



# GISBORNE

## Secondary College

*Respect Achievement Innovation Diversity*

# 2022

## Year 9 Junior School Program Semester One



Acting Principal: Sarah Rose

Gisborne Secondary College

Melton Rd, Gisborne Victoria 3437

Telephone: 03 5428 3691

website: [www.gisbornesc.vic.edu.au](http://www.gisbornesc.vic.edu.au)

email: [gisborne.sc@education.vic.gov.au](mailto:gisborne.sc@education.vic.gov.au)

*Respect*

*Achievement*

*Innovation*

*Diversity*

# **Junior School Curriculum**

## **Year 9**

The Gisborne Secondary College curriculum at Year 9 is designed to offer flexibility to pursue different interests and explore new subject areas. By doing so students begin to plan their senior secondary program of study. Students have the opportunity to explore and deepen their understanding of the core learning areas and capabilities within the Victorian Curriculum. The overall aim of the curriculum is to cover a common set of knowledge and skills and to develop the habits and strategies of life-long learners.

In Year 9, students complete 6 core subjects over the year, with each subject varying in the number of periods of study in a 2-week cycle. Our Yr 9 enrichment program, RAID, aims to build independence, problem-solving and resilience. Language is no longer compulsory at Yr 9, but can be pursued as a year-long elective. Students choose from a broad range of semester-based elective subjects in The Arts and Technology curriculum areas, giving students the opportunity to expand their learning and provide insight into possible subject options in Senior School. Literature, Renaissance History and Science: Our Earth in the Universe are alternative electives. Each elective provides 4 periods of study per cycle. Each subject scaffolds teaching and learning with a range of formative tasks. Key Assessment Tasks are either graded or awarded an S/N and are reported on at the end of the Semester. The year of study ends with a Step Up program that introduces students to the curriculum of the following year.

Further curriculum information can be found in the Whole School Scope & Sequence available on the GSC website.

Curriculum	Curriculum Area Leader
<b>CORE SUBJECTS</b>	
English & English B	Full Year – 8 periods per cycle Louise Angwin
Humanities	Full Year – 6 periods per cycle Frances Hayes & Dale Rogers
Mathematics	Full Year – 8 periods per cycle Aaron Freeman
Physical Education & Health	Full Year – 5 periods per cycle Nathan Mills
RAID	Full Year - 5 periods per cycle Daniel Ralston
Science	Full Year – 6 periods per cycle Marnie Sparrow & Tracey Eagle
<b>ELECTIVE SUBJECTS</b>	
<b>The Arts</b> – Ceramics, Dance, Digital Arts, Drama, Media, Music, Visual Art, Visual Communication	Semester based – 4 periods per cycle Glenda Anstey – Sprigg
<b>Technology</b> – Auto Tech, Design Tech, Digital Tech, Electronics, Engineering, Food Tech, Metal Tech, Textiles, Wood Tech	Semester based – 4 periods per cycle Nick Maxwell
Language – Indonesian OR Japanese	Full Year – 4 periods per cycle Renae King
Literature	Semester based – 4 periods per cycle Louise Angwin
Renaissance History	Semester based – 4 periods per cycle Frances Hayes & Dale Rogers
Science: Our Earth in the Universe	Semester based – 4 periods per cycle Marnie Sparrow & Tracey Eagle

## Key Knowledge

Reading and understanding the text *Twelve Angry Men*, identifying key ideas and textual features. Identifying features of persuasive and oral text types. Understanding the elements of debating. Exploring the social, historical and political contexts of various text types.

## Key Skills

Students will have the opportunity to:

- Analyse texts for literary features
- Plan, draft and create text analysis essays
- Prepare and deliver a persuasive argument in a debate setting
- Incorporate feedback on draft versions of written work
- Develop the ability to write for sustained periods of time

## Key Assessment Tasks

- Text Response writing : *Twelve Angry Men* (Graded)
- Debate (Graded)
- Persuasive writing (Graded)
- Complete English Basics (S/N)
- Participation in Reading Program (S/N)
- Workbook (S/N)

## Key Knowledge

Reading and understanding the text *Twelve Angry Men*. Identifying literary features persuasive and oral text types. Understanding the elements of persuasive writing and speaking. Exploring the social, historical and political contexts of various text types.

## Key Skills

Students will have the opportunity to:

- Analyse texts for literary features
- Plan, draft and create a text response essay
- Express an opinion on a current topic verbally and in writing
- Incorporate feedback on draft versions of written work
- Develop the ability to write for sustained periods of time

## Key Assessment Tasks

- Text Response writing: *Twelve Angry Men* (Graded)
- Oral presentation (Graded)
- Persuasive writing (Graded)
- Workbook (S/N)

## Key Knowledge

Humanities covers the study of History, Geography, Civics/Citizenship and Economics/Business. Students will explore the factors and systems that have, and which continue to shape society. Students will also learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as informed and responsible citizens.

## Key Skills

Students will have the opportunity to:

- Develop research skills and participate in inquiry processes
- Learn by questioning and analysing a range of data and sources including artefacts, photographs, maps, stories, special events and electronic media
- Form conclusions supported by evidence and present information in a variety of ways

## Key Assessment Tasks

- Source analysis on Industrial Revolution (Graded)
- Geography: Research on Tourism (Graded)
- Civics/Citizenship: Test on Federation and Australian Government (Graded)
- Economics/Business: Portfolio of Exercises (S/N)
- Workbook (S/N)

## Key Knowledge

Semester one covers key knowledge in Number and Algebra with units including Finance, Linear Equations, the area of Measurement and Geometry with units on Pythagoras & Trigonometry and the area of Statistics and Probability with units on Calculating Probability. At Year 9, some students will be involved in the Year 9 Mathematics Collaborative Teaching and Learning Pilot Program.

## Key Skills

Students will have the opportunity to:

- Using ratios and percentages to calculate divide quantities, explore profit and loss and calculate interest and tax
- Solve and simplify linear equations as well as adapting and solving worded problems
- Apply the distributive law to the expansion of algebraic expressions, including binomials, and collect like terms
- Investigate Pythagoras' Theorem and its application to solving simple problems involving right angled triangles
- Apply trigonometry to solve right-angled triangle problems, including labelling sides and substituting values accurately
- List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays
- Assign probabilities to outcomes and determine probabilities for events

## Key Assessment Tasks

Graded assessment tasks in the form of handwritten tests, computer program-based quizzes and / or project-based tasks will take place for:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Financial Mathematics</li><li>• Pythagoras' Theorem</li><li>• Probability</li></ul> | <ul style="list-style-type: none"><li>• Linear Equations</li><li>• Trigonometry</li><li>• Workbook (S/N)</li></ul> |
|---|--|

## Key Knowledge

Students study and participate in a variety of skill and health related fitness tests. Students further their understanding of fitness and study fitness components in more depth. Students reflect on their performance and set fitness specific goals. Students participate in a variety of sports. Students transfer their understanding from previous movement experiences in various sports to create solutions to movement challenges.

Students study a range of biomechanical principles, and perform and refine specialised movement skills. Students evaluate their own and others' movement compositions and provide feedback in order enhance performance situations. In Health, students participate in activities to develop their knowledge and understanding of a range of topics including defining health, nutrition and hydration and sexual health. Students evaluate options for managing situations where their own or others' health, safety and wellbeing may be at risk. Students identify support services based in the community that impact on the ability to make healthy and safe choices.

## Key Skills

Students will have the opportunity to:

- Participate in korfball, lacrosse, tennis, football codes and speedball
- Transfer their understanding from previous movement experiences in various sports to create solutions to movement challenges
- Evaluate options for managing health situations

## Key Assessment Tasks

- Fitness testing profile (S/N)
- Biomechanics investigation (Graded)
- Health folio (Graded)
- Workbook (S/N)

## Key Knowledge

Through various experiences, students develop a deeper understanding of our school values of respect, achievement, innovation and diversity. Students are given the opportunity to travel into Melbourne, increasing their independence, problem solving skills and confidence. In the focus on work skills, students develop an understanding of their own skills, strengths, interests and values to make more informed decisions for their future.

## Key Skills

Students will have the opportunity to:

- Participate in workshops provided by external services
- Experience activities they may have never tried before
- Listen to motivational speakers from all walks of life
- Think critically and creatively to make career enhancing decisions
- Travel into Melbourne and explore what our city has to offer
- Demonstrate and build on the values of respect, achievement, innovation and diversity

## Key Assessment Tasks

- RAID presentation (Graded)
- My RAID day (S/N)
- Workbook (S/N)

## Key Knowledge

In Semester 1, students investigate the central nervous system, ecosystems, chemical reactions and electric circuits. Students will learn how an animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord) and how neurons transmit electrical impulses and are connected by synapses. Students discover that Ecosystems consist of communities of organisms and abiotic components of the environment and how matter and energy flow through these systems. They investigate how chemical reactions involve rearranging atoms to form new substances; that during a chemical reaction mass is not created or destroyed and that chemical reactions involve energy transfer. Students explore electric circuits and how they can be designed for diverse purposes using different components and that the operation of circuits can be explained by the concepts of voltage and current.

## Key Skills

Students will have the opportunity to:

- Formulate questions and hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables
- Plan, select and use appropriate investigation types to collect reliable data and assess risks
- Select and use appropriate equipment and technologies to collect and record accurate and reliable data
- Construct and use a range of presentation formats, including graphs, keys, models and formulas, to record and summarise data from students' own investigations, to represent qualitative and quantitative data or relationships
- Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence
- Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems
- Communicate scientific ideas and information by using evidence-based arguments and appropriate scientific language

## Key Assessment Tasks

- Central Nervous System Test (Graded)
- Ecosystems Anchor Chart (Graded)
- Chemical Reactions Test (Graded)
- Electric Circuits Prac Report (Graded)
- Workbook: Application tasks in LEARN booklets (S/N)

## Key Knowledge

The study of Indonesian in Year 9 is an important and enjoyable link between introductory language learning and advanced skills. Students learn the appropriate reading, writing, listening, speaking and viewing skills so they are able to use the language in conversation in a variety of real-life scenarios. Students begin to learn about the grammar structures and nature of languages as a system. Through the language, students learn about levels of respect in different settings, thus reflecting the relationship between the speakers of the language.

Students learn about the benefits of studying Indonesian and consider how the language might be of use to them in the future. In their 'Bargaining' unit, students experience real-life market settings and tropical Indonesian fruits. Topics studied focus on developing students' communicative language skills required to travel around Indonesia. Through the 'Clothing' unit, students continue exploring Indonesian culture and differences between Australian and Indonesian clothing trends and etiquette.

## Key Skills

Students will have the opportunity to:

- Interact with others orally in Indonesian
- Use appropriate forms of address and non-verbal forms of communication
- Refine pronunciation skills
- Respond to and create written texts to describe real and imagined events
- Use Indonesian spelling, grammar and punctuation
- Interpret relevant information from written and spoken texts in Indonesian

## Key Assessment Tasks

- Cultural Studies (Graded)
- Oral Assessment (Graded)
- Writing Assessment (Graded)
- Reading Assessment (Graded)
- Listening Assessment (Graded)
- Workbook (S/N)

## Key Knowledge

The Japanese course offered to Year 9 students builds on their Year 7 & 8 study of Japanese and provides a foundation for Year 10 and VCE studies. The major topics for this semester are: Time, Home & School. Students use their dictionary to improve their current knowledge of adjectives, verbs, kanji, and particles. Students will have the opportunity to study Japanese culture and enjoy strengthening their language skills using individual and group work, songs, games, cultural assignments and class work.

## Key Skills

Students will have the opportunity to:

- Know the relevant vocabulary and the sentence structures from this semester
- Know how to use a dictionary
- Know the correct Japanese spelling, grammar and punctuation
- Respond to and create written texts to describe real and imagined events
- Interpret relevant information from written and spoken texts in Japanese

## Key Assessment Tasks

- Cultural Studies (S/N)
- Oral Assessment (Graded)
- Unit Tests (Graded)
- Writing Assessment (Graded)
- Workbook (Graded)

# 9 Literature

## Key Knowledge

Introduction to the study of important poems, plays and films. Students view and read a wide range of literary texts and participate in extensive classroom discussion and written work, including literary adaptation analysis and poetry passage analysis.

## Key Skills

Students will have the opportunity to:

- Analyse texts for literary features, including poems, plays and films
- Plan, draft and create multiple adaptations and transformation essays, and poetry analysis
- Contribute to robust discussion
- Incorporate feedback on draft versions of written work
- Develop the ability to write for sustained periods of time

## Key Assessment Tasks

- Adaptations and transformations essay (Graded)
- Poetry analysis (Graded)
- Workbook (S/N)

## Key Knowledge

Students explore social structure and how people establish a functional society in the context of the Renaissance. They investigate how art, literature, philosophy, science and religion reflect the cultural values of a society. Students look at significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity in the Renaissance. Students will develop an understanding of how and why learning developed and how the cultural changes interrelate with our lives today. This unit lays the foundation for Senior School subjects such as: Literature, Classics, History (Revolutions), Philosophy, Sociology and Law.

## Key Skills

Students will have the opportunity to:

- Research purposefully and effectively to source historical information and evidence
- Build mapping skills
- Refine essay writing skills
- Develop high order thinking

## Key Assessment Tasks

- TBC
- Prominent Minds: Investigation (Graded)
- Workbook (S/N)

## Key Knowledge

Students will explore the origins of our universe and where our own planet fits. They will learn about the formation of planets, solar systems and galaxies. Students will also explore how our planet differs from others and what the requirements for life are. They will look at the biodiversity of planet Earth and how our climate/conditions supports it. Students will gain an appreciation for the uniqueness of Planet Earth, its position within the universe and the evolution and extinction of life-forms throughout history.

## Key Skills

Students will have the opportunity to:

- Use scientific knowledge and findings from investigations
- Construct and use a range of presentation formats including graphs, keys and models to record and summarise data
- Communicate ideas, findings and solutions to problems, using appropriate scientific language

## Key Assessment Tasks

- Practical Tasks (Graded)
- Investigation (Graded)
- Test/s (Graded)
- Workbook (S/N)

## Key Knowledge

In Year 9 Ceramics, students explore the hand building techniques of coil, pinch and slab pots. They undertake a range of different tasks to practice these techniques. Students are also introduced to different techniques for glazing and decorating their work. They design, then create objects in clay that are both functional and non-functional and produce a folio of ceramic pieces for assessment.

In the theory component of Ceramics students look at the history of ceramics as well as contemporary Australian ceramicists. They maintain a workbook that shows techniques, reflections and ideas for ceramic pieces.

## Key Skills

Students will have the opportunity to:

- Develop their skills in Ceramics

## Key Assessment Tasks

- Folio of Ceramic pieces (Graded)
- Assignments (Graded)
- Workbook (S/N)

## Key Knowledge

### Introduction to Dance

In this unit, students are introduced to safe dance practice, dance making and performing. Students will experience short workshops in various dance styles to develop their movement vocabulary.

### Learnt Dance Work

In this unit, students learn a dance work, assessing their ability to learn, rehearse and perform a choreographic piece. Students' movement vocabulary, technical and physical skills are developed.

### Group Choreography

In this unit, students learn the basic elements of group choreography such as level, formations and canon. Students are required to learn and perform their own choreography and the choreography of others.

### Famous Choreographers

In this unit, students research famous choreographers throughout history. Students learn about their choreographic influences and unique dance styles.

## Key Skills

Students will have the opportunity to:

- Explore dance and choreographic elements

## Key Assessment Tasks

- Group dance work (Graded)
- Learnt work (Graded)
- Research Project (Graded)
- Workbook (S/N)

# 9 Digital Arts

## Key Knowledge

In Digital Arts, students experiment with and use a variety of software and inputs, including drawing tablets, scanners and cameras to create artworks.

## Key Skills

Students will have the opportunity to:

- Explore and complete research tasks on a range of art movements
- Document their progress in a visual diary

## Key Assessment Tasks

- Folio of Digital Art work (Graded)
- Assignments (Graded)
- Workbook: Visual diary (S/N)

## Key Knowledge

In Year 9 Drama students begin to explore a wide variety of performance styles such as improvisation, verbatim, Australian drama and early theatre. Students become familiar with the elements of improvisation and explore improvising character and scenes. During the semester, students explore verbatim and documentary theatre and, using Australia as inspiration, perform scripted scenes. Students will also study Greek Theatre, Elizabethan and Commedia Dell'arte and use the conventions of each Early Theatre Style.

## Key Skills

Students will have the opportunity to:

- Focus on expressive skills to create authentic characters
- Improvise characters and scenes
- Refine performance skills

## Key Assessment Tasks

- Improvisation Performance (Graded)
- Verbatim/Australian Theatre Performance (Graded)
- Early Theatre Performance (Graded)
- Workbook (S/N)

# 9 Drama

## Key Knowledge

In Year 9 Media Studies, students explore both audio and photography. Students undertake a range of tasks to develop their understanding and apply learned techniques, which includes experimenting with the elements of composition in photography and experimenting with recording techniques. Students will be given the opportunity to produce a range of works including photographs, podcasts, film clips and video. In the theory component of the course students look at iconic photojournalism and the world of foley.

## Key Skills

Students will have the opportunity to:

- Produce a folio based on classwork that will include their production pieces

## Key Assessment Tasks

- Folio of photographic pieces (Graded)
- Stop motion/animation techniques (Graded)
- Workbook/folio (S/N)

# 9 Media

# 9 Music

## Key Knowledge

In Year 9 Music, students analyse music in radio, film, animation and video games. They create music using technology, live instruments and foley sound effects. Students keep an electronic portfolio of compositions. Learning culminates with students using the elements of music to create a final piece of music.

## Key Skills

Students will have the opportunity to:

- Develop their music skills

## Key Assessment Tasks

- Electronic portfolio of compositions (Graded)
- Final Project (Graded)
- Music analysis (S/N)
- Workbook (S/N)

## Key Knowledge

Inspired by a range of Western artists, students explore drawing, painting, printmaking and sculpture techniques. They use a variety of materials and techniques and continue their use of the elements & principles of art. Students complete two research tasks, one an investigation into an art movement of their choosing, the second, research into an artist of their choice. They document their progress in a visual diary following the studio process.

## Key Skills

Students will have the opportunity to:

- Apply the elements and principles of art & develop their art skills

## Key Assessment Tasks

- A folio of finished art works (Graded)
- Two research tasks (S/N)
- Workbook: Visual Diary (S/N)

## Key Knowledge

Students complete a series of lessons on various drawing and rendering techniques, mostly unique to Visual Communication Design. Students then follow the design process working from a client brief to create logos and packaging designs. The theory task involves translating the terminology of the Elements and Principles of Design into their own words. Students then apply the Elements and Principles to create an environmentally friendly industrial design for the near future. Students complete the semester with an exercise using Scale and Proportion to create a large scale point of sale model.

## Key Skills

Students will have the opportunity to:

- Use illustration to send a visual message

## Key Assessment Tasks

- Folio of Drawing Techniques (Graded)
- Logo and Packaging Designs (Graded)
- Elements and Principles Theory Task (Graded)
- Futuristic, Environmentally Friendly Industrial Design (Graded)
- Scale and Proportion model (Graded)
- Workbook (S/N)

# 9 Visual Communication

# 9 Automotive

## Key Knowledge

Students learn to identify tools and equipment and use them safely with the correct personal protective equipment. They explore the process of dismantling and re-assembling a two stroke and four stroke motor and learn the names and function of components. Students do a term of practical Automotive and a term of technical drawing.

## Key Skills

Students will have the opportunity to:

- Identify all mechanical tools correctly
- Identify all small motor engine parts correctly
- Use tools to assemble and disassemble small motors correctly
- Apply satisfactory problem solving skills to diagnose and correct difficulties that arise in the mechanical process
- Technical drawing skills

## Key Assessment Tasks

- Tool Identification Test (Graded)
- Practical Workshop Activities (Graded)
- Technical Drawing Folio (S/N)
- Workshop drawing task (Graded)
- Workbook (S/N)

## Key Knowledge

Students explore the design process to design a range of projects which they then produce and evaluate. They continue to learn about safety in the workshop, including how to correctly use a range of hand and machine tools. Students are introduced to the concept of Sustainability in Design and how designers work.

## Key Skills

Students will have the opportunity to:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Tool Identification</li><li>• Identify Hazards</li><li>• Familiarise themselves with materials</li><li>• Measure &amp; Mark</li></ul> | <ul style="list-style-type: none"><li>• Use hand tools</li><li>• Use some Power tools</li><li>• Use Static machines</li><li>• Create Designed Solutions</li></ul> |
|---|---|

## Key Assessment Tasks

- Materials Research Task (Graded)
- Sustainability product analysis (Graded)
- Practical Workshop Activities (Graded)
- Workbook: Design Folio – Safety, Design & Evaluation (S/N)

# 9 Design Technology

## Key Knowledge

Students learn the processes for creating digital solutions of analysing, designing, developing and evaluating. They use Adobe Animate, JavaScripting, Ms Excel Spreadsheets, HTML5 and CSS to create digital solutions. Students learn about a range of hardware and software to an understanding of how data is transmitted between components within a system, and how the hardware and software interact to form networks. Students learn how to manipulate and present data in visualised form to improve understanding. They learn to use computers safely and be aware of the risks involved in being online.

## Key Skills

- Design an animation
- Create an animated film
- Code drawings and animations using JavaScripting
- Design a website
- Code websites using HTML5 and CSS
- Use mathematical and statistical formulas to manipulate spreadsheets
- Create graphs and charts in spreadsheet
- Interpret the graphs
- Use computers safely

## Key Assessment Tasks

- **Outcome 1** - Project: Designing and creating an animated film using Adobe Animate (Graded)
- **Outcome 2** - Project: Designing and developing a website using HTML and CSS (Graded)
- **Outcome 3 Computer Networks** - Test: Understanding the network basics and designing a simple computer network (Graded)
- **Outcome 3** - Spreadsheet activities demonstrating how data is collected and represented, and how they are interpreted in context to produce information (S/N)
- **Outcome 4** - Drawing and animation using JavaScripting (S/N)
- Digital Workbook (S/N)

## Key Knowledge

Students gain a basic knowledge of electronic and electrical components and circuit laws.

## Key Skills

Students will have the opportunity to:

- Identify Safe working practices
- Use tools, equipment and power machinery correctly and safely
- Record design, computer simulation, production, diagnostic testing and modification of each model
- Complete practical work.

## Key Assessment Tasks

- Knowledge Test on basic electronic components & circuit laws (Graded)
- Practical projects (Graded)
- Electro technology research tasks (Graded)
- Workbook (S/N)

# 9 Engineering

## Key Knowledge

Students learn safe working practices and how to recognise hazards. They explore factors that impact on design decisions and the technologies used to create designed solutions. Students independently and safely complete design tasks, then use tools and equipment to produce useful products. Students evaluate the success of their project with consideration given to materials, design and the manufacture processes.

## Key Skills

Students will have the opportunity to:

- Demonstrate workshop safety
- Identify and use tools appropriately
- Understand Safe Operation procedures for machine tools used
- Use Investigation and Research to gather design information and gain knowledge of metal properties
- Create design drawings
- Use machine tools and specialised tools and processes to produce a model according to a design brief
- Evaluate the product in line with the design brief

## Key Assessment Tasks

- Research assignment- a metal used in industry (Graded)
- Practical Workshop Activities (Graded)
- Workbook: Design Folio/Safety, Design & Evaluation (S/N)

## Key Knowledge

Students study safety and hygiene, nutrition, Government endorsed food guides, the Design Process, sensory analysis, diet-related diseases, recipes, Indigenous culture, food labelling and sustainability.

## Key Skills

Students will have the opportunity to:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Read recipes</li><li>• Use knives safely</li><li>• Work co-operatively</li><li>• Listen</li></ul> | <ul style="list-style-type: none"><li>• Wash up effectively</li><li>• Apply sensory analysis</li><li>• Develop practical solutions</li></ul> |
|---|--|

## Key Assessment Tasks

- Diet Related Disease Research Assignment (Graded)
- Indigenous Burger Design brief (Graded)
- Workbook (S/N)

# 9 Food Technology

# 9 Metal Technology

## Key Knowledge

Students continue to learn about safety in the workshop, including how to use a range of hand tools and basic static machines for working with Sheet metal correctly. They develop ways of communicating their designs and explore existing designed solutions.

## Key Skills

Students will have the opportunity to:

- Identify tools
- Identify hazards
- Measure & Mark
- Familiarise themselves with materials
- Use hand tools
- Use some Power tools
- Use Static machines

## Key Assessment Tasks

- Investigation: Chest of Drawers Designed Solutions. (S/N)
- Production: Chest of Drawers (Graded)
- Workbook: Design Folio/Safety, Design & Evaluation (S/N)

## Key Knowledge

In Year 9 Textiles, students learn about the world of Textiles and garment creation. They will use the Design Process and generate their own criteria to produce items in fabric. In the theory component of this elective they investigate both the moral/ethical issues as well as the OH&S factors involved in the Textiles industry.

Students undertake various teacher directed tasks to gain the confidence they need to create a pair of boxer shorts/pyjama pants utilising various textile techniques. They maintain a diary containing safety information, designs, fabric samples, investigations and evaluations of their work to demonstrate their use of the Design Process.

## Key Skills

Students will have the opportunity to:

- Apply the Design Process

## Key Assessment Tasks

- Textiles article (Graded)
- Assignment (Graded)
- Workbook: Student diary (S/N)

# 9 Textiles

## Key Knowledge

In Year 9 Woodwork, students continue to learn about safety in the workshop including identifying hazards and safe workshop practices. They learn how to correctly use a range of hand tools and basic machines and portable power tools for working with wood. Students consolidate their knowledge of material properties and explore different aspects of the timber industry in Australia – from timber milling to career pathways. Students follow the technology process when designing and manufacturing projects. Students complete a term of Wood Prac and a term of technical drawing.

## Key Skills

Students will have the opportunity to:

- Identify tools
- Identify hazards
- Familiarise themselves with materials
- Create Designed Solutions
- Measure & Mark
- Use hand tools
- Use some Power tools
- Do technical drawings

## Key Assessment Tasks

- Australian Timber Industry research task (Graded)
- Production (Graded)
  - Breakfast Tray or Carry All
- Project Orthogonal drawing (Graded)
- Technical Drawing Folio (S/N)
- Workbook: Design Folio/Safety, Design & Evaluation (S/N)