



**PARA HILLS  
HIGH SCHOOL**

Your vision Your future



# Year 9 Course and Subject Information

# 2019

**Introduction**

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**SACE**

**Career Planning**

**Learning Area Flow Charts**

## **Year 9 Subject Descriptors**

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Art

Dance

Design

Drama

Music

### **Design and Technology**

CAD

Construction Technology (Wood/Metal/Electrotech)

Digital Technology

Food Technology

### **English**

English

English as a Language or Dialect

### **Health and Physical Education**

Physical Education

### **Languages**

Japanese

### **Mathematics**

### **Science**

### **History**

### **Geography**

## **Subject Selection Sheet**

Year 9

# Introduction

This book gives a brief description of every subject offered to students in Year 9, along with an outline of possible subject pathways for Year 10 and beyond.

After reading the relevant sections carefully, students (with caregivers,) should complete, the subject choice record sheet at the back of this booklet. The final subject selection sheet can then be filled out during course counselling.

Any choice subjects offered in this handbook will only be taught if there are sufficient student numbers to form viable classes and if teacher resources are available.

## Year 9 Curriculum

Compulsory Subjects	Semester
English	2
Maths	2
Science	2
Health & Physical Education	1
History	1
Design & Technology	1
Food Technology	1
<b>Choice of 2 Semester units from the following:</b>	
Arts	1 or 2
Geography	1
Technology	1 or 2
Japanese	1 or 2
Music	1 or 2
Total	12

Students in Year 9 who select a full year of Japanese and Music will only be able to do one semester from Health & Physical Education and none from Design & Technology.

## Year 10 Curriculum

Compulsory Subjects	Semester
English or EALD	2
History	2
Maths	2
Science	1
Personal Learning Plan	1
Arts	1
Design & Technology	1
Physical Education	1
<b>Choice of 2 Semester units from the following:</b>	
Arts	1 or 2
Technology	1 or 2
Health & Physical Education	1 or 2
Japanese	2
Science	1
Maths Studies Plus	1
Total	12

## Australian Curriculum

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through the specification of achievement standards.

Each learning area or subject includes:

- A statement of rationale and a set of aims
- An overview of how the learning area is organised
- Year level descriptions
- Content descriptions (knowledge, understanding and skills) specifying what teachers are expected to teach
- Achievement standards that describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students at points in their schooling

Increasingly, in a world where knowledge itself is constantly growing and evolving, students need to develop a set of skills, behaviours and dispositions, or general capabilities that apply across discipline content and equip them to be lifelong learners able to operate with confidence in a complex, information-rich, globalised world.

The Australian Curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability). Criteria of learning have been developed for each, to describe the relevant knowledge, understanding and skills at particular points of schooling. These have been embedded where relevant and appropriate in each learning area and can be viewed explicitly in the curriculum online at [www.australiancurriculum.edu.au/](http://www.australiancurriculum.edu.au/).

## SACE Curriculum (Stages 1 & 2)

The SACE is an essential qualification and is completed over Years 11 and 12

## English as a Language or Dialect Eligibility

Students are eligible to study English as a Second Language if they satisfy any of the following criteria:

1. Immigrants (both recently arrived and long term residents) whose first language is a language other than English, whose knowledge of English is restricted and whose learning needs are better met by studying ESL. Students in this category may have:
  - Spent time in a refugee camp
  - Had periods of interrupted schooling
  - Had no previous schooling
  - Well-developed oral and literacy skills in their first language
  - Had some experience with written English but lack oral skills
2. Students who were born in Australia (including children of immigrants) and who come from homes where English is not used, or is not the only language used, or where English is used as common language between parents who do not have the same first language.
3. Aboriginal students whose first language is not English. Students whose first language is a language other than English.

# SACE

## South Australian Certificate of Education

Whilst students studying Year 9 in 2019 will not be directly involved in the SACE, it will become a more important part of their planning in future years.

This section is intended to provide an overview of the SACE for future reference only.

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12).

The SACE meets the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills knowledge and capabilities needed to succeed - whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of the SACE.

In 2019
Year 10 students study the Personal Learning Plan
Year 11 students study SACE Stage 1 subjects
Year 12 students study SACE Stage 2 subjects

What are some of the features of the SACE? As part of the SACE students will:

- Receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- Be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- Receive A-E grades in every Stage 1 and Stage 2 SACE subject

- Be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning
- have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations
- have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

## The requirements to achieve the SACE

To gain the certificate students must earn 200 credits. **Ten credits are equivalent to one semester or six months' study in a particular subject or course.** Some elements of the SACE are compulsory.

These are:

- A Personal Learning Plan (PLP) at Stage 1 (usually undertaken in Year 10), worth 10 credits
- At least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
- At least 10 credits towards numeracy from a range of mathematics studies at Stage 1
- A Research Project (RP) of choice at Stage 2 with 10 credits
- Completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

## Personal Learning Plan

### What is it?

The Personal Learning Plan is a new compulsory SACE subject, normally undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

- Identify and research career paths and options, including further education, training and work
- Choose appropriate SACE subjects and courses based on plans for future work and study
- Consider and access subjects and courses available in and beyond school
- Review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- Gain skills for future employment
- Identify their goals and plans for improvement
- Review and adjust their plans to achieve their goals. The Personal Learning Plan contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.

## What is VET?

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other Registered Training Organisations.

In the SACE students will be able to study VET and can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses.

## Flexibility in the SACE

Flexibility in the SACE supports students to cater for their unique needs and pathways whilst maintaining the rigour and standards required by the SACE.

Students are able to earn SACE credits for learning undertaken in the community. Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community.

## Career Planning

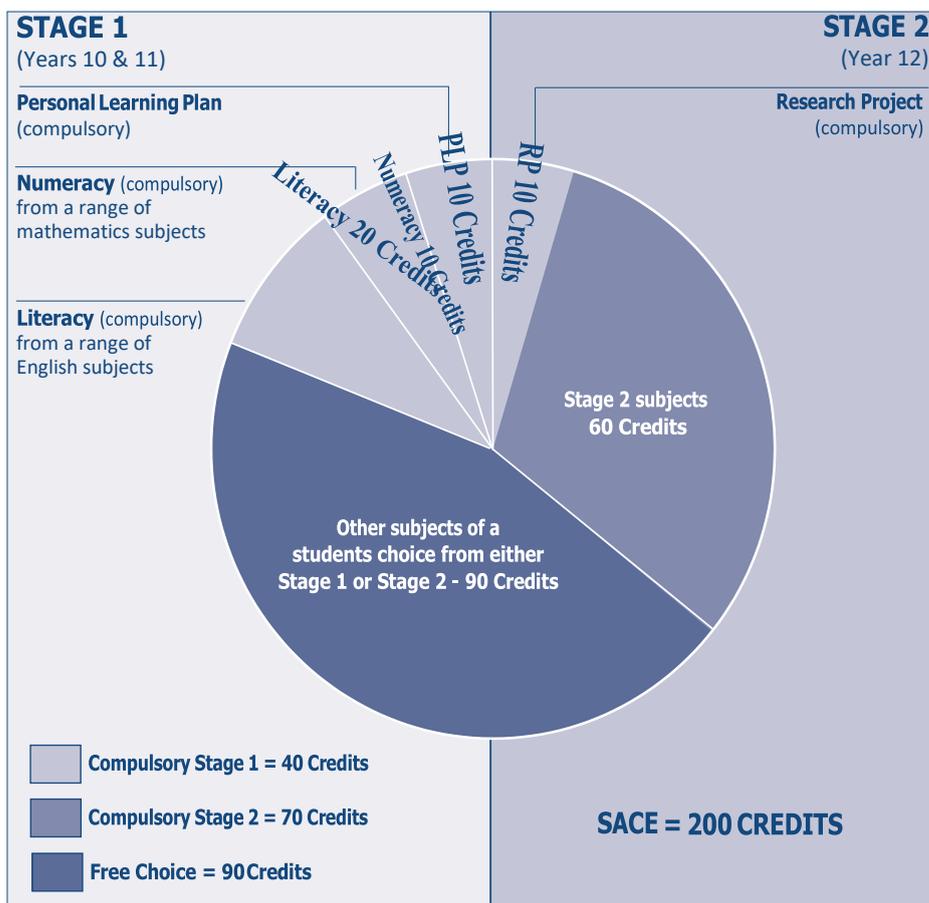
As students' progress through their secondary education, the relationship between the subjects they choose at each year level and the requirements of employers or further study institutions, becomes more important.

Students in Year 8 - 10 have a limited choice in what subjects they can study. The courses at these year levels are designed to give students a broad and comprehensive educational experience.

In Stages 1 and 2, students are offered a greater degree of subject choice. During these years it becomes more important for students to plan their subject choices with future career paths or further study in mind.

Course Information sessions are arranged for all students in Years 8 to Year 11.

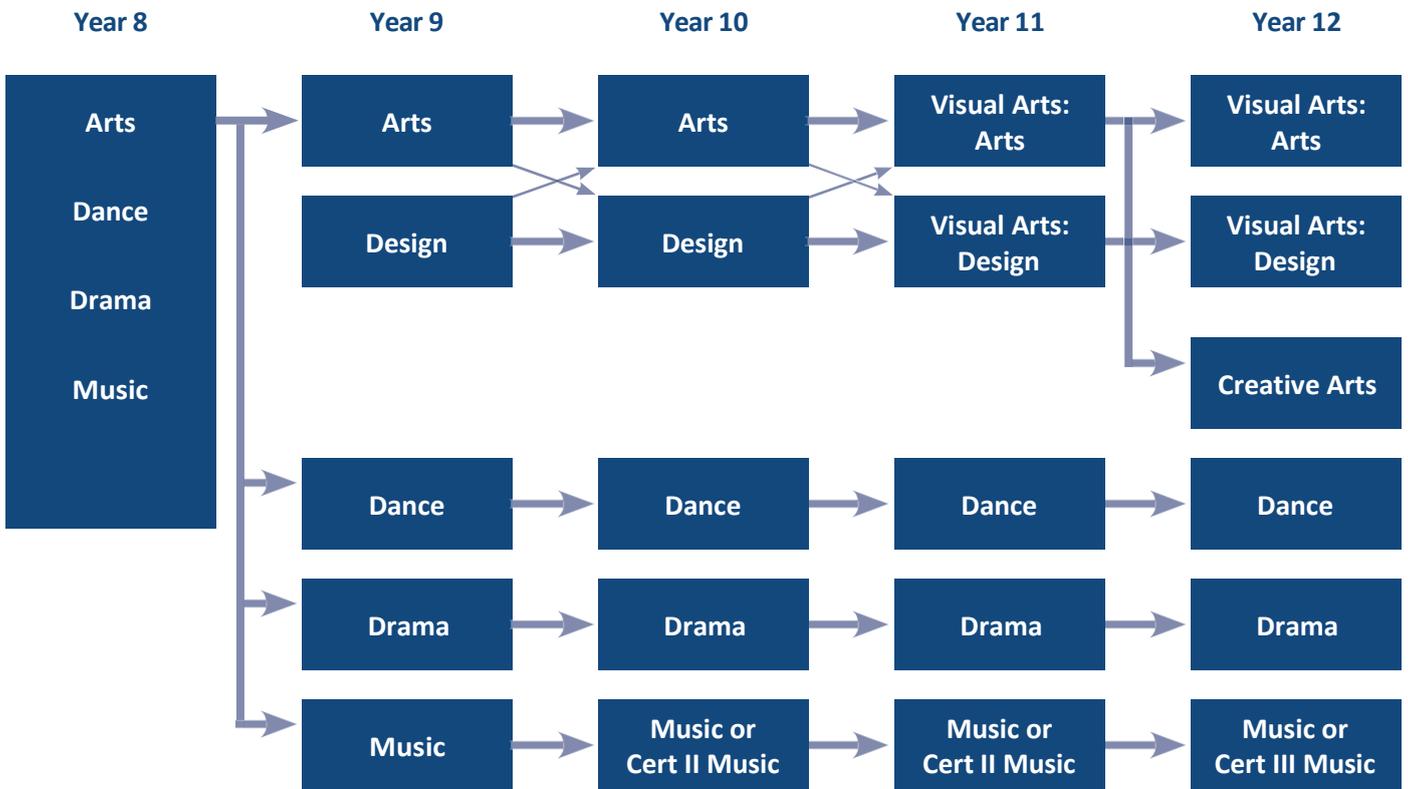
**Our subject counselling day will be held in the Resource Centre and the VLC on Tuesday 4<sup>th</sup> September (Week 7 of Term 3.)**



# Learning Area Flow Charts

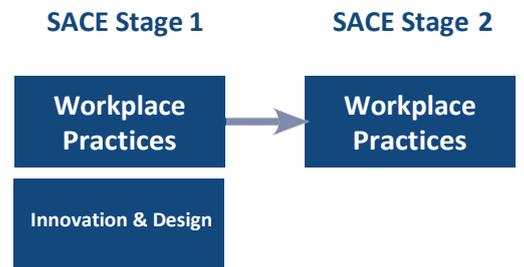
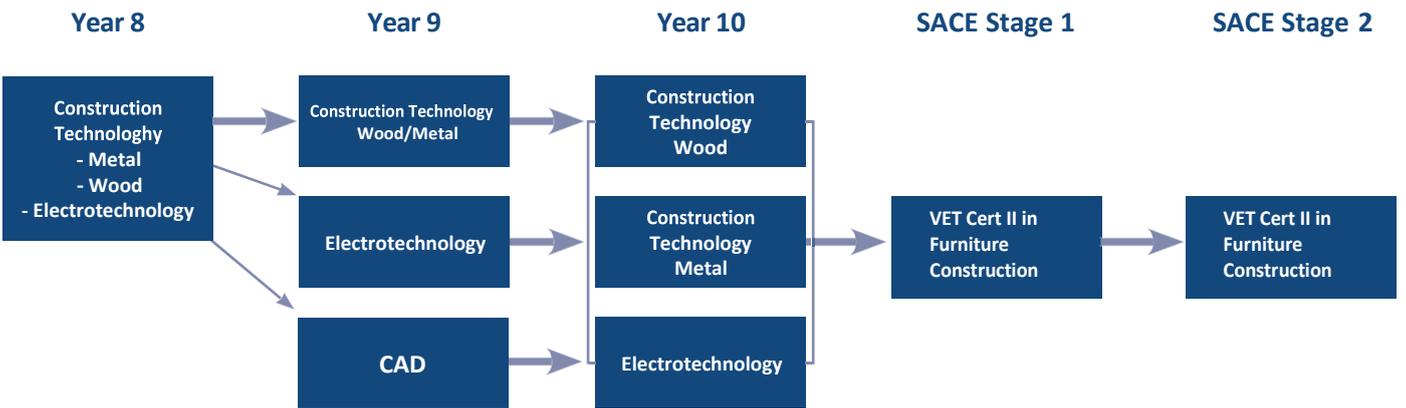
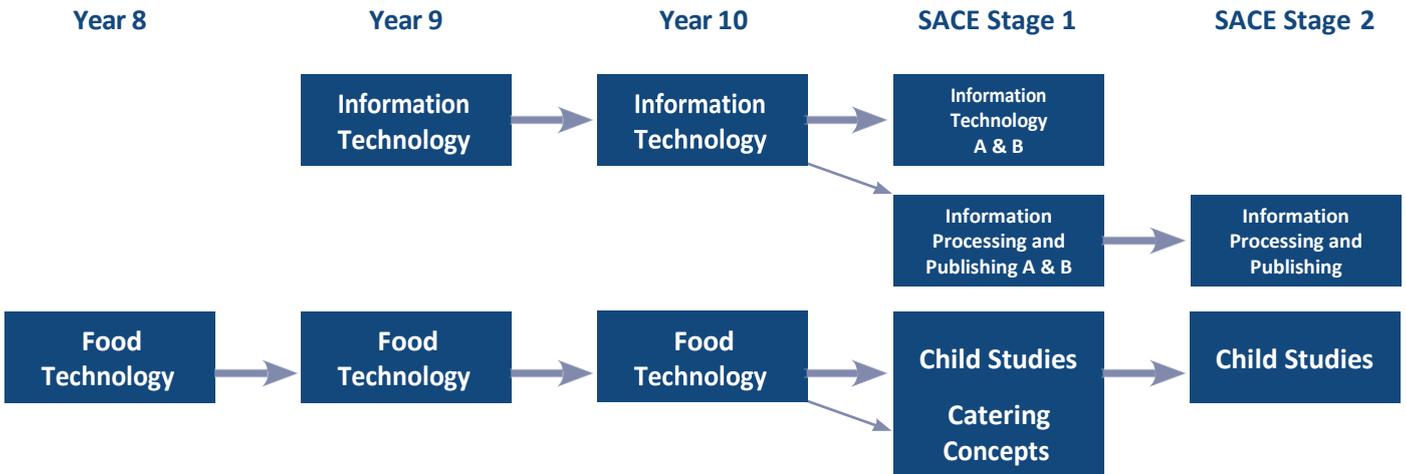
Learning Area Flow Charts show how the Year 8 - 12 subjects are linked.  
They do not indicate pre-requisites for selecting subjects.

## Arts Pathways:



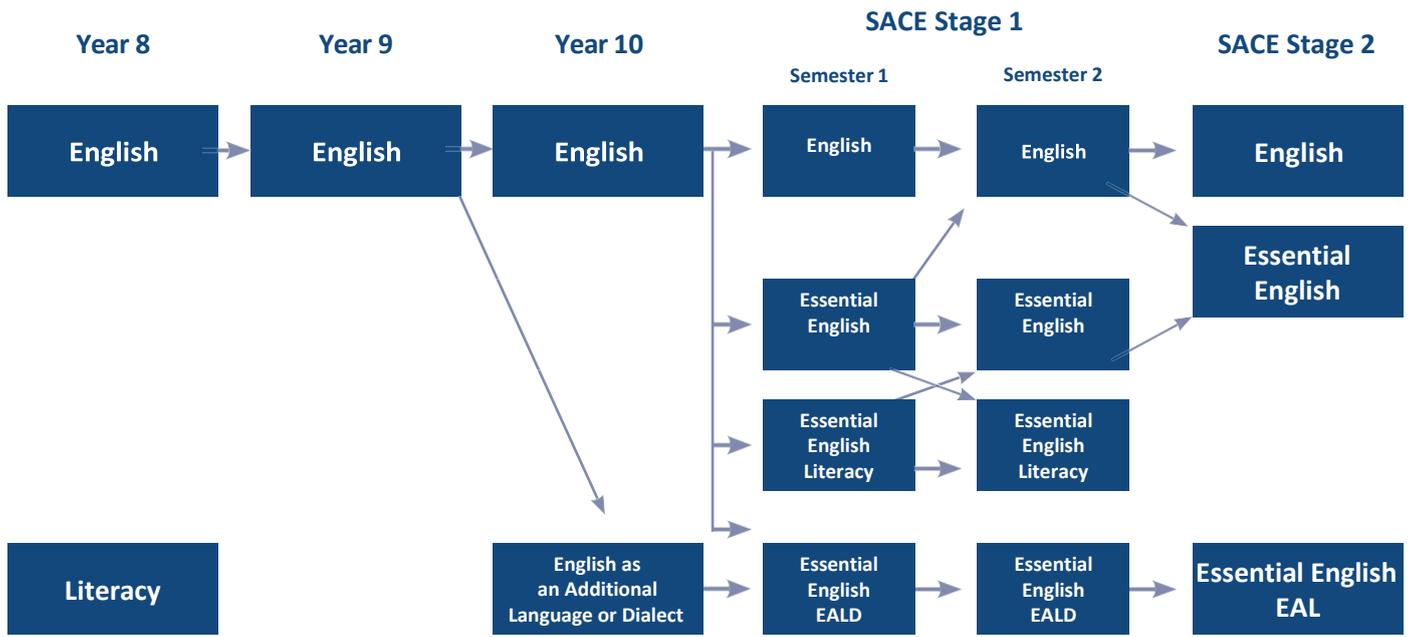
# Learning Area Flow Charts

## Business Enterprise and Technology Pathways:

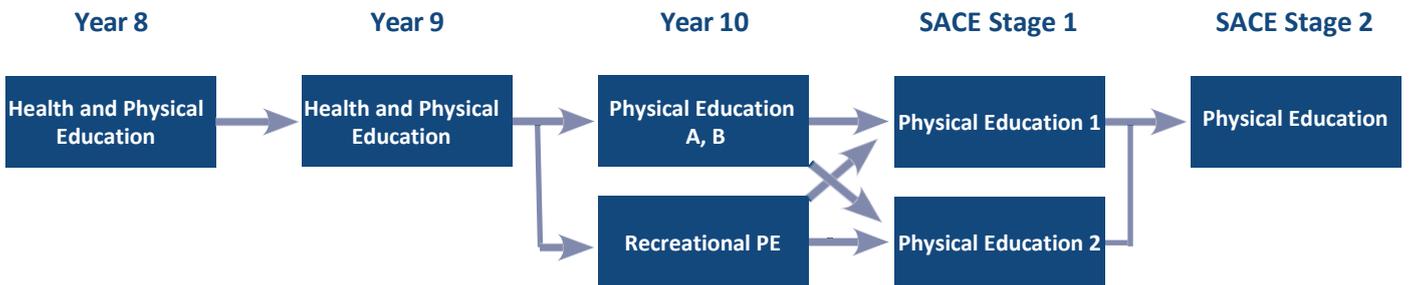


# Learning Area Flow Charts

## English Pathways:

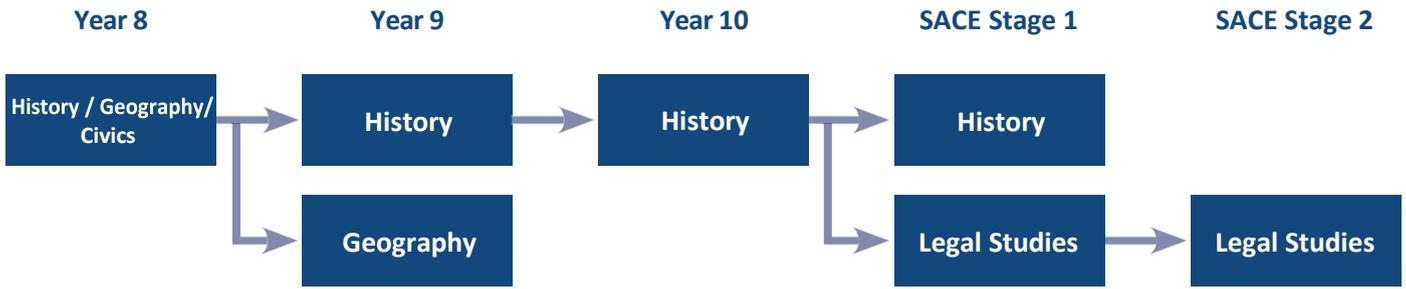


## Health and Physical Education Pathways:



# Learning Area Flow Charts

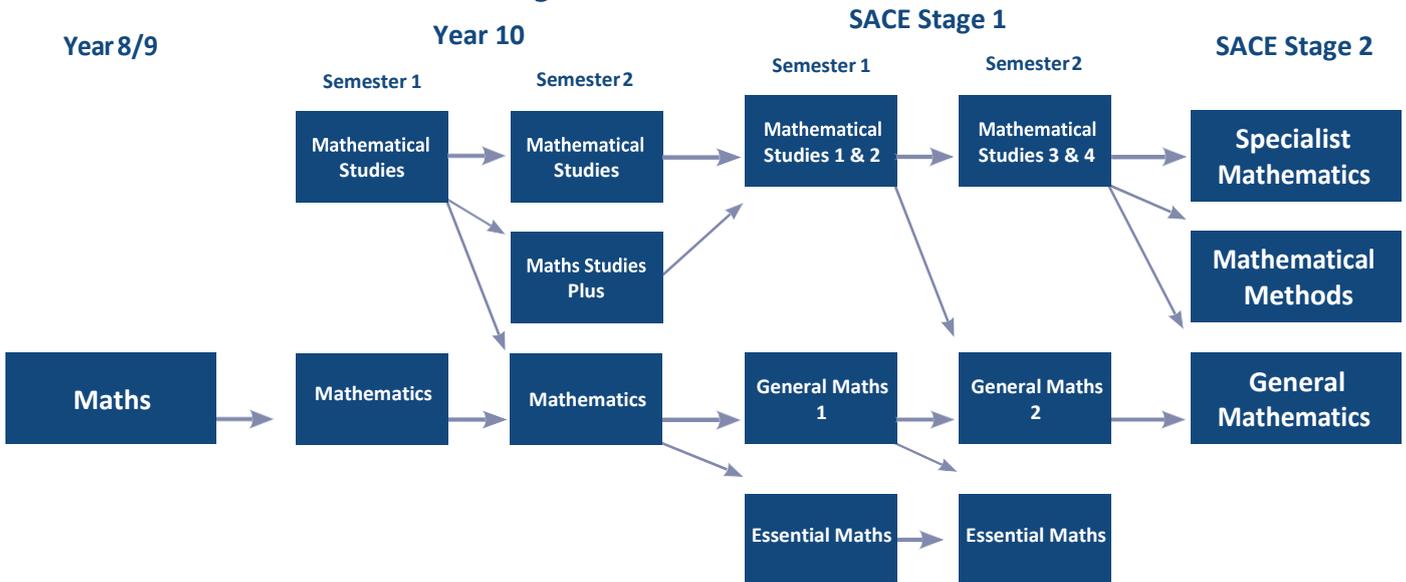
## Humanities and Social Sciences Pathways:



## Language Pathways: Japanese

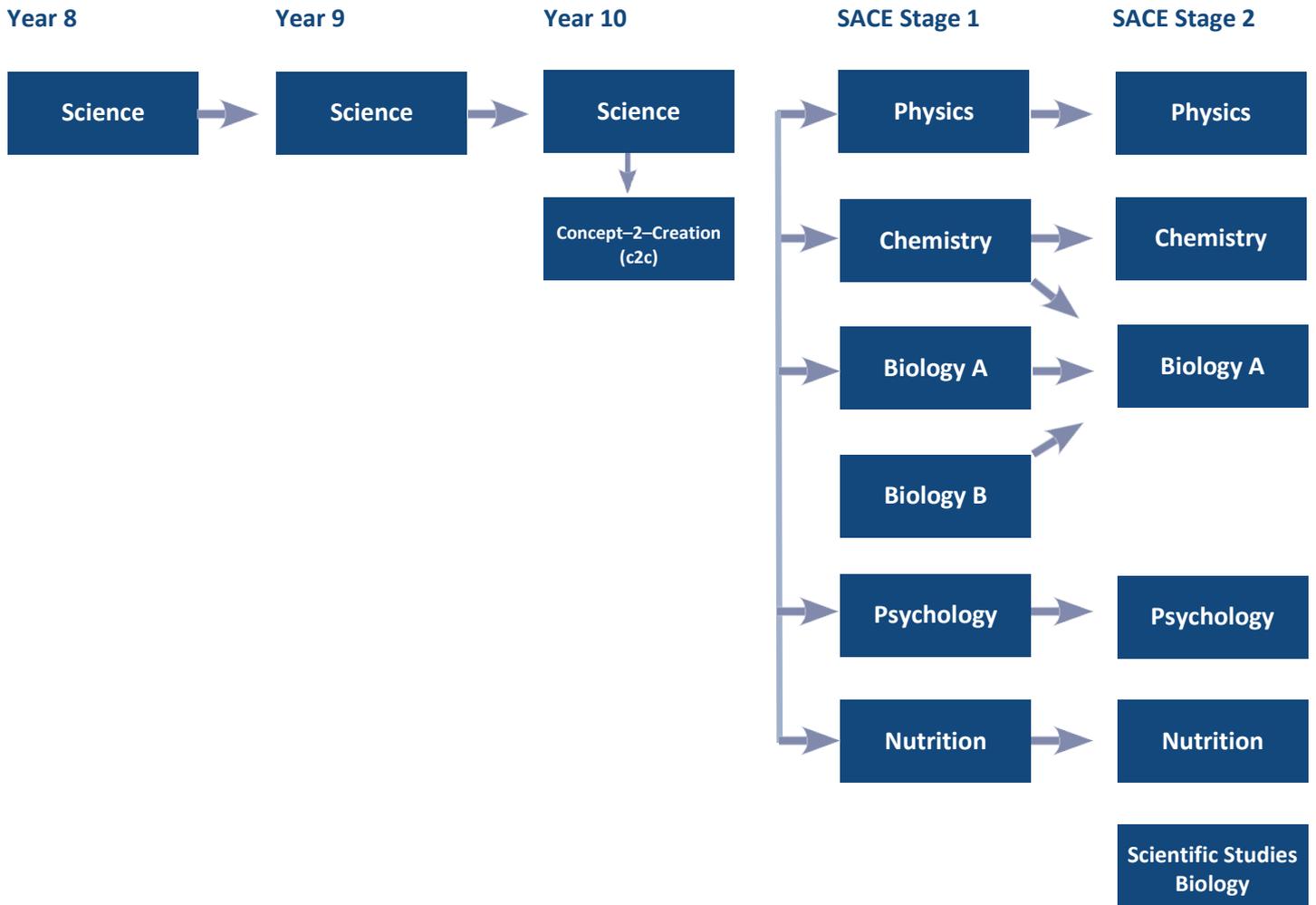


## Mathematics Pathways:



# Learning Area Flow Charts

## Science Pathways:



# Year 9 Curriculum

## Arts

The Arts is a choice subject area. Students may select one or two semester units within the Arts.

### Art

**Contact:** Arts Coordinator

**Length:** 1 Semester or Full Year

**Descriptor:**

A course which enables students to discover and explore a variety of art experiences, processes and materials. Students are involved in initial experiences of a wide range of art subjects that include art appreciation, drawing, painting, printmaking and sculpture.

### Dance

**Contact:** Arts Coordinator

**Length:** 1 Semester or Full Year

**Descriptor:**

Modern dance skills are developed with an emphasis on good posture, learning and perfecting new ways of moving, building student confidence. Students learn effective methods and processes for composing their own dances and have numerous opportunities to perform in small and large groups. Dance is a very energetic subject so students must be prepared to be very physical.

It is recommended students undertake a full year of Dance at Year 9 if they wish to continue to Year 12

### Design

**Contact:** Arts Coordinator

**Length:** 1 Semester or Full Year

**Descriptor:**

Students will develop an understanding of the design process and problem solve for specific briefs. The course will help develop student's imagination, observational and presentation skills through projects which include lettering, illustration, logo design and packing.

Students will have access to new digital technologies Adobe Illustrator, Adobe Photoshop and Adobe InDesign to enhance their design projects and presentations.

### Drama

**Contact:** Arts Coordinator

**Length:** 1 Semester or Full Year

**Descriptor:**

Students will develop knowledge and understanding of various styles of performance from diverse cultural backgrounds. The course will develop student's practical performance skills and analytical skills as students are required to review, analyse and critique performances as well as write original scripts. Students will also have the opportunity to engage in offstage roles including directing, Costume, set and lighting design. Drama is an opportunity for students to learn about history and human behaviour through a practical approach. It is recommended that students take a full year of Drama if they wish to continue in year 12.

## Music

**Contact:** Arts Coordinator

**Length:** Full Year or 1 Semester

**Descriptor:**

This course aims to extend students' confidence and skills in their ability to engage in music by extending their musical understanding, skills and knowledge.

Students will study the following elements:

**Performance**

Students will be required to attend weekly instrumental lessons provided by the school. In addition, students must join and attend rehearsals for one lunch time ensemble. Options in 2017 included The African Drum Ensemble, The Ukulele Ensemble and the Stage Band. Students may study one of the following instruments: bass guitar, drums, electric guitar, keyboard, saxophone, trombone, trumpet, voice.

**Musicianship**

Students will develop skills in reading and writing standard music notation as well as aural training. Methods will include use of books, ICT and purpose designed software. Students will achieve level equivalent to AMEB Grade 2 Theory.

**Music in Context**

Students will investigate a broad variety of musical styles and eras and develop an appreciation of the role of music in society and culture.

**Music Technology**

Students will use a variety of music composition and recording software to compose, edit, manipulate and perform music.

**Additional Information**

Students must either own or hire an instrument. Instruments are available for hire from the school at a highly subsidised price. Hire fees for 2018 are unavailable at the time of printing.

## Design and Technology

Students must select one semester within Design and Technology and may select another one or two semesters. Wood and Metal may be undertaken as either single semester or full year subjects and in any order.

### Construction Technology A

**Contact:** Technology Coordinator

**Length:** 1 Semester (A or B) or Full Year (A & B)

Throughout the semester students will be exposed to the use of various machinery and hand tools. The semester is divided up into two sections. First term is designated to woodwork, while the second term is designated to metalwork. The subject requirements are the completion of a workbook, 2 woodwork projects, 2 project documentations, 1 metal work booklet, 2 practice welds and 1 metal project. The subject is weighted with 60% of the grade being allocated to practical work and 40% of the grade allocated to theory work. Construction Technology Year 9 A, focuses around the use of wooden rebate and housing joint based projects with a metal project focused around intricate welding, with simple metal bending and folding and an introduction to lathe work.

### Construction Technology B

**Contact:** Technology Coordinator

**Length:** 1 Semester (A or B) or Full Year (A & B)

Throughout the semester students will be exposed to the use of various machinery and hand tools. The semester is divided up into two sections. First term is designated to woodwork, while the second term is designated to metalwork. The subject requirements are the completion of a workbook, 2 woodwork projects, 2 project documentations, 1 metal work booklet, 2 practice welds and 1 metal project. The subject is weighted with 60% of the grade being allocated to practical work and 40% of the grade allocated to theory work. Construction Technology Year 9 B, focuses around the use of wooden dowel and finger joint based projects with a metal project focused around intricate metal bending and folding, with simple metal welding and an introduction to lathe work.

### Electro-Technology:

**Contact:** Mr Fuller

**Length:** 1 Semester

Students continue with the program they began in Year 8 and will design a small electric car to race on a drag strip. Some parts will be machined in the CAD/CAM environment and additional knowledge and skills will be gaining in electro-technology. Successful students may have time to develop a small CAD/CAM jewellery project of their own design.

**Special Conditions:**

There may be additional charges depending on the amount of consumables used.

### CAD

**Contact:** Mr Mc Glade

**Length:** 1 Semester

**Descriptor:**

In this program students will work with the CREO package to design and create 3D models and then print them on the 3D printer. Students should select this subject if they are interested in a future in Engineering, Advanced Design or Inventing. Due to the nature of the work required, sound math skills are required.

### Digital Technology

**Contact:** Mrs Simon

**Length:** 1 Semester

**Prerequisites:** None

**Descriptor:**

Image manipulation requires students to use industry standard software, such as Adobe Photoshop, to create and manipulate images for both print and web publishing purposes. Website programming requires students to use entry level programming software, such as Notepad, to apply HTML and CSS programming language to develop web pages. Students will be assessed on their practical skills, knowledge and understanding of the topic areas, including application of the systems development life cycle in designing and making a system, which includes problem definition, analysis, design, development and validation, and evaluation. Student will also produce a written report or oral presentation on one of the topic areas.

# Year 9 Curriculum

## FOOD Technology

Contact: Mrs Stewart

Length: 1 Semester

Prerequisites: None

Descriptor:

Unit topics include; The Australian Dietary Guidelines, Breakfast Decisions, Nutrients and meal planning, Portable lunches, Fast Family Meals and Food and the Media.

**Start the Day Right:**

Students investigate the importance of breakfast in reference to their physical and intellectual needs and design, plan and create a healthy breakfast using low GI and high protein foods.

**A Balanced Diet and Healthy Food Choices:** Students investigate nutrition and healthy eating and design, plan and create a product suitable for a healthy school lunch.

**The Family and Food/ Changes in Eating Patterns:** Students investigate factors that influence our food choices, changes in eating patterns and family meal planning and design, plan and create a healthy meal suitable for a family.

Weekly food practicals will see students apply theory concepts to practical situations, with opportunities for them to design and prepare their own dishes.

**Assessment:**

Investigation

Design decision and management plans Individual and group practical activities Evaluation and analysis

## English

Students must study a full year of English.

### English

Contact: English Coordinator

Length: Full Year

Descriptor:

In English, the three strands of Language, Literature and Literacy are interrelated and inform and support each other. While the amount of time devoted to each strand many vary, each strand is of equal importance and each focuses on developing skills in listening, speaking, reading, viewing, writing and creating.

In this subject students

- Engage with a variety of texts
- Interpret, Create, Evaluate, Discuss and Perform a wide range of literacy texts
- Explore themes and issues involving abstraction, reasoning and intertextual references
- Develop a critical understanding of contemporary media
- Explore themes of human experience, cultural significance and ethnic & global dilemmas.
- Create a range of texts
- Create literary analysis, transformation of texts and reviews.

**Assessment:**

Assessment in English takes place in a number of different ways through both formative and summative assessment

### English as a language or Dialect

Contact: EALD Coordinator

Length: Full Year

Descriptor:

Students develop their communication skills to:

- Develop their use of English for social interaction.
- Participate effectively in the school curriculum.
- Critically evaluate and influence the society in which they live.

Themes include Growing Up, Relationships and Technology.

## Geography

Geography is a choice subject.

### Geography

Contact: Humanities Coordinator

Length: 1 Semester

Descriptor:

Geography integrates knowledge from natural sciences and humanities to build a holistic understanding of the world.

Students will explore the concept of space and the environment, interaction and sustainability. Geography uses an enquiry approach to assist students to make meaning of their world.

**Content:**

- Biomes and Food security - this role of the biotic environment and its role in food and fibre production
- Geography of interconnections - how people throughout the world are connected.

**Assessment:**

A range of class exercises, source analysis, map work, field trips and investigations

## History

Students must study half a year of History.

### History

Contact: Humanities Coordinator

Length: 1 Semester

Descriptor:

The focus of Year 9 History "The Making of Modern World" from 1750-1918. World War 1 is a compulsory depth study. Other depth studies which might be offered include:

The Impact of the Industrial Revolution, the Slave Trade, the Colonisation of Australia, Asia and the World.

**Assessment:**

Assessment is based on class exercises, source analysis, map work, tests and the creation of historical texts such as narratives, letters and diary entries.

## Health and Physical Education

Students must study a half year of Health & Physical Education

### Physical Education

Contact: Health & PE Coordinator

Length: Compulsory 1 Semester

Descriptor:

Students will extend their physical skills, understanding of game play and health literacy developed in Year 8 through a variety of individual and group based learning experiences.

Students will build on skills that require them to analyse movement performance and determine strategies that will allow them to achieve successful outcomes. Learning opportunities provided will ask student to develop these skills using the following contexts:

**Game based activity**

A variety of activities which will promote the development of tactical play for successful performance.

**Elements of Fitness**

Elements that contribute to successful performance. Students are also required to justify how these elements promote successful performance.

**The Body and Physical Activity**

The bodies' response to physical activity and how these responses promote successful performance.

**Shine SA Health**

Students complete a sexual health and relationships program supported by Shine SA.

**Assessment:**

In both PE A&B students are assessed on their practical movement as well as written (or suitable alternative) tasks.

## Languages

Japanese is a choice subject. Students may select to study Japanese for 1 semester or for a full year.

### Japanese

Contact: Humanities Coordinator

Length: 1 Semester or Full Year

Recommended: Year 8 Japanese

Descriptor:

Students will continue to study spoken and written Japanese through an activity based approach focussing on their ability to communicate. The culture, economy and geography of Japan will also be included in the course of study. Some language topics are: detailed self-description including likes and dislikes, making arrangements, asking and giving directions, shopping and eating in Japan, weather, describing daily routines.

**Assessment:**

Reading, writing and oral skills as well as understanding of language and culture are assessed.

## Science

Students must study a full year of Science.

### Science

Contact: Science Coordinator

Length: full Year

Descriptor:

Students build on the skills, knowledge and processes developed in the Year 8 Science course through the study of a range of topics under the following 4 areas:

- Earth and Space
- Energy Systems
- Life Systems
- Matter

Students answer questions and solve problems about their living and non-living environment. This is done through working in small groups to design and/or carry out experiments and use the electronic media to collect and research information.

Scientific principles are used to explain everyday observations and students look at the ways that science impacts on our lifestyle.

**Assessment:**

Approximately 50% of the assessment is based on tests, with the remainder being assessed via practical work, posters, orals etc.

## Mathematics

Students must study a full year of Mathematics.

### Mathematics

Contact: Mathematics Coordinator

Length: Full Year

Descriptor:

The Australian Curriculum for maths is organised around the interaction of three content strands and four proficiency strands.

**Content:**

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability
- Proficiency:
- Understanding
- Fluency
- Problem Solving
- Reasoning

**Assessment:**

A range of Assessment tasks will be used including tests, assignments, group work and investigations.

# School of Languages

## Enhance your options through

### The School of Languages

School of Languages courses are available to students unable to study the language of their choice in their school.

SACE Beginners Level language courses in particular are a powerful alternative pathway for students who wish to pick up an additional language at senior secondary level, or who wish to begin studying a language for the first time in Year 11. Year 10 students can also enrol and capitalise on two units of SACE early.

### Language Courses:

#### Years 8 - 10

Students choosing to study a language at this level at the School of Languages generally do so as an additional subject.

## Languages offered:

- Arabic
- Chinese
- Croatian
- French
- German
- Indonesian
- Italian
- Japanese
- Khmer
- Korean
- Persian
- Polish
- Portuguese
- Serbian
- Spanish
- Vietnamese Australian Languages
- Kurna
- Pitjantjatjara

All courses are after hours, one lesson per week and a range of locations is available.

## Levels

Most languages are offered at SACE Stages 1 and 2 levels. Some languages are offered to year 8, 9 and 10 levels.

## How to Enrol

Speak to the Senior School Assistant Principal who will refer to the comprehensive School of Languages provisional timetable, for more detailed information regarding locations, levels and times of classes. You can also visit us at [www.schooloflanguages.sa.edu.au](http://www.schooloflanguages.sa.edu.au).

OR

Contact the School of Languages to discuss your particular needs with a School of Languages enrolment officer.

**Phone: 8301 4801**

Materials and Services Charges apply to all courses at the School of Languages. A schedule is available on request.



# Year 9 Subject Selection for 2019

Student name:	Caregroup:
Potential future pathway option 1:	Potential future pathway option 2:

## You must select a total of 12 Semester Units

The following subjects are **Compulsory**:

Subject	Semesters:	Your Choice
ENGLISH/EALD	2	
MATHEMATICS	2	
SCIENCE	2	
HISTORY	1	
HEALTH AND PHYSICAL EDUCATION	1	
FOOD TECHNOLOGY	1	
DESIGN AND TECHNOLOGY	1	Choose from: (circle one) - CAD - ELECTRO-TECHNOLOGY - DIGITAL TECHNOLOGY - CONSTRUCTION TECHNOLOGY (WOOD/METAL)
<b>TOTAL</b>	<b>10</b>	

## Free Choice: Select 2 Semesters

Subject	Semesters:	Your Choice
ART	1 OR 2	
CAD	1	
CONSTRUCTION TECH A/B	A OR B	
DANCE	1 OR 2	
DESIGN	1 OR 2	
DIGITAL TECHNOLOGY	1	
DRAMA	1 OR 2	
ELECTRO-TECHNOLOGY	1	
GEOGRAPHY	1	
JAPANESE	1 OR 2	
MUSIC	1 OR 2	
<b>TOTAL</b>	<b>2</b>	

### HINT:

When selecting your Free Choices take into consideration the Design & Technology subject you have already selected and don't pick it again

### HINT:

A FULL year of MUSIC must be selected if you are considering doing the subject in Years 11 or 12

**Reserve choices:** In the event that your choices cannot be accommodated please indicate 3 reserve choices:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# Notes