li> <li>• Pattern</li> <li>• Shape</li> <li>• Movement</li> <li>• Perspective</li> <li>• Hues, tones</li> <li>• Repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Colour Groups</li> <li>• Colour Mixing &amp; paint application</li> <li>• Colour Symbolism</li> <li>• Emotional use of colour</li> <li>• Colour theory – definition of terms + schemes,</li> <li>• understanding colour wheel</li> </ul>	<ul style="list-style-type: none"> <li>• Impressionists</li> <li>• Contemporary art movements</li> </ul>
<b>Design</b>	<ul style="list-style-type: none"> <li>• Rhythm</li> <li>• Repetition</li> <li>• Variation</li> <li>• Harmony</li> <li>• Emphasis</li> <li>• Perspective</li> <li>• Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Functional</li> <li>• Symbols &amp; logos</li> <li>• Aesthetic</li> <li>• Emotional</li> <li>• Principles of design</li> <li>• Problem solving</li> <li>• Design layout methods</li> <li>• Discernment (mass media)</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Contemporary design.</li> <li>• Bauhaus</li> <li>• Gaudi (+other architects of 20th Century)</li> <li>• MC Escher</li> <li>• Contemporary Aboriginal Poster art/ and protest art</li> </ul>
<b>The third dimension</b>	<ul style="list-style-type: none"> <li>• Mass</li> <li>• Volume</li> <li>• Unity</li> <li>• Space</li> <li>• Form</li> <li>• Structure</li> <li>• Size</li> <li>• Perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Clay hand building methods</li> <li>• Manipulation of 3-dimensional materials</li> <li>• Use of found objects as art</li> <li>• Application of colour principles in glaze + surface treatments</li> </ul>	<ul style="list-style-type: none"> <li>• Pottery of pre-literate societies</li> <li>• Contemporary ceramics workers</li> <li>• Australian ceramic artists</li> </ul>



# Northside Christian College

## VISUAL ARTS

### Visual Art - Year 9

#### 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
- 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.

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