Lake Joondalup Baptist College

2016

Year 9

Subject Handbook
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Welcome to the 2016 Year 9 Subject Handbook

The purpose of this handbook is to provide students with information about the academic subjects that are provided in the curriculum suite at Lake Joondalup Baptist College. All Learning Areas have contributed to this handbook, as has the Curriculum Administrative Team.

Students in Year 9 are currently studying a combination of subjects that are aligned with either the incoming Australian Curriculum or the current Curriculum Framework. Students are gradually transitioning from the Curriculum Framework to the Australian Curriculum. The Australian Curriculum is a national initiative and will gradually be implemented across all states and territories in Australia. At Lake Joondalup Baptist College, Phase 1 of the three Phase process has been implemented. Phase 2 and 3 will be implemented by 2017. Teachers at the College are busy trialling the content of Phase 2 and 3 subjects, particularly where that content aligns successfully with the current Curriculum Framework.

In 2016, Year 9 students will study the compulsory subjects of English, Mathematics, Science, History, Christian Education, Career Education, Health and Well-Being and Physical Education. Electives in 2016 will include Economics, Politics and Law, Geography, Future Problem Solving, all Arts subjects, all Technologies subjects, Languages and options in Health & Physical Education and other choices.

We encourage our students to choose wisely from the electives available, and to commit to the compulsory subjects, in order to best prepare their academic foundations for the rigour of Senior Secondary School. Year 9 should be considered the last preparation year before the start of Senior Secondary, which begins at Year 10.

You are welcome to discuss any aspects of the curriculum with the relevant staff at our College. We wish our students well as they pursue their academic goals.
The Curriculum Framework

The Curriculum Framework is implemented in all schools in Western Australia. It is a structure which allows students to:
- experiment with new skills
- discover new processes
- explore new technologies
- test new materials
- develop new ideas
- understand new information
- work on tasks alone, in groups or with the whole class

These experiences are called ‘learning opportunities’.

Outcomes of Learning

The learning opportunities are used to help students improve their success in the ‘outcomes’ of each course they are studying. Outcomes are the end result of study and show what students ‘can do’.

Some outcomes are compulsory and will be present in every subject taken in Year 9. The 13 compulsory outcomes are called the ‘Overarching Learning Outcomes’ and are listed on the next page.

Outcomes which relate to specific subjects only are called ‘Learning Area Outcomes’ and are shared by all the subjects which belong to the same Learning Area.

Ten Learning Areas at LJBC

The Arts
English
Career Education
Christian Education
Health & Physical Education (incorporating Health and Well-Being)
Humanities
Languages other than English (French and Japanese)
Mathematics
Science
Technologies

Learning Enhancement (Additional Support)
Christian Values and Community Focus

All Learning Areas at Lake Joondalup Baptist College have the following aims embedded within teaching and learning programs:

- To provide a community founded on Christian values, within which a student's full potential (intellectual, emotional, physical, spiritual, cultural, social) can be developed
- To encourage, enhance and develop numeracy and communication skills necessary for continued learning and personal growth throughout life
- To encourage a valuing of the local, global and universal environment, in order to adopt responsible attitudes towards our stewardship of it
- To provide opportunities for developing respect for others and their points of view, the ability to work cooperatively and collaboratively and to provide service for others as an expression of responsible citizenship
- To equip students with an appreciation of their own worth and the value of others
- To develop in students the confidence and ability to make decisions about all aspects of life, including vocational pursuits
- To help students deal creatively with economic and social realities.

Overarching Learning Outcomes

The thirteen compulsory overarching outcomes are listed below:

1. Students use language to understand, develop and communicate ideas and information and interact with others.
2. Students select, integrate and apply numerical and spatial concepts and techniques.
3. Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
4. Students select, use and adapt technologies.
5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.
6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.
7. Students understand and appreciate the physical, biological and technological world and have the knowledge, skills and values to make decisions in relation to it.
8. Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
9. Students interact with people and cultures other than their own and are equipped to contribute to the global community.
10. Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.
11. Students value and implement practices that promote personal growth and wellbeing.
12. Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
13. Students recognise that everyone has the right to feel valued and safe and, in this regard, understand their rights and obligations and behave responsibly.
The Australian Curriculum

During 2016, some learning areas other than Phase 1 subjects will continue embedding content from the Australian Curriculum into Year 9 and 10 subjects in order to enhance the teaching and learning programs as teachers prepare students for the rigours of Years 11 and 12. The Phase 1 subjects of English, Mathematics, Science and History are now operating under the Australian Curriculum and are fully implemented to Year 10. A tentative plan for all the subjects in Phases 1, 2 & 3 is indicated below. Phase 1 curriculum preparations for English, Mathematics, Science and History are now complete and have been accepted by the Western Australian Minister for Education; however, Phases 2 and 3 are yet to be finalised in terms of hours of tuition and expectations for study till the end of Year 10. The table below shows the expected projections, but these may be subject to change for Phases 2 and 3 once specific curriculum deliberations on a national and state level are resolved.

Please note that discussion around the teaching of Humanities is currently occurring at a state level and may require that students once again cover the range of disciplines associated with this learning area as compulsory components of the Curriculum from 2017 onwards. This will mean that elective options in Year 9 and 10 in 2017 will be reduced as they are re-incorporated into the compulsory component of the Humanities.

Table indicating projected subject expectations for the Australian Curriculum:

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Phase</th>
<th>PP – 4</th>
<th>5/6 – 8</th>
<th>9/10</th>
<th>11/12</th>
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<td>Mathematics</td>
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<td>Science</td>
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<td>History</td>
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<td>Geography</td>
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<td>Economics and Business</td>
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<td>The Arts</td>
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<tr>
<td>Languages</td>
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<td>Health &amp; Physical Education</td>
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<td>Civics &amp; Citizenship</td>
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<tr>
<td>All Students</td>
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<td>🟢OPTIONAL for students</td>
<td>🟡SIGNIFICANT EXPOSURE</td>
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</table>

NB: Languages are projected for optional study in Years 9 and 10. Incentives from universities to add a bonus 10% to the score of students studying Languages for their WACE till the end of Year 12 currently exist.
Electives Selection

Apart from the compulsory subjects in Years 7-10, students in Year 9 may choose electives within their curriculum. From the choices made by students, it will be determined whether an electives class will run, as will the number of classes of that elective that will run. If an electives class does not run, or is full, the next available electives class in order of a student’s preference will be considered for that student. The Future Problem Solving elective is a selective elective offered to academically able students. Formal recommendation for students to participate in the Future Problem Solving Program will be made by the College. It is recommended that students consider their choices of electives in terms of choosing an overall education package with respect to providing substantial curriculum foundation for the senior years ahead. Students should also consider their choices in terms of what they know they are most interested in.

In Year 9, students choose three electives and two reserves. There may be fees associated with some of these electives.

Year 9 Electives Selection 2016

You will be asked to enrol for these subjects via the web using Web Preferences. All students will be issued with an information sheet explaining the process and the minimum requirements with regards to accessing the site. This information is specific to each student and will give them their individual student access code and password. It is important that this information sheet be kept safely and students should choose their electives in conjunction with their parents or guardians.

If you do not have the required capacity to enrol at home, then students may do this at school in the Library at lunch time. If you have problems with your password, please see Mr van Aswegen or Mr Theunissen in Student Services, otherwise all other enquiries must be presented to the Curriculum Office. A copy of the printed form must be signed by the student and parent/guardian and then returned to the electives box in the Curriculum Office. Students should not attempt to enrol in their electives during class time.

Cut-off date:

Sunday 16 August 2015

You must select a total of three (3) electives plus two (2) reserve options by the above date.

Reserve options

While every effort will be made to accommodate your course options, it is more than likely that some students will miss out on some of their preferences because there are not sufficient numbers to run a class, or the class clashes with a higher ordered preference option. Therefore, some thought should go towards reserve options so that a place can be reserved in that class in the case of a student missing out on their first preferences. The order of choosing the subject is important and you should give consideration to which subjects you prefer to study.

Please note:

There are only five (5) attempts permitted for subject selection on Web Preferences before the cut-off date. You will need to consult the Course Handbook and discuss your selections with your parents before entering your selections.
Additional Compulsory Subjects

Christian Education

At LJBC we meet all students where they are at with their faith and we endeavor to support their progress in their spiritual walk with God from there. We create an environment where students feel comfortable and encouraged to approach their teachers to ask questions, in a non-threatening atmosphere. During the weekly Christian Education lesson, students are informed and educated of the teachings of the Bible and Christianity. Students are given the opportunity to talk about a variety of contemporary and age relevant issues that help to establish their own moral and value systems. In Christian Education we share the vision motto of the College derived from Micah 6:8 is ‘Seek Wisdom, act Justly and love Mercy’.

During lower secondary years, students are introduced to the main stories of the Bible and how the bible characters responded to different situations. Programs also include teaching moral and ethical viewpoints where students discuss relevant every day issues and the ways of dealing with these issues. Students investigate social justice which informs them of the less fortunate and how they can contribute to making a difference.

Associated fees/subject levy
$20.

Health and Wellbeing

Health and Wellbeing is compulsory for all senior secondary students and aim to provide the knowledge and skills to live a healthy lifestyle and enhance the wellbeing of those around them. Students will consider risks, analyse decision making processes, learn how to promote positive mental health and explore aspects of healthy relationships.

Associated fees/subject levy
$25.
Curriculum Team

During the time students and their families are making decisions about choice of elective subjects, it is important to talk about suitable choices with subject teachers and the relevant Heads of Learning Area.

The following people will be able to help with enquiries regarding curriculum decisions:

Dean of Studies                        Penny Houghton
Secondary Curriculum Manager           Kimberly Eyre
Learning Technologies Manager and     Limpie van Aswegen
Secondary Curriculum Administration

Head of Learning Area – Technologies and Secondary Curriculum Administration

Daniel Theunissen

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<tr>
<td>Christian Education</td>
<td>Talita van Tonder</td>
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<tr>
<td>English</td>
<td>Jane Ward</td>
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<td>Casey Ellery</td>
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<td>Ryan Verge</td>
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<td>Library</td>
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The Arts

Year 9 Dance

Subject Description
The Dance course acknowledges the inter-relationship between practical and theoretical aspects of dance - the making and performing of movement and the appreciation of its meaning. Through decision making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements, to create dance works. They also learn how dance styles and forms are historically derived and culturally valued. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills. Students will also work on dance items, which they will perform to an audience. The course runs for the full academic year.

Assessment
Theory based assessment includes research investigations and written responses to professional dance. Practical assessment includes choreography and dance performance across a variety of dance styles.

Associated fees/subject levy
$70 (includes workshops with external dance tutors in a variety of dance styles). Additional costs may include excursions to professional dance performances.

Pathways
Leads to Year 10 Dance. Career pathways include; dancing, choreography, teaching, arts management/administration, media, productionstage management, production design, marketing and advertising or personal training.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 9 Drama

Subject description
This is an enjoyable and invigorating Drama course packed with variety, excitement and an increasing expectation of focus and discipline. Students will learn how to develop acting techniques appropriate to different styles of drama. The course will assist students in developing skills in communication and teamwork along with ensemble performance creation. It will appeal to students who have a keen interest in theatre, acting and theatre production. Students will be able to unleash creativity through different roles in costume design, stage management and set design.

Class work includes:
- Improvisation skills
- Creating scripts
- Creating and rehearsing scripted performances
- Viewing and responding to theatre productions
- Researching styles of theatre
- Putting on a class production

Students will complete a unit of work on each of the following areas: Improvisation, Commedia dell’Arte (traditional comedy), Australian contemporary drama, Mime and mask. They will develop an understanding of the elements of drama and the styles of drama. Students will learn basic history of drama forms from around the world. The course will enhance students’ study of English and will also help to develop creative and critical thinking, confidence and effective communication whether working individually or as a team. Students will gain experience through different roles and responsibilities, teaching them creative problem solving group skills. Students will engage in workshops with professional actors as well as incursions and excursions in a variety of drama styles. The course runs for the full academic year.

Assessment
Theory based assessments include: research investigations and written responses to professional drama productions. Practical assessments include production assessments, including original and scripted performances and performing a production role (i.e. director, stage manager).

Associated fees/subject levy
$70 (includes some incursion/excursion costs).

Pathways
Leads to Year 10 Drama.
Career pathways include: acting, directing, arts and events management, arts administration, production/stage management, production design, writing, marketing and promotions, arts education, teaching and lecturing, law, management and personnel services, production design (sound, lighting, costume, set), front of house management, radio presenting, drama therapy, public relations, occupational therapy, or journalism.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 9 Media

Subject description
This course is designed for students to explore and recognise a range of media concepts and technologies and create a variety of media products, giving them a good overview of the mass media in general with both theoretical knowledge and practical application. This course will appeal to students who have a keen interest in films and TV programs. Students will write and respond individually to media forms and create media works in groups.

Class work includes:
- Filmmaking fundamentals
- Making a short suspense film
- Viewing and responding to a film
- Creating a genre film
- Researching film genres
- Making a movie poster
- Creating a magazine

Students will complete a unit of work on film and on digital design. They will develop an understanding of the codes and conventions used in films and print media; learn basic editing skills and techniques and learn how to break down professional media products for symbolic and cultural meanings. The course will supplement students’ study of English and also help students gain confidence to work in teams with defined roles and responsibilities, teaching them problem-solving group skills. The course runs for the full academic year.

Assessment
Theory based assessments include research investigations and written responses to professional media products. Practical assessments include production tasks including film production, film poster and magazine production.

Associated fees/subject levy
$70 (excludes excursion costs).

Pathways
Leads to Year 10 Media. Career pathways include marketing and promotions, event coordination, management and personnel, multimedia design, game making, animation, documentary filmmaking, camera operations, sound recording, TV production, editing, advertising production, radio production, journalist or acting.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 9 Music

Subject description
Students will expand their practical music skills through rehearsal and performance, explore the various musical styles, develop a higher understanding of harmony and analysis and extend their aural listening skills. Students will also develop composing and recording skills using music software. This course will provide students with essential knowledge and skills to further their music education in Years 10 through to 12, ultimately providing students with choices of either a university or TAFE pathway.

The topics studied will include:
- Film
- TV and gaming music
- The development of musical instruments and notation over time - what’s the connection?
- Music in sport
- Music on the radio
- Popular music
- The Beatles

The course runs for the full academic year.

Minimum standards for success
Satisfactory skills on own instrument, or vocal ability. Individual lessons on own instrument each week.

Assessments
- Demonstration of individual skills on instrument
- Performance skills
- Aural skills
- Creativity
- Theory and notation - students will sit an AMEB examination
- Literature
- Music skills using Musition, Auralia and Sibelius

Written assessment .......................................................... 50%
Practical assessment .......................................................... 50%

Associated fees/subject levy

Homework and study expectation
A self-motivated study program, including listening to set repertoire, daily practise on voice or instrument and keeping up to date with set tasks and homework is expected.

Pathways
Leads to Year 10 Music; students showing particular aptitude with music studies in Year 9 can choose from music courses or VET certificates in upper school if they meet the pre-requisites. Professions include Professional musician (jazz, rock, alternative, classical), music teacher, specialist instrument tutor, TAFE or university lecturer, specialist recording artist, session musician, composer, movie sound track composer, music event coordinator, sound engineer, booking agent, artist/band manager.

Time off campus
One full day, plus various opportunities, will arise for students to attend concerts/performances and workshops around the metropolitan area.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Mrs Tammy van der Nest – Director of Music

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Year 9 Visual Art

Subject description
This course covers a range of techniques including drawing with a variety of media, painting, ceramics and printmaking. This hands-on course will appeal to students who have an interest in creating art, incorporating ideas into a project and all other arts forms. Students will have the opportunity to participate in excursions to various locations, workshops with professional artists and to exhibit their work in the annual art exhibition, which is open for public viewing.
Class work includes:
- Drawing according to a certain theme
- Constructing a clay sculpture
- Painting
- Printmaking using various techniques
- Viewing and responding to artworks
- Researching a famous artist
The course runs for the full academic year.

Assessment
Theory based assessment 20%
Practical assessment 80%

Associated fees/subject levy
$100.

Pathways
Leads to Year 10 Visual Art; students showing particular aptitude in Visual Art in Year 10 can choose from Visual Art courses in upper school if they meet the pre-requisites. Career pathways from studying Visual Art include architecture, advertising, animation, illustration, graphic/web design, interior design, fashion and textile design, curating, arts event coordinating, theatrical costume making and design, photography, make-up art and other professions requiring drawing or creative thinking skills.

Enquiries
Ms Tracy Pender – Head of Learning Area – The Arts
Year 9 Career Education

Subject description
This course is compulsory and undertaken by all Year 9 students. Career Education has moved towards learning to manage and take responsibility for personal career development prior to leaving school. Year 9 Career Education will enable students to explore their future career options and gain an understanding on how to achieve their career goals. Students will complete the JIIG-CAL Career Voyage program, undertake career investigations, explore post school options at university/TAFE and employment, and develop a personal portfolio.

<table>
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<tr>
<th>Outcomes</th>
<th>Content</th>
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<tbody>
<tr>
<td>Career &amp; Enterprise concepts</td>
<td>Students understand factors underpinning personal career development and learning opportunities.</td>
</tr>
<tr>
<td>Career &amp; Enterprise investigation</td>
<td>Students investigate career development opportunities by collecting and organising information. Students collect and organise information to investigate career development opportunities.</td>
</tr>
<tr>
<td>Career development in a changing world</td>
<td>Students understand how aspects of the changing world, including beliefs, values and attitudes impact and influence career development opportunities.</td>
</tr>
<tr>
<td>Being enterprising</td>
<td>Students use career competencies to manage career development opportunities, and use communication, technology and teamwork skills.</td>
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Assessment
Investigation
Response

Associated fees/subject levy
$25.

Pathways
Career & Enterprise is offered as a course of study in Years 10, 11 and 12 for pathways that would lead to either university or TAFE.

Enquiries
Mr Lynton Smith – Head of Department Career Education
English

Year 9 English

Subject description
English is compulsory for all Year 9 students. For 2016, we will continue to follow the Australian Curriculum. English is organised into three strands - language, literature and literacy - to support students’ growing understanding and use of Standard Australian English. These strands are taught concurrently and focus on developing students’ knowledge, understanding and skills in reading, viewing, speaking and writing.

Students are placed in General classes with an Extension class being offered to students with higher ability levels in this subject.

<table>
<thead>
<tr>
<th>Strands</th>
<th>Content</th>
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<tbody>
<tr>
<td>Language</td>
<td>Students will learn about the English language through variations and change. They will learn how to use language for interactions and to understand text structure and organisation. Students will also learn how to express and develop ideas, develop vocabulary and to understand grammar and its usage.</td>
</tr>
<tr>
<td>Literature</td>
<td>Students will understand literature and its meaning through content and context; to respond to texts by examining literary texts and to identify personal ideas, experiences and opinions. Students will learn to use a variety of texts as a starting point to create imaginative writing.</td>
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<tr>
<td>Literacy</td>
<td>Students will develop the ability to interpret and create texts with appropriateness, accuracy, confidence and fluency. Students study texts from different cultures and history and will learn to comprehend what they read and view as they develop a more sophisticated process of interpretation.</td>
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</tbody>
</table>

Assessment
Students will demonstrate their achievement through their creation of a range of persuasive, imaginative and informative text types along with analysis through formal essays and oral presentations.

Associated fees/subject levy
$50.

Pathways
Students are placed in the Extension class through a ranking system of their cohorts, which is dependent upon the final mark at the end of Year 8. Being selected for Extension in Year 8 does not automatically mean they will be in Extension for Year 9. Students will need to demonstrate a high level of application, focus and study to meet the highest standards for their own academic achievement. Students who have been identified as having difficulties in English will be provided with additional support within their class.

Enquiries
Mrs Jane Ward – Head of Learning Area – English
Extension Program

Year 9 Future Problem Solving

This course is offered by invitation from the Learning Enhancement Centre.

Subject Description
Future Problem Solving is an international educational program that focuses on the development of critical, creative and futuristic thinking skills. In particular, it centres on the skills of problem identification and positive solutions to those problems and encourages students not only to analyse and synthesise the information they have before them, but to express their ideas in a cohesive, fluent manner. It challenges students to apply their imagination and thinking skills to some of the significant scientific, economic and social issues facing both the world of today and the future, equipping them with the skills and vision needed to anticipate, comprehend and solve problems associated with these issues and helping them to have a positive impact on and in the society of the future.

In Semester 1, students work in teams of four to six students and learn to address complex scientific, economic and social problems of the future through the use of a creative and comprehensive problem solving process.

In Semester 2 students are engaged in a wide range of thinking strategies that cut across traditional curriculum boundaries and extend the way their brain thinks. Students also engage in metacognitive learning by determining their brain dominance, multiple intelligences and mindsets. Finally, students will also be introduced to some ideas in Philosophy and Ethics and how to think about those ideas.

Outcomes
Students involved in Future Problem Solving are challenged and motivated to:

- Think more creatively by becoming involved in activities to increase flexibility, fluency, originality and elaboration of their thinking
- Develop research skills needed for the collection of data from past and contemporary sources
- Relate effectively with others as members of a small, cohesive team
- Improve oral and written communication skills for the better understanding of their ideas by others
- Become interested in the future since this is where they will spend the rest of their lives
- Solve problems by learning and effectively using a six-step, creative problem solving process
- Think critically and analytically
- Develop thinking strategies

Assessment
In Semester 1, students explore three topics. After thoroughly researching a topic, students analyse a one-page future scenario, which describes a situation that looks at a specific area of the broader topic. This future scenario is normally set about forty years in the future. The students then engage in a six-step problem solving process and write up their analysis using a special booklet proforma. The completed booklets are mailed to accredited, external evaluators who score the work and return it with both praise and suggestions for improvement. The third topic is competitive and must be completed within two hours. The top scoring teams receive invitations to participate in the Australian final, which is held in October; winning teams are invited to attend the International Future Problem Solving Conference.

Students will also be assessed on research tasks, individual written responses and group activities.

Associated fees
$60.

Enquiries
Mrs Sonja van Aswegen – Head of Secondary Learning Enhancement

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Health & Physical Education

Year 9 Physical Education

Subject description
Physical Education is compulsory for all Year 9 students and aims to provide the knowledge and skills to pursue healthy lifestyle choices and decisions. By being exposed to different types of physical activities and healthy lifestyle choices students are enabled to make informed decisions on their own and others’ health. Interpersonal and self-management skills are developed alongside practical sporting skills in a group based practical context. The program focuses on developing strategic thinking skills as applied to striking, net and invasion games.

Assessment
Moving our Body 20%
Understanding Movement 20%
Learning through Movement 20%
Interpersonal Skills 20%
Self-Management Skills 20%

Associated fees/subject levy
$90.

Pathways
Physical Education enables students to apply the knowledge and skills they have learnt to their present lifestyle. The subject also provides prerequisite knowledge for students wanting to work or pursue further study in sporting, fitness, health and medical related fields.

Enquiries
Mr Casey Ellery – Head of Learning Area – Health & Physical Education
Mr Jacob Miolin – Health & Physical Education Teacher
Year 9 Specialised Physical Education

Subject description
Specialised Physical Education aims to provide the knowledge and skills for students to engage in sport and recreation activities. Students will explore the components of fitness and strategies and tactics of the focus sport. Interpersonal and self-management skills are developed alongside practical sporting skills in a group based practical context.

Assessment
Moving our Body 30%
Understanding Movement 30%
Learning through Movement 20%
Self-Management Skills 10%
Interpersonal Skills 10%

Associated fees/subject levy
$150.

Pathways
Specialised Physical Education enables students to apply the knowledge and skills learnt to their present lifestyle. The subject leads on to Physical Education Studies in Year 10 and also provides prerequisite knowledge for students wanting to work or pursue further study in sporting and fitness fields.

Enquiries
Mr Casey Ellery – Head of Learning Area – Health & Physical Education
Mr Kyle Barker – Health & Physical Education Teacher
Year 9 Outdoor Education

Subject description
Outdoor Education aims to provide the knowledge and skills for outdoor activities and experiences, including archery, orienteering, rock climbing and snorkelling. Students will be introduced to the basic concepts of Outdoor Education, safety and environmental awareness. Interpersonal and self-management skills are developed alongside practical skills in a group based practical context.

Assessments
Investigation 10%
Practical 50%
Response 20%
Interpersonal Skills 10%
Self-Management Skills 10%

Associated fees/subject levy
$180.

Pathways
Outdoor Education enables students to apply the knowledge and skills they have learnt to their present lifestyle. The subject leads on to Outdoor Education in Year 10 and also provides prerequisite knowledge for students wanting to work or pursue further study in sport and recreation related fields.

Enquiries
Mr Casey Ellery – Head of Learning Area – Health & Physical Education
Mr Jacob Miolin – Health & Physical Education Teacher
Languages

Year 9 French

Subject description
This course is designed to help students develop a better understanding of the use of French language, Francophone culture and its people. The course encourages students to see how language is affected by culture; for example, students will explore the appropriate context for using formal and informal language. Students learn to communicate through a variety of different activities, such as bookwork, web based learning and games. Students will be exploring the differences between English and French linguistic elements such as regular and irregular verbs, prepositions and the present and past perfect tenses.

Students will participate in cultural activities throughout the year. In addition, it is envisaged that a tour to France will take place as students progress through Senior School.

The topics covered for this year group are:
- Talking about sports and hobbies
- Talking about clothes
- Naming parts of the body and saying what is wrong with you if you are unwell
- How to give directions and name buildings, places and locations
- Travel
- Talking about a past holiday

The course runs for the full academic year.

Outcomes and Assessments
As part of the Western Australian Curriculum Framework, the Languages Learning Area has a focus on the following outcomes:
- Cultural understanding
- Language learning strategies
- The system of target language

These outcomes are demonstrated through assessing the following skills:
- Oral interaction
- Listening and responding
- Viewing, reading and responding
- Writing

Texts
Allez! 1 Grammar and Skills Workbook (ISBN number 9780 198395027).

Associated fees/subject levy
$100. Includes Language Perfect Subscription for the year.

Prerequisite
Students who have studied French in Years 7 and 8 with a minimum ‘C’ grade may continue in Year 9. If students have studied Japanese, they must seek permission from Mrs Campbell.

Pathways
Students showing particular aptitude in Year 9 can continue with French into Years 10, 11 and 12 if they meet the prerequisites. If students have not studied French in Years 7 and 8 they will need permission from Mrs Campbell to take it in Year 9. Career pathways include: business and commerce, tourism and hospitality, engineering, teaching or linguistic studies.

Enquiries
Mrs Catherine Campbell – Head of Learning Area – Languages
Ms Sylvie Bloudeau – Teacher of French

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Year 9 Japanese

Subject description
Students will build upon the topics learnt in Years 7 and 8 to develop a better understanding of Japanese people and their culture, so that they feel encouraged in their attempts to speak, listen, read and write in Japanese. Students learn to communicate through a variety of different activities, such as bookwork, web based learning predominantly using Language Perfect and games. Students will participate in an incursion at LJBC mid-year and a cultural excursion and restaurant visit at the end of the year. In addition, there is an opportunity to participate in a tour to Japan in Years 10, 11 and 12.
The topics studied throughout the year are:
- School life (what is school like for Japanese students, classroom objects, talking about subjects you study and like, telling the time and creating your timetable, important school events in the different seasons, etc.)
- Hobbies (What are your hobbies, using technology, adjectives and describing anime and manga characters)
- Birthday’s and special events that occur throughout the year (Japanese festivals and events as well as Australia)
The course runs for the full academic year.

Outcomes and Assessments
As part of the Western Australian Curriculum Framework, the Languages Learning Area has a focus on the following outcomes:
- Cultural understanding
- Language learning strategies
- The system of target language
These outcomes are demonstrated through assessing the following outcomes:
- Oral interaction
- Listening and responding
- Viewing, reading and responding
- Writing

Texts
iiTomo 2 is the text book needed. Students will also be given supplementary booklets.

Associated fees/subject levy
$100. Includes Language Perfect Subscription for the year.

Prerequisite
Students who have studied Japanese in Years 7 and 8 with a ‘C’ grade may continue in Year 9. If students have not studied Japanese in Year 7 and 8, they must seek permission from Mrs Matsuo.

Pathways
Career pathways from studying Japanese include: business and commerce, tourism and hospitality, engineering, teaching or linguistic studies.

Enquiries
Mrs Catherine Campbell – Head of Learning Area – Languages
Mrs Kanako Matsuo and Mrs Aimee Webber – Japanese Teachers
Humanities

Year 9 Economics – Australian Curriculum

Subject description

Resource allocation and making choices – This unit examines the way society allocates resources and makes choices, whilst considering what resources are available, how and why they are limited and what the competing resource’s alternative uses may be. It looks at how society’s unlimited needs and wants can be best satisfied. As every need and want cannot be satisfied with available resources, choices must be made as to how the resources are allocated most effectively. Students will be introduced to the market system, through the forces of demand and supply, and how it allocates resources based on the actions of consumers, producers and government.

Consumer and financial literacy – This unit focuses on developing consumer and financial literacy. It will use case studies to develop students’ knowledge, skills, values and behaviours to make responsible and informed decisions about consumer issues and the management of money and assets to improve individual and community financial well-being. Making sound consumer and financial decisions is a core skill that affects the individual’s and the community’s quality of life, sense of security, awareness of the options that can be pursued and the overall economic well-being of our society.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic inquiry</td>
<td>Students will locate, select, organise and analyse economic information and data, e.g. household and personal budgets, mobile phone plans, saving, reading newspapers and examining contemporary economic issues. They will use economic terms, concepts and models to communicate an understanding of economic events, issues and decisions.</td>
</tr>
<tr>
<td>The operation of the economy</td>
<td>Students understand that economic forces influence the operation of the economy and are affected by the decisions of consumers and businesses. Case studies will include examining small, medium and large companies and the way they operate. Students will understand the choices, trade-offs and effects of economic decisions made at the local, national and international levels, e.g. the effect of purchasing an iPad and the various implications.</td>
</tr>
<tr>
<td>Economic policy and action</td>
<td>Students will understand why economic policies and actions are required to manage the economy. Contemporary economic issues will be discussed and analysed.</td>
</tr>
</tbody>
</table>

Assessment

Tests
Research assignments
Extended answers
Data and source analysis
Group activities and assignment

Associated fees/subject levy
$55.
Pathways
Year 10 Australian Curriculum Economics and Business, Economics, ATAR in Year 11 and Year 12 Economics, General in Year 11 and Year 12 (VET Business Cert).

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 9 Geography – Australian Curriculum

Subject description

Biomes and food security
This unit examines the personal and global patterns of food production and consumption, the impact of food production on the natural environment and the potential impacts that related environmental issues have on food security. Students will investigate the capacity of the world’s environments to sustainably feed the projected future population in the face of competing land uses such as biofuel production and urbanisation.

Navigating global connections
This unit focuses on the connectedness of Australia with its region and the world. This is explored initially through the eyes of the student and the connections and contacts they have with the wider world in their everyday lives. The unit then looks at the nature of Australia’s connections (with particular emphasis on social and economic connections) and the positive and negative impacts of these connections. The ability of a student to act locally, but with a regional and global view of the consequences is investigated. The unit also builds towards forecasting futures for Australia with a variety of outcomes in mind.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing and questioning</td>
<td>Developing questions about something that has been observed, experienced or thought about.</td>
</tr>
<tr>
<td>Planning, collecting and evaluating</td>
<td>Deciding how to investigate a question or find an answer to a problem and identifying possible answers to test; collecting information from a variety of primary sources and secondary sources, such as text based resources, statistics, images, maps, aerial photographs, satellite images, samples and objects, fieldwork, sketches, interviews, and reports; and evaluating information for reliability and bias.</td>
</tr>
<tr>
<td>Processing, analysing, interpreting and concluding</td>
<td>Making sense of the information gathered through textual analysis and interpretation, by processing it into maps, tables, graphs and diagrams. Identifying order, diversity, trends, patterns, anomalies, generalisations and cause and effect relationships, using quantitative and qualitative methods appropriate to the type of inquiry; and interpreting the results of this analysis and developing conclusions.</td>
</tr>
<tr>
<td>Communicating</td>
<td>Communicating the results of investigations using combinations of communication methods (verbal, audio, graphical, visual, mapping and text based), which are appropriate to the subject matter, purpose and audience.</td>
</tr>
<tr>
<td>Reflecting and responding</td>
<td>Reflecting on the findings of the investigation and relating these findings to existing knowledge; reflecting on the process of the inquiry and on the strengths and weaknesses of the method of investigation chosen; deciding what action is needed in response to the results of the investigation, by applying the criteria of environmental sustainability, economic costs and benefits and social justice; and reflecting on the actions.</td>
</tr>
</tbody>
</table>
Assessment
Tests
Research assignments
Mapping activities
Extended answers
Data and source analysis
Oral presentations
Group activities and assignment

Associated fees/subject levy
$55.

Pathways
Year 10 Australian Curriculum Geography and Geography, ATAR in Year 11 and Year 12.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Year 9 History – Australian Curriculum

Subject description

The Making of the Modern World

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>History skills</td>
<td>Making a Better World? Students investigate in depth how life changed in the period through the study of the Industrial Revolution and the Progressive Ideas and Movements. The study includes the causes and effects of the development, and the Australian experience. The Industrial Revolution (1750 – 1914)</td>
</tr>
<tr>
<td>Humanities skills</td>
<td>Australia and Asia Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.</td>
</tr>
</tbody>
</table>

Assessment

Tests
Research assignments
Extended answers
Data and source analysis
Oral presentations
Group activities and assignment

Associated fees/subject levy

$45.

Pathways

Year 10 Australian Curriculum History and Modern History, ATAR in Years 11 and 12.

Enquiries

Mr Ryan Verge – Head of Learning Area – Humanities
Year 9 Politics and Law – Australian Curriculum: Civics and Citizenship

Subject description
The Year 9 Politics and Law course will contain three units of studies.

The Australian political and legal system
This unit is an introduction to the political and legal system that exists in the society in which we live. It will look at the local, state and federal system and how and why it has developed into the system we have today.

Political activism
This practical unit will look at the way individuals can influence those who make decisions that affect their lives. Students will look at campaigns from local, state and federal governments. Students will also consider the role of media, social media and protesting in political activism. Case studies will include historical and current campaigns for change.

Legal issues
All people are impacted by the law. In this unit students will learn about the legal system as it affects them. Youth issues, courts and advocacy will be examined and current issues will be discussed.

Outcomes

<table>
<thead>
<tr>
<th>Key elements and institutions of the Australian political system and the processes of parliamentary government at state, national and international levels, including how governments and parliaments are elected and formed, the levels and roles of government, and concepts of power, leadership and community service.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles and values underpinning Australia’s liberal, representative democracy, including the key features of the Australian Constitution, the role of democracy in building a socially cohesive and civil society and ways in which individuals, groups and governments make decisions, including checks and balances in the political system.</td>
</tr>
<tr>
<td>Knowledge of the cultures and social and political processes and laws of Aboriginal and Torres Strait Islander Peoples.</td>
</tr>
<tr>
<td>Knowledge of other political systems, how democracy functions in other societies and Australia’s obligations to others.</td>
</tr>
<tr>
<td>Key elements of Australia’s legal system and legal processes including the purpose of laws, constitutional principles, legal rights and responsibilities, the rule of law and the ways that Australia’s legal system contributes to democratic principles, rights and freedoms.</td>
</tr>
<tr>
<td>Rights and responsibilities of citizens, including human rights, political rights, social rights and duties, as well as the right to dissent, critique and communicate.</td>
</tr>
<tr>
<td>The role of the media and information and communication technologies in personal, political and social life including social media and online communication and the ways that they are used by individuals and governments to exert influence and the influence of those sources on civic debate and citizen engagement.</td>
</tr>
<tr>
<td>The role and contribution of major religions, beliefs, community, interest and religious groups, associations and clubs to civic life and to the development of civic identity.</td>
</tr>
<tr>
<td>Multidimensional citizenship and the influence of local, state, national, regional and global events.</td>
</tr>
</tbody>
</table>
Assessment
Tests
Research assignments
Extended answers
Data and source analysis
Oral presentations
Group activities and assignment

Associated fees/subject levy
$45.

Pathways
Year 10 Politics and Law (Australian Curriculum: Civics and Citizenship) and Politics and Law, ATAR in Year 11 and Year 12.

Enquiries
Mr Ryan Verge – Head of Learning Area – Humanities
Mathematics

Year 9 Mathematics

Subject description
Mathematics is compulsory for all Year 9 students. There are three levels to suit the ability and needs of each student: Extension, General and Foundation. In 2016 the course will be based on the Australian Curriculum.

Students are provided with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. The numeracy capabilities that all students need in their personal, work and civic life are developed and students are provided with the fundamentals on which mathematical specialties and professional applications of Mathematics are built.

Students in the Mathematics Learning Area are encouraged to:

- be confident and creative users and communicators of Mathematics, who are able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, so that they are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study

Students will be placed into levels according to their performance. There will be some movement of students between the levels. It is desirable that students work at a level that is both challenging and at which they can succeed and gain confidence in their ability to achieve well.

Pathways

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
</tr>
</thead>
</table>
| **Extension**  
Students gaining a Learning Area Achievement ‘A’ or ‘B’ in Year 8 | **Extension**  
Students gaining a Learning Area Achievement ‘A’ or ‘B’ in Year 9 | Mathematics Specialist and Mathematics Methods  
Students gaining a Learning Area Achievement ‘A’ in Year 10 |
| **General**  
Students gaining a Learning Area Achievement ‘C’ in Year 8 | **General**  
Students gaining a Learning Area Achievement ‘C’ in Year 9 | Mathematics Applications  
Students gaining a Learning Area Achievement ‘C’ in Year 10 |
| **Foundation**  
Students gaining a Learning Area Achievement ‘D’ or ‘E’ in Year 8 | **Foundation**  
Students gaining a Learning Area Achievement ‘D’ or ‘E’ in Year 9 | Mathematics Essential  
Students gaining a Learning Area Achievement ‘D’ in Year 10 |
Assessment
Students will be assessed through projects, investigative tasks, tests and examinations at the end of each semester.

Associated fees/subject levy
$72. Includes subscriptions to the Mathletics and Mathspace online programs.

Enquiries
Mrs Lynne Smith – Head of Learning Area – Mathematics
Science

Year 9 Science

Subject description
The Australian Curriculum: Science has three interrelated strands:
- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills
Together, the three strands provide students with understanding, knowledge and skills from which they can develop a scientific world view. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

The course provides opportunities for students to develop their understanding of: microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and their interactions with forces, and to develop the ability to quantify changes and relative amounts. Students also explore ways in which the human body system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. Students are introduced to the atomic structure as a system, which can change through nuclear decay. They learn about chemical change and how it can affect matter, and the important role it plays in systems. Students are introduced to the concept of energy conservation and energy transfer and how they can apply their knowledge to global systems, e.g. continental shift.

Assessment
Science Understanding 60%
Science as a Human Endeavour 15%
Science Inquiry Skills 25%

Homework/study
Homework is set regularly and students are expected to complete set tasks. Study involves revision, research and assignment work. A balanced study program includes both homework and study. Recommended time for homework/study is three hours per week.

Associated fees/subject levy
$70.

Pathways
Success in Year 9 Science provides students with pathways to pursue a more in depth study in Biological Sciences, Chemistry and Physics in Senior Secondary School. These courses open up career opportunities in engineering, metallurgy, pharmacy agriculture and veterinarian science, environmental science and marine science.

Enquiries
Mr Peter Wong – Head of Learning Area – Science
Technologies

Year 9 Computing

Subject description
This course is designed to familiarise students with a number of intermediary computing concepts skills. The aim is also to provide assistance, ideas and tools for the person who wishes to manage and create personal and basic business related documentation by using skills developed in a range of software and being able to effectively use Information Communications Technology in a purposeful manner. The course runs for the full academic year.

Australian Curriculum

<table>
<thead>
<tr>
<th>Strands</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities. They design, adapt, use and present information that is appropriate to achieving solutions to technology challenges. Students understand how cultural beliefs, values, abilities and ethical positions are interconnected in the development and use of technology and enterprise</td>
</tr>
<tr>
<td>Processes and production skills</td>
<td>Students design, adapt and use systems that are appropriate to achieving solutions to technology challenges. They apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies</td>
</tr>
</tbody>
</table>

Assessment
Progress will be monitored using the Australian Curriculum:

- Research/Investigation: 30 - 40%
- Application: 40 - 50%
- Response/Production: 20 - 30%

Possible career opportunities
Skills acquired will be very useful for running a small business. Students can choose Accounting, Business and Computing as a stepping stone to further study at TAFE or university.

Associated fees/subject levy
$80.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Year 9 Design & Technology

Subject description
This course leads into Year 10 Design & Technology and then into Years 11 and 12 Woodwork, Metalwork, Engineering Studies and Design – Dimensional (Interior Design) and Graphic Design (Logo’s/Poster). Students will develop practical design skills while working with metal, wood, plastics and electronics. Students will also gain a basic knowledge in manual and computer-based drawing skills, which will assist them in future courses. Students will apply various production methods to design, create and produce solutions to different design problems. Students will learn to use machinery such as lathes, band saws, pedestal drills and various other fabrications machines. The course runs for the full academic year.

Australian Curriculum

Design and Technologies

<table>
<thead>
<tr>
<th>Strands</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>• Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities</td>
</tr>
<tr>
<td></td>
<td>• Students investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions</td>
</tr>
<tr>
<td>Process and production</td>
<td>• Students understand how the nature of materials influences design, development and use</td>
</tr>
<tr>
<td></td>
<td>• Students apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas</td>
</tr>
</tbody>
</table>

Assessment
Progress will be monitored using Design and Technologies specific strands.
Component of theory based assessment 20 - 40%
Component of practical assessment 50 - 70%

Associated fees/subject levy
$170.

Pathways
This course can lead to the following courses in Years 11 and 12: Metalwork, Woodwork, Design – Dimensional/Graphic Design and Engineering Studies.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Tina Harper-Rigby – Design & Technology Teacher
Year 9 Design & Engineering

Subject description
The goals of the Design and Engineering course are to facilitate a deeper understanding of how design, systems and mechanisms work by effectively communicating to specific audiences via visual media and three dimensional forms.

Australian Curriculum

Design and Technologies

<table>
<thead>
<tr>
<th>Strands</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding</td>
<td>Investigate and make judgements, within a range of technologies specialisations, on how technologies can be combined to create design solutions</td>
</tr>
<tr>
<td>Process and production</td>
<td>Students develop their drawing knowledge using the drawing boards, Auto CAD and Sketch up programmes</td>
</tr>
<tr>
<td></td>
<td>Students use the design process to create a Mechanical Toy</td>
</tr>
<tr>
<td></td>
<td>Students use the design process to complete a portfolio of work that uses Power Point, Photoshop, Sketch up, and Auto CAD</td>
</tr>
</tbody>
</table>

Assessment
Progress will be monitored using Design and Technologies specific strands.
Design Unit (includes drawing skills) 60%
Engineering Unit (Includes portfolio work) 40%

Associated fees/subject levy
$100.

Pathways
This course will give students a grounding for a pathway into Year 10 Design and Engineering. In Year 11 Students will be able to enter into a General (TAFE) or ATAR (University) pathway in Graphics Design and/or ATAR Engineering Studies.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Tina Harper-Rigby – Design & Technology Teacher

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Year 9 Home Economics

Subject description
This course develops life skills for Year 9 students, incorporating both a Foods and a Textiles component.
In Foods, students will explore parts of a menu, such as Hors D’oeuvres, Entrées and Desserts. They will prepare a variety of dishes for all courses including Lamb and Vegetable Kebabs, Fettuccine, Nacho’s, Shepherd’s Pie and Lemon Meringue Pie. A highlight for the students is the construction of a decorated Chocolate House.
In Textiles, students will make a variety of practical projects, including a hooded windcheater and denim pencil case. They will examine different textile sources, the production of fabrics and the manufacture of jeans.
The course runs for the full academic year.

Australian Curriculum
Design and Technologies

<table>
<thead>
<tr>
<th>Strands</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Understanding</td>
<td>Students use the technology process to develop menu plans and make practical projects in textiles. Students examine a variety of textiles to understand how they are constructed.</td>
</tr>
<tr>
<td>Process and Production</td>
<td>Students use a variety of food products to produce items for a menu. Students will develop practical skills in both the food and textiles component of this course.</td>
</tr>
</tbody>
</table>

Assessment
Foods:
Technology Skills 60%
Technology Process 40%
Textiles:
Technology Skills 60%
Technology Process 40%

Associated fees/subject levy
$150.

Pathways
Chef, hospitality industry, fashion designer, teaching, retail sales.

Enquiries
Mr Daniel Theunissen – Head of Learning Area – Technologies
Mrs Kirstin Hamera – Home Economics Teacher