Course Selection Handbook for students undertaking Year 9 2022

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Plenty Valley
CHRISTIAN COLLEGE
In Christ: Wisdom & Knowledge

CONTENTS

INTRODUCTION

At Plenty Valley Christian College (PVCC), we are committed to providing quality learning in a Christian environment. We also support and promote the principles and practice of Australian democracy, including:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and understanding others

Year 9, at PVCC, marks a clear beginning of the more formal aspects of secondary education. It marks the final year of middle school. From Year 9 onward a much more varied schooling experience begins. Students are given opportunities to test themselves, find out what really interests them and have their eyes opened to a broader range of experiences and perspectives.

There is an increased emphasis on students taking responsibility for their personal organisation and engagement in the learning process. Students at this developmental stage commonly desire to be treated in a more adult fashion and be given greater freedom and trust. One of our goals is to directly assist students to understand that such freedom and trust require responsibility in equal measure. Our desire is to work with parents toward this goal.

In Year 9 students will undertake several core subjects and will be able to select two from a number of electives in two elective blocks, including continuing their language study of Italian.

Students will have increased exposure to science and will be placed in one of the mathematics classes that best suit their ability level.

All Year 9 students also undertake the Federal Government's NAPLAN tests during term 2.

Extra-curricular activities

There are several activities offered to Year 9 students such as inter-school sport, concerts and music performance evenings, debating groups, as well as opportunities to help with Primary School sporting activities. Many of these require leadership and students are encouraged to become involved in these activities to help them develop as individuals and as part of a community. The skills developed become very important in future years when we look for students to take more significant leadership roles in the Senior Sub-school.

In keeping with our emphasis on providing students with opportunities to broaden their experiences and gain different perspectives, several strategic activities are placed throughout the year.

Students will attend a year level camp during the year. Emphasis is placed on physical activities, the local environment, and personal reflections on relationships. An optional outdoor education opportunity is also available to students and occurs late in terms 1 and 2. This five-day camp at Wollangarra, near Licola, involves students experiencing a 2-night 3-day hike in Victoria's high country. A focus of the camp is to develop a healthy perspective towards the environment.

Formal applications will begin after the Year 9 Parent Information Night.

Year 9 students also have a chance to take part in our Student Community Involvement Programme (SCIP) where each student assists a voluntary organisation as part of a focus on our role in serving the community.

All Year 9 students will experience a week in the city, usually in the second semester, gaining valuable exposure to the culture and dynamics that are a unique part of a large city such as Melbourne. Through small task-oriented groups, students will have the opportunity to explore a wide range of characteristics that make up city living.

Homework and study

At PVCC, our desire is that our students value learning and value homework as an important and integral part of that learning. Homework should not be viewed as an isolated activity unrelated to the learning that is taking place in the various environments daily.

One of the main goals for Year 9 is to adequately prepare our students for their VCE. An important contribution that we as a community (parents and teachers) make towards this end is to ensure our students have developed the right habits regarding studying outside of normal class time. There are several strategic reasons why homework at PVCC is considered a necessary and valued part of the curriculum.

To perform at an optimal level at VCE, it is recognised that students need to commit significant amounts of time outside of class in order to prepare for the up-coming class, to consolidate ideas and to reinforce concepts.

Homework is an important link to the next lesson

Metacognition - the reflective aspect of learning, whereby a student thinks about what brings about success for themselves is a necessary component of success at VCE. In fact, it is a necessary component for success in all aspects of life. If we do not reflect, then we are not expecting that we need to change and therefore could be considered un-teachable. A reflective person wants to improve, wants to be renewed, wants to right what is wrong.

Homework provides a time for reflection

Learning research indicates that if we do not revisit the new idea presented in class as soon as practicable afterwards and certainly within a 24-hour period it is likely that it will not be retained in long term memory. It should also be reviewed again within a week.

Homework is a tool to re-engage concepts

Higher order thinking takes more time than can be given in class and will only occur as the student reflects on the material presented. Students are asked to probe deeper with their understanding, to analyse the information and to grapple with the morality, ethics, and concepts as they relate to their world.

Homework is mind stretching

The following tasks are what you can expect to be conducting during homework:

- Pre-reading and summarising material for future classes and submitting notes for feedback.
- Question preparation - students prepare a question based on the text read for homework.
- Pretesting ideas/concepts for the next unit or next sub-topic.
- Summary/precise writing - students are asked to summarise the key ideas/concepts taught in the lesson.

- Tasks that encourage reflection of the material taught or application of the concepts/skills developed in the lesson.
- Challenging questions in order to engage thinking on the topic.
- Designing their own assessment task/question.
- Specific independent practice at home following guided practice in the classroom.
- Reflecting to improve learning such as post-test reflection.
- Personal stand or viewpoint - students might be asked to make a judgment and give reasons for their judgment. This will often involve parental discussion and input.
- Journaling/reflective writing.
- Projects or assignments that might require research or thinking that can be done at home.

Year 9 students can expect 1 – 1½ hours of homework each weeknight.

Students are provided with diaries. We expect students in Year 9 to be utilising this resource well in the management of their daily tasks. Parents are asked to monitor their child's progress regularly.

Please refer to this booklet as required, as it contains useful information relevant for the whole year.

Paul Oldman
Head of Middle Sub-school

Matthew Quinn
Assistant Head of Middle Sub-school

YEAR 9 SUBJECT SELECTION 2022

The Year 9 curriculum contains a broad set of compulsory core studies as well as the opportunity to select from a number of elective studies.

Compulsory core studies

English

Mathematics

Science

Geography (one semester)

History (one semester)

Health

Physical Education

Sport

Work Studies

Christian Education

Electives – 2 per semester

Semester 1	Semester 2
Block 1	Block 1
Italian (LOTE) Media* Food and Technology* Design Technology: Wood* Digital Technology 1	Design Technology: Wood* Media* Food Technology* Coding and Robotics 1
Semester 1	**Semester 2**
Block 2	Block 2
Drama Leadership/Duke of Edinburgh Award* Visual Arts Civics	Italian (LOTE) Health Promotion & Nutrition* Music Economics and Business Visual Communication and Design

*Single semester electives (select either semester 1 or 2)

CORE SUBJECT DESCRIPTIONS

ENGLISH

Introduction

Students in Year 9 are grouped according to their specific needs to improve their overall communication and literacy skills.

The Year 9 English course is designed to consolidate existing knowledge and skills and to develop the analytical and creative skills needed for senior English. Students will be required to explore and produce work in a variety of literary genres and forms.

During this year students are expected to critically appraise the language used by, and issues raised in, the media.

The Year 9 curriculum consists of three strands: language, literature, and literacy. The strands focus on developing knowledge, understanding and skills in listening, reading, viewing, speaking, writing, and creating.

Course outline

- **Language** – Students study language structures, devices (e.g., metaphor, allusion) and how language can be used by writers for specific effects (e.g., persuasive language in the media).
- **Literature** – Students will read, interpret, and critically analyse three texts: a contemporary text, a Shakespearean play and a film text. They will investigate the use of language devices, themes, and structures in different text types.
- **Literacy** – Students will investigate and analyse how values and attitudes and beliefs are conveyed in texts. Students will develop awareness of the role context plays in the understanding and interpretation of texts. Students will interpret and create both written and oral texts. Oral texts may be related to literature studied and/or issues, as well as discussion and debates.

Homework

Students should complete all work not finished in class and should maintain well organised notes to aid with revision of all work covered in class. At least 1½ hours per week should be allocated for this and specific homework tasks and reading.

Assessment

- **Response to literature –** A grade will be determined based on the formal essays, creative responses, comprehension exercises and assignments pertaining to the texts studied during the semester.
- **Written literacy –** A grade will be determined based on creative and expository written pieces during the semester.
- **Oral literacy –** A grade will be determined based on class participation, as well as formal oral presentations to the class.
- **Language –** A grade will be determined based on the student's ability to use vocabulary appropriate to the various tasks, to spell correctly and to apply the conventions of English grammar to all their written work. Some grammar exercises will also be used in this assessment.

- **Examination –** A percentage score will be given for a 100-minute exam involving a text essay and a response to an opinion piece.

Requirements

Students must read widely and should have access to a regular newspaper to be aware of current issues being addressed in the media.

MATHEMATICS

Introduction

There are four Mathematics classes in Year 9: two Regular classes, a Foundations class, and a Pathways class. Students and parents choose one of these classes based on teacher recommendations.

Regular classes

Regular classes cover the Year 9 level of the Australian Curriculum. It continues building on students' understanding of number and algebra, measurement and geometry, and statistics and probability. Within these areas, the proficiency strands of understanding, fluency, problem solving, and reasoning are used as a framework. Students are also given ample opportunity to engage with enrichment work if they choose to do so.

Foundation class

The Foundations class is designed for students who have had significant difficulties with the Year 8 course. It covers the Year 9 level of the Australian Curriculum, although some areas are only briefly explored to give more time for students to improve their understanding of areas that are important for General Mathematics in Year 11 and Further Mathematics in Year 12. Students in this class are not expected to attempt Mathematical Methods in Year 11 or 12.

Pathway class

The Pathways class runs the Maths Pathway program. This is typically only for students who have been on this program in Year 8, although other students that have had severe difficulty in Year 8 may be considered for this class. Students in this class are using the Maths Pathway program to work on gaps in their understanding in content from earlier years. Depending on their growth using this program, they may be able to attempt General Mathematics in Year 11 and Further Mathematics in Year 12.

Homework

The homework in the Regular and Foundations classes is designed to help consolidate the concepts learned in class. Students can expect approximately 1.5 to 2 hours of homework each week. Commitment to a regular homework regime will be crucial for the satisfactory completion of these courses. In the Pathways class, students are expected to work on the program for approximately 20 minutes each night.

Assessment

The assessments in the Regular and Foundations classes will consist of a mixture of tests, assignments, and an end of year exam. Students' approach to their learning, including their bookwork, homework, and attitude in class, also contributes. Assessments in the Pathways class is based on regular testing on the Maths Pathway program, as well as assessments based on rich tasks or other activities completed in class.

Equipment required

Students in the Regular and Foundations classes are required to have a scientific calculator and an iPad. Students in the Pathways class do not need a calculator, but an iPad is essential as the Maths Pathway program is tailored to each student and accessed through this device.

SCIENCE

Introduction

The Year 9 Science course covers studies in chemistry, biology, physics and geology. It is designed to give students some understanding of how each of these areas relates to their own lives and our society. Students will enhance their understanding of sound scientific methodology and cultivate a more independent approach to evaluating situations, developing solutions, and critiquing results. Several independent learning tasks will be included in the coursework and students are encouraged to take more initiative and responsibility for their own learning. The course provides opportunities for students to consider and contemplate God's role in the scientific processes which govern the world around us. It encourages students to consider biblical principles in relation to ethics and our application of scientific knowledge, and an awareness of stewardship in the way we impact the environment.

Course outline

Semester 1 Control and co-ordination: • Respiratory and circulatory systems • Essential intake • Digestion and excretory systems • Detecting change • Co-ordination and control • Nervous system – fast control • Endocrine system – slow control • Living warehouses	Chemical reactions: • Rearranging atoms • Matter and energy • Acids and bases and acid rain • Combustion reactions Inside the atom - Introduction to atomic theory: • Chemical building blocks • Stability and change: Inside the nucleus • Using radioactivity The dynamic earth: • The earth's crust • Stability and change • Rocks under pressure • Earthquakes and volcanoes
Semester 2 Ecosystems: • Introducing ecosystems • Mapping ecosystems • Plant organisation • Plant responses • Photosynthesis • Cellular respiration • Sustainable ecosystems • Changes in populations	Energy transmission: • Matter and energy; making waves sound waves • Hearing sound • The electromagnetic spectrum • Light energy Heat and electricity: • Heat: Energy in transit • Electricity in transit • Light in the dark • Series and parallel circuits • Scale and measurement • Electricity in packet • Driving on batteries resistance

Assessment

- Practical reports
- Research tasks and class activities
- Homework questions
- Topic tests and Semester exams

CHRISTIAN EDUCATION

Introduction

This course continues sequentially from Year 8 Christian Education. Students are encouraged to investigate the working out of the Christian faith in their lives in exploring a biblical worldview on issues such as service, community, love, and relationships.

Course outline

- The Resurrection of Jesus
- The Viability of Miracles
- The Gospel of Matthew and God's Compassion for the needy
- Community Service
- Love and Relationships

SCIP

A highlight of this course is a one-week placement in a volunteer organisation of choice. This normally takes place in the last week of term two. Students should be considering appropriate placements near their homes, a parent's workplace or near the home of a friend or relative with whom they could stay. More details will be sent home prior to the mid-year holidays and class time will be spent preparing students for this experience.

GEOGRAPHY

Introduction

There are two units of study in the Year 9 curriculum for Geography: Biomes and food security and geographies of interconnections.

Biomes and food security focuses on investigating the role of the biotic environment and its role in food production. The distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of interconnections, focuses on investigating how people, through their choices and actions, are connected to places throughout the world. Emphasis is placed on tourism and trade.

By the end of this unit students should be able to:

- explain the impact of biomes on food production
- explain how food security is maintained
- explain potential changes in future food production
- identify connections between people and places

- identify the positive and negative impacts of tourism
- explain how trade connects people and places all over the world
- identify the main principles of fair trade.

Course outline

- Geographical concepts
- Biomes and food security – Biomes, food security, food insecurity, food production
- Geographies of interconnections – Connections to place, tourism, trade, fairtrade.

Homework

- Homework tasks
- Any incomplete class work (all class work should be completed and organized to aid revision)
- Research task: Threats to food production
- Research task: Sustainable tourism: World holiday.

Assessment

The course is assessed through an exam, two projects, homework, and student workbook. The overall grade will comprise:

Tests	40%
Projects	30%
Bookwork	10%
Mapping Task	20%

HISTORY

Introduction

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 the Frist World War, 1914 – 1918, the 'war to end all wars'.

Course outline

The main topics covered include:

- the global movements of people from 1750 to 1918
- colonial settlement and Australia
- First World War and the ANZAC legend

Homework

This will include completing notes taken in class, working on assessed pieces and revising for tests and examinations.

Assessment

Students will be required to maintain an accurate record of class notes in their workbook and will be asked to complete a variety of tasks including document studies, topic tests and research assignments. The weighting of each assessment task is as follows:

Test	25%
Research projects	55%
Document study	20%

For further information contact Mr Paul Grech.

HEALTH

Introduction

Year 9 Health supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social and online situations. Students learn to critically analyse and apply health information to devise and implement personalised plans for maintaining healthy habits. They also propose strategies to support the development of preventive health practices that build and optimise community health and well-being.

Course outline

Staying healthy – mental and social health

- Mental health and well-being
- Body image and the media
- Decision making
- Healthy relationships
- Sexual health
- First aid

Assessment

- Bookwork (written work) – content quality and organisation
- Written assignments/project work – content, quality and organisation.

Requirements

The following areas will also be reported on:

- organisation, preparation for class, behaviour, effort and homework (it is expected that each of these four areas be maintained to a very high standard in every class)
- students are expected to attend and be punctual for every class.

PHYSICAL EDUCATION

Introduction

In Year 9 Physical Education students demonstrate leadership, fair play, and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety, and well-being. They apply and

transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Course outline

In Year 9 Physical Education it is planned for students to be exposed to a variety of sports. It is planned that students have the opportunity to develop basic skills in these sports and to participate in game play. Some sports may include lacrosse, tchoukball, ultimate frisbee and SEPEP.

Please note the above sports are examples of the sports/activities available for each unit. Due to time and weather constraints, it is possible that not all of these sports will be undertaken within each unit.

At the completion of these units' students should be able to:

- understand that we are beautifully and wonderfully made in God's image
- understand the importance and value of physical activity, fitness, and sports participation
- appreciate that fundamental motor skills (kicking, throwing, catching etc) are important for successful sport participation
- understand that sports/games have rules that govern how they are played
- understand that skill development can occur over time
- understand that sports and games require a variety of different strategies and problem-solving skills
- understand the importance of spatial awareness and game sense.

Assessment

- Behaviour/sportsmanship
- Skill
- Effort
- Fitness booklet

Expectations of students

- Students will be expected to be at class on time.
- Appropriate behaviour and correct uniform must be worn. A hat is compulsory throughout terms 1 and 4.

Requirements

- Positive participation in practical classes is required.
- Non-participation in practical work – a note that is written, dated, and signed by parent/guardian is needed to excuse a student from practical work. A medical certificate is required for long term withdrawal from participating in practical activities.
- Uniform – correct and complete sports uniform must be worn for practical sessions.

SPORT

Introduction

The benefits of teenagers participating in regular physical activity have been well documented. Involvement in a regular team competition develops a range of skills within a particular sport as well as commitment to team-mates and the discipline of playing a particular position. Consequently, students will have the opportunity to participate in house sport in swimming, athletics and cross-country events and to represent their school in both summer and winter competitions in the Eastern Independent Schools Melbourne competition. Successful students in the house swimming and athletic carnivals will go on to represent PVCC at the EISM carnivals.

Sport is held on Thursday afternoons (periods 5, 6 and 7) and is a combined Year 8 and 9 programme.

Course outline

Term 1

- Sport education (preparation for EISM sports)
- Athletics
- House Swimming Carnival
- EISM Division and Champions' Swimming Carnivals
- House Athletics Carnival

Note: The House Swimming and Athletic Carnivals are compulsory attendance events.

Terms 2 and 3

- EISM Division and Champions' Athletics Carnivals
- House Cross Country Carnival
- EISM Cross Country Carnival
- EISM Competition (winter season)

Sports played in the EISM Winter competition are:

- Boys – Football, basketball, soccer, table tennis
- Girls – Hockey, netball, basketball, table tennis

A Development Squad is provided for those students who are not selected in competition teams and consists of a variety of school-based and off campus activities.

Term 4

This is the EISM Competition Summer Season. Sports played in the EISM Summer Competition are:

- Boys – Indoor Cricket, volleyball, tennis, hockey
- Girls - Softball, volleyball, tennis, soccer

A Development Squad is provided for those students who are not selected in competition teams and consists of a variety of school-based activities.

Requirements

- Correct college sports uniform must be worn to all lessons/training and matches.
- If selected, students will be expected to purchase a small amount of required sports safety equipment and/or uniform for their chosen sport.

- Where possible the college will lend out team sport tops. It is the student's responsibility to care for, launder and repair these uniforms. If a sport top is lost the student will be charged a $50 replacement fee.

WORK STUDIES

Introduction

In Year 9 Work Studies, students are exposed to concepts and contexts on the skills, knowledge and capacities required to build foundations for learning and work in the 21st century. This subject is designed to empower students to explore practical aspects of their lives and decision making. It will assist students to develop the attributes and skills that will help them make informed decisions about their study/work options and how to participate effectively in their community. Students explore their preferences as learners and engage in a range of activities to develop understanding of work, careers, and post-school destinations. They will gain a greater understanding of career options, pathways, and the labour market. This is based on developing competencies in **Personal Management**, **Learning and Work Exploration** and **Career Building and Management**.

Aims

- Students will identify their personal attributes, strengths and abilities by using various career assessment tools and how these link to a range of occupations. They will investigate the relationship between self-awareness and career planning resources.

Students will understand the importance of developing entrepreneurial behaviours for work and how transferrable skills are used across different careers and occupations.

- Students will develop an e-portfolio to form the basis of a Career Action Plan.
- Students will be able to locate and effectively use career information.
- Students will understand the relationship between work, society, and the economy.
- Students will learn to participate in lifelong learning supportive of career goals.
- Students will understand the changing nature of life and work roles.
- Students will understand, engage in and manage the career building process.
- Students will be able to make career enhancing decisions.

Homework

- Completion of all class work and assignments.

Assessment

- Research assignments
- Oral presentations
- Personal reflections
- Supervisor assessment of work experience and practice job interviews.

ELECTIVE SUBJECT DESCRIPTIONS

CIVICS

Introduction

The purpose of Civics is to investigate key areas of Australia's political, legal and economic systems that directly impact upon young people in their everyday lives.

Course outline

- The police, teenagers, and the courts
- Government and the Australian political system
- The Australian legal system – criminal and civil law
- Structure of the Australian economy and the impact of transnational companies
- Buying and insuring a used car

Learning outcomes

- Satisfactory completion of three work outcomes
- One assignment relating to each area of study
- One test relating to each area of study

Homework

Homework for this subject involves the satisfactory completion of class and assignment work, and revision for tests.

Assessment

- A series of topic tests
- Grading of learning outcomes
- Semester exam
- Bookwork

Requirements

It would be helpful for students to have access to daily newspapers and the Internet to collect current information relating to the above topics.

CODING AND ROBOTICS

Introduction

This course has an inquiry focus where students will be asked to solve a real-world problem using a range of design and digital technology knowledge and skills. Students will learn about the components of digital systems including hardware, software and networks and their use. They will also learn how data can be represented and structured symbolically. As part of their studies in this course students will assemble or use a pre-assembled robot and then program their robot to solve a set task. They will need to develop a preliminary specification for a problem or need that has been set and develop a solution that is optimized for reliability.

Course Outline

Computational thinking – Students will use Thunkable to develop IOS and Android Applications that they will be able to market on the App Store. This will use the Blockly Programming Language invented by Google.

Python code familiarization – Python is the world's most popular programming language today and is used in most applications and organisations from YouTube to NASA. Graduates who are able to program in Python are well sought-after. Students will learn Python using Makecode, Microbit and courses recommended by the Australian Computing Academy (ACA) and the CSIRO, to program automated devices such as an intelligent house alarm system.

Python code application - Students will then implement the Microbit and Python to control a robot which they will then construct after learning the fundamentals of circuit construction, including resistance colour code reading. Extension students will be given an opportunity to use a minicomputer (Raspberry Pi) and Python to create powerful applications to automate tasks using motors and sensors.

Students will be given an opportunity to participate in the annual NCSS challenge organised by the University of Sydney and to have their code run in the International Space Station in collaboration with the European Space Agency (ESS) and the CSIRO. Students will be able to see the relevance and practical application of their knowledge by creating a scientific measurement device capable of monitoring pressure, temperature, and humidity in space.

Homework

Revision on new concepts and skills taught in class. Students will be encouraged to undertake additional research outside of class and trial a range of different options to solve aspects of the problem they need to solve.

Assessment

Students will be assessed several times throughout the course with all assessment leading towards a final task at the end of the course.

DESIGN AND TECHNOLOGY - WOOD

Introduction

The subject of Technology offers an opportunity to commit to values and standards and to exhibit care and concern for one's peers. Safety issues are also a concern, so a spirit of cooperation is encouraged, where students can learn to watch out for one another's safety as well as their own. This course is essentially a practical subject with an introduction to advanced joinery and complex processes using power tools and static machines. Students will be introduced to the processes involved in the production of complex wooden projects. The projects are designed as an introduction to the properties of varying timbers.

Course outline

- Practical skills
- Project plan reading
- Extensive OH&S awareness training

Learning outcomes

- The construction of a tapered, multi component bar stool will use a combination of soft and hard woods. This project will assist the students in gaining an understanding of the varied uses and applications of differing wood types. It will also teach them the importance of accuracy when a project's success depends on a continuing degree of accuracy.
- The construction of a desk organiser with multiple sliding drawers. This will build on the understanding of the need of accuracy in workmanship.
- The construction of a laminated hard wood cheese board. This will assist the students to understand the nature of hard and soft woods. (A cutting board made of pine does not have the resilience required to have constant knife cutting on its surface).

Homework

N/A

Assessment

Assessment is negotiated with each student after the completion of each object or at the end of the semester.

DIGITAL TECHNOLOGY

Introduction

Year 9 Digital Technology focuses on coding skills. Students will learn how to approach a problem using a computational thinking framework. Students will explore the concepts of iteration and basic artificial intelligence in the scratch programming language. Students will then be introduced to Python programming and explore the core concepts of programming.

Course outline

Computational thinking – Students will be using Thunkable to understand program inputs, processes, and outputs. The programming language used is Blockly, which is used to make Scratch.

Data types and structures – Students will learn about a variety of data structures with emphasis on practical applications such as solving a mathematical equation. This will transition them from Blockly to text-based programming. Students will learn about Python syntax, which is the world's most popular programming language today, used in most applications and organisations from YouTube to NASA. Graduates who can program in Python are well sought-after.

Procedures – Students then learn how to optimise their code using procedures, making code more efficient in execution.

Programming languages – Students will then use Python to create a variety of applications including drawings/animations and a singing keychain that will trigger on impact using Text-To-Speech (TTS) technology. Students will also explore wireless transmission using the 2.4GHz band using the Microbit Microcontroller and the MU Integrated Development Environment or similar. Reinforcement activities will be provided by the Australian Computing Academy (ACA).

Students will be given an opportunity to participate in the annual NCSS challenge organised by the University of Sydney and to have their code run in the International Space Station in collaboration with the European Space Agency (ESS) and the CSIRO. Students will be able to see the relevance and practical application of their knowledge by creating a scientific measurement device capable of monitoring pressure, temperature, and humidity in space.

Learning outcomes

Students should be able to:

- Break down a large problem and generate algorithms for a solution.
- Code solutions in Blockly.
- Create solutions in Python to input various data types and produce appropriate output.
- Write and combine full procedures in Python to create a functional program.

Assessment

Students must complete theory tasks to a satisfactory standard. Students must complete a sequence of gradated coding tasks.

DRAMA

Introduction

In Year 9 drama students will develop their physical and vocal expressive skills by exploring the theatre styles: Melodrama, Commedia dell'arte and Comedy. Practical classes will encourage the development of students' confidence, problem solving and time management skills. Students will be able to extend their God given gifts and talents through the development of theatre that reflects God's creation. Year 9s will work both independently and in groups to explore devised and scripted drama. Year 9 drama will also give students the skills to evaluate performance, through the use of specific terminology and links to drama history and theatre culture.

Key skills

- understanding how to create a role and situation through varied voice and movement
- learning about focus, tension, space and time in drama and how to use them to shape drama
- exploring how to respond to drama critically

Assessments

- Melodrama written test
- Commedia dell'arte performance
- Comedy written folio
- Comedy performance

ECONOMICS AND BUSINESS

Economics and Business gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered. Students will be taught the content through contemporary issues, events and/or case studies and cover different contexts (personal, local, national, regional, global).

In this subject, students will explore the role of the Australian economy in allocating and distributing resources and analyse the interdependence of participants in the global economy. They will learn

the importance of managing financial risks and rewards and analyse the different strategies that may be used. They will discover why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.

FOOD TECHNOLOGY

Introduction

At PVCC, the study of food is undertaken from a Christian perspective. Efforts are made to introduce the students to a Christian philosophy and understanding of the importance of food and its preparation. This is done from a perspective of the needs of humans and the ways in which people relate to each other.

The Food Technology elective runs each semester, comprising a double practical and single theory lesson each week. Students will become familiar with using different ingredients and a range of different preparation and cooking techniques during the practical lessons, while also considering the importance of time management.

Course outline

Through the study of Food and Technology and a focus on food styling, students investigate and make judgements on the ethical and sustainable production and marketing of food. Students extend their understanding and application of the Design Process through the completion of a designer burger task and explore the environmental impacts of disposable coffee cups. Theoretical concepts are applied to practical classes where students produce a range of products and extend their knowledge of cooking terminology and processes, equipment and ingredient function and safe work practices. Students also study the diverse cultural origins of food. They explore dietary characteristics unique to Australia and examine how cultures have influenced the cuisine of Australian society. In practical classes, students are provided with opportunities to produce and taste foods from a broad range of cultures.

Focus topics

- Food styling
- Food preparation and cooking skills
- Hygiene and safety in the kitchen
- Cultural origins of food in Australia

Assessment

- Food styling assignment and design brief practical activity
- Australian cuisine assignment
- War on waste – Disposable Coffee Cups Storyboard

Requirements

Students should have a keen interest in food and nutrition and be prepared to work on the theoretical aspects of the course as well as the food production. Students are required to bring a container to every practical class to take their food home in. It is essential for students to participate in all activities and cooperate with other students in the class.

Please note that this is a one semester course. For further information contact Mrs Liz Lay.

HEALTH PROMOTION AND NUTRITION

Introduction

This course will explore the role of a healthy diet in maintaining wellbeing and reducing the risk of a range of lifestyle diseases such as cardiovascular disease and Cancer. As Christian educators we are motivated to give the students an opportunity to make informed decisions given their ever-increasing awareness of God's work and hand in their lives. Nutrition is the one aspect of our lives that technology has not improved. In fact, with an increase in technology we have seen a decline in the nutrient value of foods. In Australia, we have been blessed with a range of nutritious food options and the role of this course is to equip students with the skills to help them make the best choices. This unit will explore each of the key food groups and their role in promoting health. Students will investigate a wide range of nutrients in each food group, including their food sources and functions.

Students will evaluate several common foods and assess their nutrient value and they will explore what a healthy diet might look like. The unit will conclude with students assessing different diets and health promotion campaigns that are designed to encourage healthy eating and they will use this information to assist them to develop their own media campaign to target healthy eating among youth.

This unit will be an excellent introduction to Units 1 and 2 Health and Human Development and Units 1 and 2 Physical Education.

Course outline

- Factors impacting on food selection
- Nutrients their food sources and function
- The role of nutrition in protecting against lifestyle diseases
- Analysis of food models
- Development of dietary advice to promote the health of youth
- Analysis of a range of different diets and theories
- Evaluation of local nutrition related services available to young people
- The proposal and development of a new nutrition strategy to promote healthy eating

Assessment

- Bookwork (written work) – content quality, completion, and accuracy
- Written assignments/project work
- Test

Requirements

- Students will also receive marks for the work completed in class, so it is vital that students keep up to date with all work and keep organized class notes.
- Students will be expected to complete weekly homework tasks and readings.
- Students are expected to attend and be punctual for every class and catch up on any work that they miss due to absence.

LEADERSHIP/DUKE OF EDINBURGH

Introduction

The heart behind the Leadership/Duke of Edinburgh program is to teach and equip young people in interesting and fun ways with invaluable leadership and community skills from a Biblical perspective. This is not only through theory but by learning from other people's lives and applying their skills through practical experiences by meeting needs in the community. Students explore what it means to "live a life that counts" along with attaining/partially attaining qualifications and awards along the way including the bronze duke of Edinburgh Award or the Plenty Valley Christian College Leadership Course. Here, students can also participate in an overnight trip together and develop various skills. Students develop an understanding of what a leader is and undertake activities to further develop their leadership skills. Grading is based on initiative, focus and consistency.

Course outline

- What is leadership?
- What makes an effective leader?
- Biblical leadership, is there a difference?
- Leadership/Duke of Edinburgh Award Sections:

  Service

  - To develop and encourage a sense of community spirit and responsibility to others
  - Displays: selflessness, maturity, generosity, care, community minded, responsibility to others. Students will have opportunity to undertake activities that contribute to their accreditation of the Leadership/Duke of Edinburgh Award.

  Skill

  - To encourage the development of personal interests and practical skills
  - Displays: diverse interests, motivation, curiosity, an ability to learn and improve, goal orientated.

  Physical Recreation

  - To encourage participation in physical recreation and improve fitness
  - Displays: teamwork, motivation, energy, resilience, healthy and active lifestyle, commitment to new challenges.

  Adventurous Journey

  - To encourage a spirit of adventure and discovery
  - Displays: planning and organisation, leadership, endurance, determination, individual and team responsibility.

Homework

Students should complete all work not finished in class and should maintain well organised notes to aid with revision of all work covered in class. Students will also need to work on their sections of the Leadership/Duke of Edinburgh Award out of class for their accreditation.

Assessment

- Focus, initiative, consistency. These grades are based on theoretical and practical applications.

- *Leadership Duke of Edinburgh section achievements* **-** These include the various facets involved with achieving the Leadership/Duke of Edinburgh Award including learning a new skill, being involved in community service, organising an adventurous journey and participating in physical recreation. Please see section details under “course outline”.

Please note that this is a semester-based course.

LOTE - ITALIAN

Introduction

Students with ability or interest in a foreign language are strongly encouraged to undertake the study of Italian. A major focus of the classes is on oral proficiency - students will be able to talk what they learn. Classes are very interactive and role play is extremely important.

There are many positive advantages to be had apart from Italian language skills, these include:

- increased cultural awareness
- travel and career opportunities
- better understanding of the structure of the English language.

Course outline

- TBA

Excursions

- TBA

Homework

- TBA

Assessment

- TBA

MEDIA

Introduction

This course is an introduction to the world of Media including examining the role of the media industry to create meaning.

The students will firstly be looking at the Hollywood Studio System, the use of techniques to create suspense through examining the work of Spielberg. We focus particularly on Jurassic Park (Spielberg, 1998) and War of The Worlds (Spielberg, 2005) as our major texts.

To demonstrate learning, students will then be involved in creating their own chase scenes in the style of Spielberg, by filming and editing using Digital SLR cameras and Premiere Pro.

In the second half of the Semester students will be studying Genre Theory (Singin’ In the Rain, Oceans 11 and The Lord of the Rings) and look at the extension of this in the form of Hybrid Genre movies (Star Wars). Students will produce a recut movie trailer. This leads students into a discussion and analysis of the music video industry and how they exploit genres and 'typecast' the musicians who feature in them. We will be looking at stereotypes, fan culture and then students will make their own music videos as a culmination of the unit.

Course outline

- Studying and analysing film and other multimedia forms
- Filming and editing (Premier Pro)

Learning outcomes

- Students analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute.
- They evaluate how genre and media conventions, and technical and symbolic elements are manipulated to make representations and meaning. They evaluate how social, institutional, and ethical issues influence the making and use of media artworks.
- Students produce representations that communicate alternative points of view in media artworks for different community and institutional contexts. They manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style. They collaboratively apply design, production, and distribution processes.

Homework

Much of the class time in this course is dedicated to completing all the course work. Any incomplete class work will be homework.

Assessment

- Ride design
- Scene analysis (raptor scene and War of the Worlds)
- Chase scene (and production portfolio)
- Visual diary portfolio
- Hybrid genre written task
- Genre trailer
- Music video analysis
- Music video (and production portfolio)

MUSIC

Introduction

Music enriches life and can be used to encourage teamwork and individuality, creativity, and discipline, and provides a vehicle for the development of expression, self-esteem and achievement. Music is intensely personal, yet it can be shared universally. It can draw us into the very presence of God.

Year 9 Music at PVCC is designed for vocal or instrumental music students to nurture their gift and further develop skills across a wide range of activities. This course provides a firm foundation for music studies at a higher level and accommodates students from a range of previous experience in both their practical and theoretical studies.

Course outline

Instrumental/vocal music tuition – Students are to receive individual instrument/voice lessons either at PVCC or externally.

Group performance – Participate in weekly rehearsals and subsequent performances of a PVCC ensemble such as Flute Ensemble, Vocal Ensemble, Jazz Band, Christian Band, a Rock Band, or performance in the college musical (even years).

Music technology – Learn to create and record original music including movie soundtracks using MIDI, and Audio via the use of music technology.

Music theory and aural comprehension – Learn the language of music through the development of written and aural skills during regular class activities.

Music appreciation – Examine types of music and the role music has had in various times, cultures, and places.

Christian music – Perform contemporary Christian music as a class band.

Homework

Daily practice of instrument/voice

Assessment

- Prepare and present two solo instrumental or vocal items for the class.
- Regular attendance at ensemble rehearsals and participation in performances.
- Completion of set aural and theory exercises in addition to formal assessments such as tests.
- Create original compositions using Music Technology.

Please note that this is a one semester course.

SUSTAINABILITY AND THE ENVIRONMENT

Introduction

Sustainability and the Environment is an opportunity to be involved with the local environment. This course focuses on our relationship with the local natural environment and how we can positively impact on the places where we live right here and now. This subject has a large emphasis on practical learning, this course will suit students who enjoy the outdoors and who are interested in preserving our natural heritage and biodiversity for the future.

Sustainability and the Environment covers the basic concepts involved with a more sustainable way of life. Students calculate their global carbon footprint and then use this as a basis to discuss relevant components and how we can improve efficiency of their use. An emphasis will be had on renewable and non-renewable resources. Students will explore the challenges that past and current human interactions with the environment presents for the future. Students will start to understand how environmental actions affect, and are affected by ethical, social, and political framework.

VISUAL ARTS

Introduction

This Arts course is designed to allow students to explore a range of art forms and to extend their artmaking skills while exploring a range of media and artmaking processes. The art forms we focus on include mixed media, ceramics, spray painting, painting, and drawing within projects such as triptych painting, skateboards, hand-built coil pots. The course allows each participant to extend their practice and explore a range of techniques and processes, developing skills and personal style and individual creative expression. Students learn to reflect on their own art works and those of

others, discussing, analysing, interpreting, and evaluating art from different cultural and historical backgrounds. Students will produce artwork that contributes toward 'The Heart of the Valley', arts event, held at the college.

Course outline

At the end of this course students will be able to:

- make and present drawings, illustrations, paintings and prints which explore complex ideas, issues and feelings.
- demonstrate skills and techniques, using a range of processes, to structure and present art works appropriate to chosen styles and forms.
- identify, analyse and interpret artworks and discuss responses to these works;
- demonstrate an informed understanding of the visual arts of different social and cultural groups, enabling them to demonstrate a sense of histories and traditions.

Assessment

- Developmental workbook (Visual Arts Diary)
- Folio of artworks
- Theory

Please note that this is a one semester course.

VISUAL COMMUNICATION AND DESIGN

Introduction

In this course students will examine the way visual language can be used to convey ideas, information, and messages in the fields of communication, environmental and industrial design. Students will employ a design process to generate and develop visual communications. They will develop the skills to manipulate and organise design elements, design principles, selected media, materials, and production methods when creating visual communications. Throughout the semester students will also explore manual and digital methods to develop and refine presentations. They will also identify and evaluate the effectiveness of strategies used by designers to clearly target a specific target audience.

Course outline

At the end of this course students will be able to:

- develop and apply drawing skills using a range of techniques to make their design thinking visible
- develop a range of skills in selecting and applying media, materials, and manual and digital methods to suit design purposes
- apply a design process to create visual communications
- understand how key visual communication design elements, design principles, media, materials, and manual and digital methods contribute to the creation of their own visual language
- understand how historical, social, cultural, environmental, and contemporary factors influence visual communications.

Topics of study

- Drawing for communication –applying drawing methods that are suitable for observational, visualization and presentation.
- Design elements and principles-applying techniques to generate alternative design options.
- Design in context – connections between past and present visual communications.

Methods of assessment

May include:

- a folio of completed visual communications
- visual diary - the submission of a visual diary containing a collection of resources, ideas, sketches, and annotations etc
- written responses - including questions in class, homework, and evaluation of completed designs.

Duration

This subject runs for one semester.