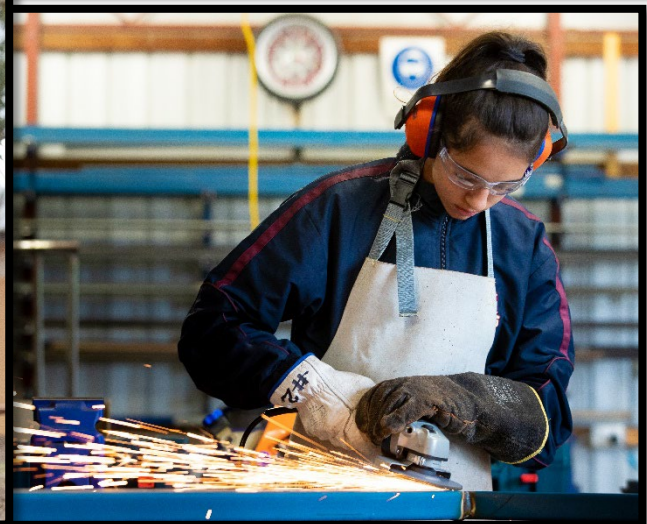


# Prescott College Southern Year 9 Curriculum Booklet 2021



*because your child matters.....*

**PRESCOTT COLLEGE SOUTHERN**  
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## **Introduction**

The Curriculum Handbook has been prepared to acquaint students and parents with the Year 9 subjects available for study at Prescott College Southern. It is also available on the college website: [www.prescott.sa.edu.au](http://www.prescott.sa.edu.au).

Prescott College Southern offers a range of options based on the Australian Curriculum, to enable students to select a variety of subjects to cater for their individual interests and needs. The Year 9 curriculum prepares students for the South Australian Certificate of Education – also known as the SACE.

We make every effort to accommodate the subject choices of each student; however, it must be noted that:

- subject pre-requisites must be met in some courses
- a subject class will only run if there are sufficient students to make it viable
- some subjects may be taught at the same time in the timetable and therefore, in a small number of cases, the choice of subjects may be restricted.

The subjects offered and some course details may change as we become aware of particular student needs, or as we are notified of changes by outside curriculum agencies.

We hope that the information in this handbook will help students make informed choices concerning their study pathways at Prescott College Southern.

A handwritten signature in black ink, appearing to read 'Christine Clark'.

**Christine Clark**  
(Principal)



## **Curriculum Vision and Principles**

### **The Vision of Prescott College Southern:**

Prescott College Southern provides a warm, caring environment where all students can learn to relate positively to other students and staff. It recognises the uniqueness of each individual and priority is given to helping every student develop academically, socially, spiritually, emotionally and physically to the fullest extent possible.

### **Principles which underpin the vision:**

- Participation in a differentiated curriculum
- Development and maturation in both academic ability and physical skills
- Making positive social adjustments
- Building lasting peer relationships
- Cultivating critical thinking and problem-solving skills
- Growing in Christian values
- Creating a sense of pride in themselves and their learning environment
- Learning in a balanced environment where their natural abilities will be challenged

This booklet is designed to assist students to make the right choices as they consider not only next year but also the possibilities that lie beyond.



## **The Curriculum**

The transition from Year 8 to Year 9 is an exciting one. For the first time students are able to make some choices about subjects they would like to study. Having choice also means that students must take greater responsibility for their learning. This is the time they start to seriously consider their pathway to employment, further education and training.

### **YEAR 9 PROGRAM STRUCTURE**

#### **CORE**

**All Year 9 students undertake the following CORE program:**

- English
- Health and Physical Education
- History (Sem 1)
- Invictus
- Mathematics
- Religion
- Science
- Work Studies (Sem 2)

**Year 9 students are able to choose from the following Elective Subjects:**

#### **The Arts**

- Art
- Drama
- Music
- Photography

#### **Design and Technology**

- Technology - Digital
- Technology - Electronics & 3D Printing
- Technology - Food
- Technology - Material Solutions

#### **Other**

- Japanese
- Physical Education



<b>Year 9 Overview</b>	
<b>Semester 1</b>	<b>Semester 2</b>
Assembly (1)	Assembly (1)
English (8)	English (8)
Mathematics (8)	Mathematics (8)
Science (8)	Science (8)
Religion Education/Chapel (9)	Religion Education/Chapel (9)
History (5)	Work Studies (5)
Health and Physical Education (5)	Health and Physical Education (6)
Invictus (3)	Invictus (3)
Elective 1 (7)	Elective 4 (7)
Elective 2 (7)	Elective 5 (7)
Elective 3 (7)	Elective 6 (7)

( ) = Lessons allocated per fortnight

<b>Electives</b>	<b>Course Duration</b>
Art	1 or 2 semesters
Drama	1 or 2 semester
Japanese	1 or 2 semesters
Music	1 or 2 semesters
Photography	1 semester
Physical Education	1 or 2 semesters
Technology -Digital	1 semester
Technology - Electronics & 3D Printing	1 semester
Technology - Food	1 or 2 semesters
Technology - Material Solutions	1 or 2 semesters

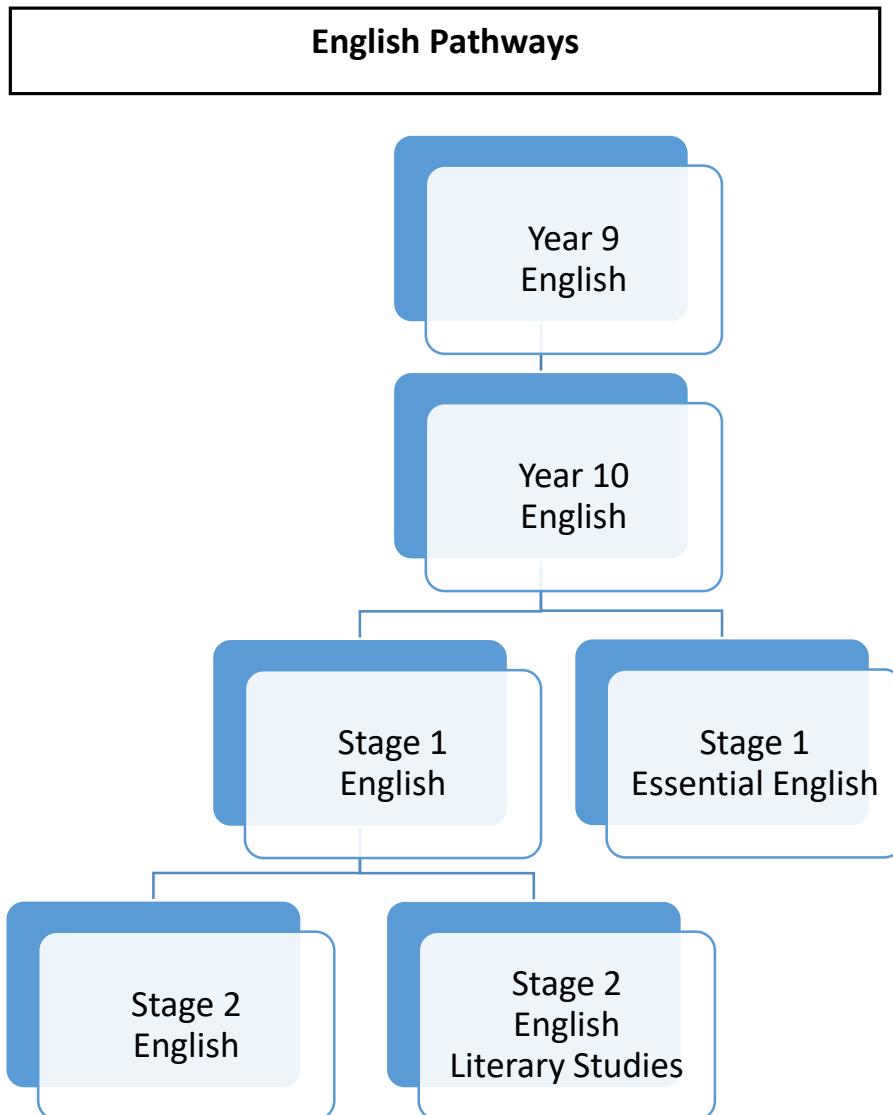


## ENGLISH

### Course overview

In English the curriculum continues to provide opportunities to practise, consolidate and extend the knowledge, skills and understanding of previous years. It provides for further development of knowledge of how language works and increasingly sophisticated analysis and construction of different text types, including multimodal texts, in various genres and modes. Students learn how literature can be discussed in relation to themes, ideas, and historical and cultural contexts. Students critically analyse and evaluate texts to develop an understanding of purpose and audience and how language techniques are used to position the audience.

**Assessment:** Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include: written tasks, presentations and group discussions.

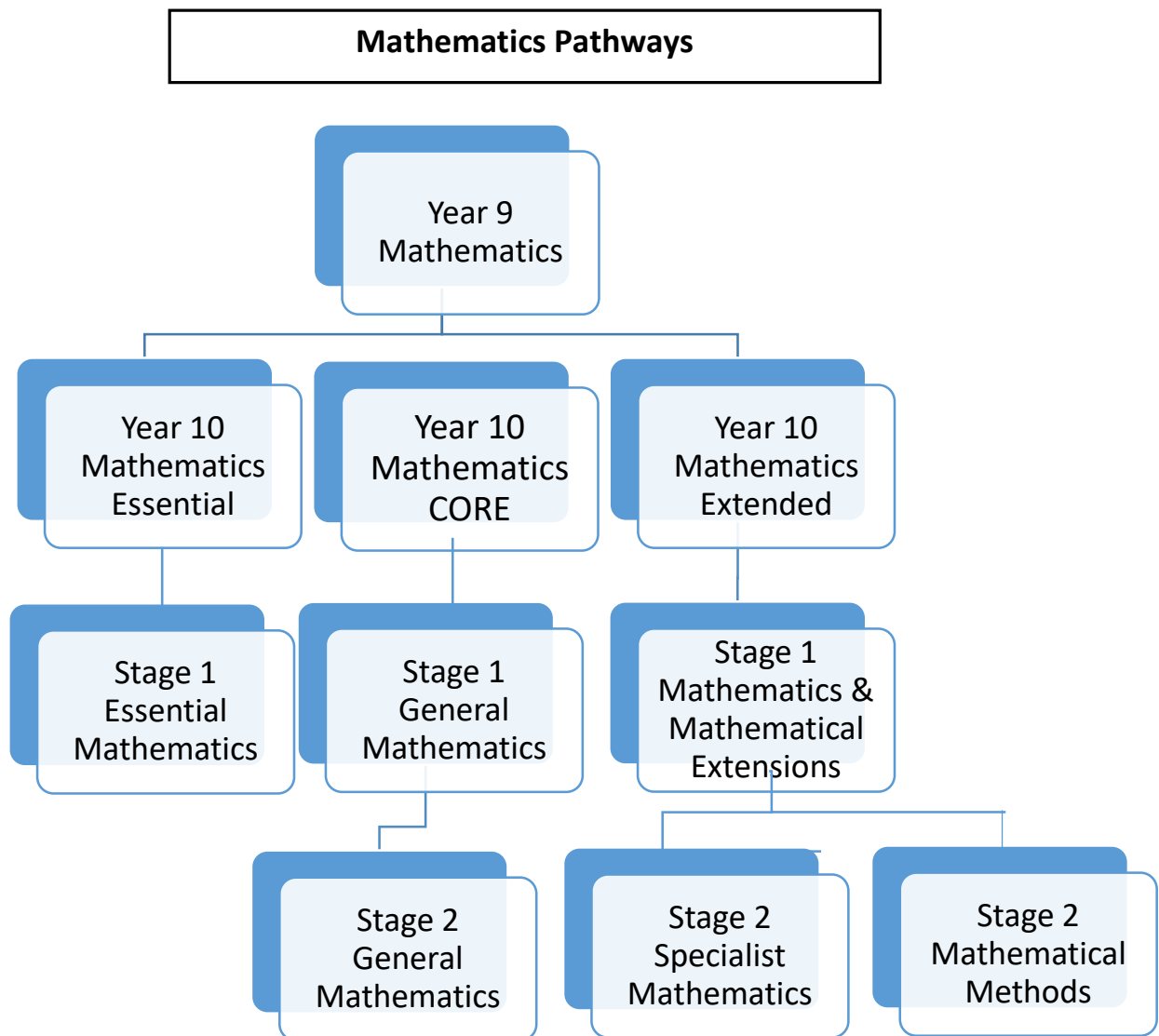


## MATHEMATICS

### Course overview

The Mathematics curriculum draws on previously established mathematical ideas to solve non-routine problems and develop more complex and abstract ideas. It makes connections between mathematical concepts and their application in the world. It lays the foundations for future studies, including introducing all students to the benefits of algebra and applications of geometry. The curriculum allows for more mathematically able Year 10 students to be extended with more content to enrich their mathematical study.

**Assessment:** Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include: practical activities, reports, projects, tests and Mathematical Pathways online assessments.



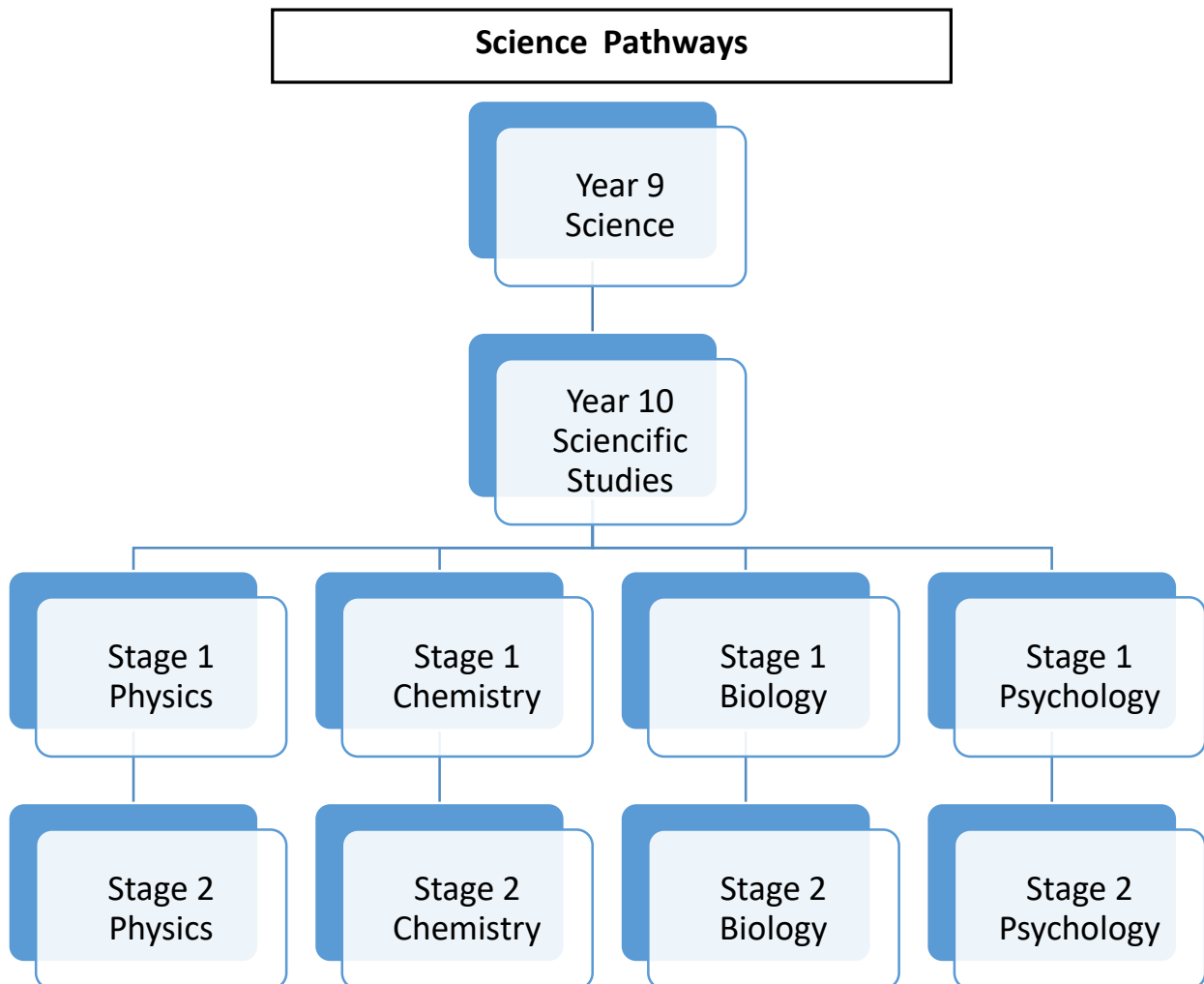


## SCIENCE

### Course overview

The Science curriculum continues to develop understanding of important science concepts across the major science disciplines, Biology, Physics, Chemistry and Environmental/Earth Sciences. It focuses on explaining phenomena involving science and its applications using evidence and explanation to move to more abstract models and theories of science including the nature and conservation of energy. It uses the ideas of patterns and systems to move to the complex ideas of form and function, equilibrium and interdependence in the physical and natural world.

**Assessment:** Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include participation and performance in practical activities, reports, projects and tests.





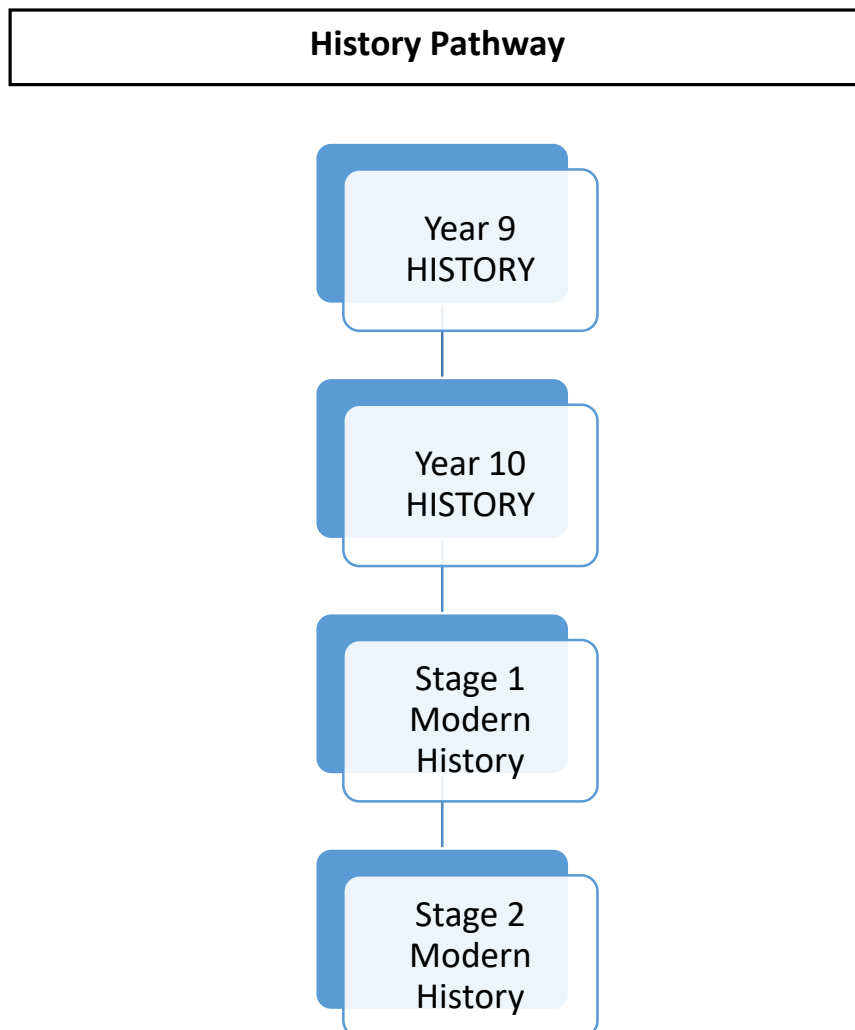


## HISTORY

### Course overview

All Year 9 students are required to complete this Australian Curriculum Subject. In the Australian Curriculum, the History learning area includes a study of causes and effects of events and developments. The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

**Assessment:** Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include assignments, practicals and tests through the development of texts as well as using a range of communication forms (oral, graphic, written) and digital technologies.





## HEALTH AND PHYSICAL EDUCATION

### Course overview

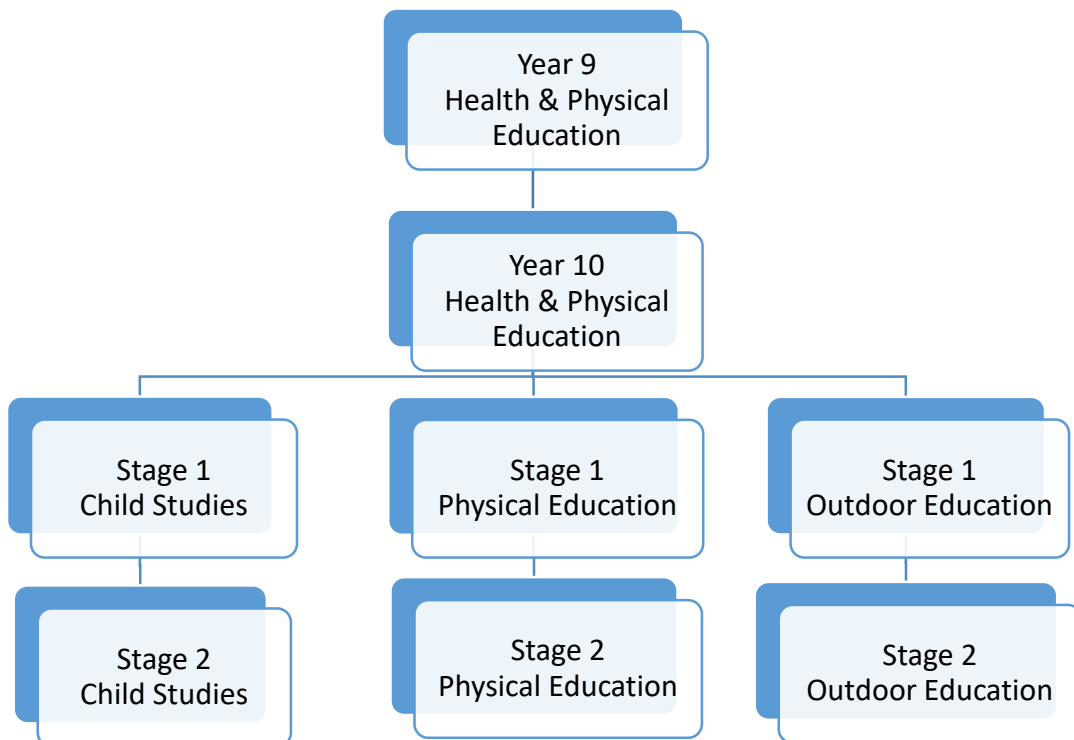
Physical Education aims to facilitate the physical, mental, social and intellectual development of students. In Year 9 students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

This Australian Curriculum Learning Area is organised around two strands

- Personal, social and community
- Movement and physical activity

**Assessment:** Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include written assignments, presentations, tests and practical performance.

### Health and Physical Education Pathways

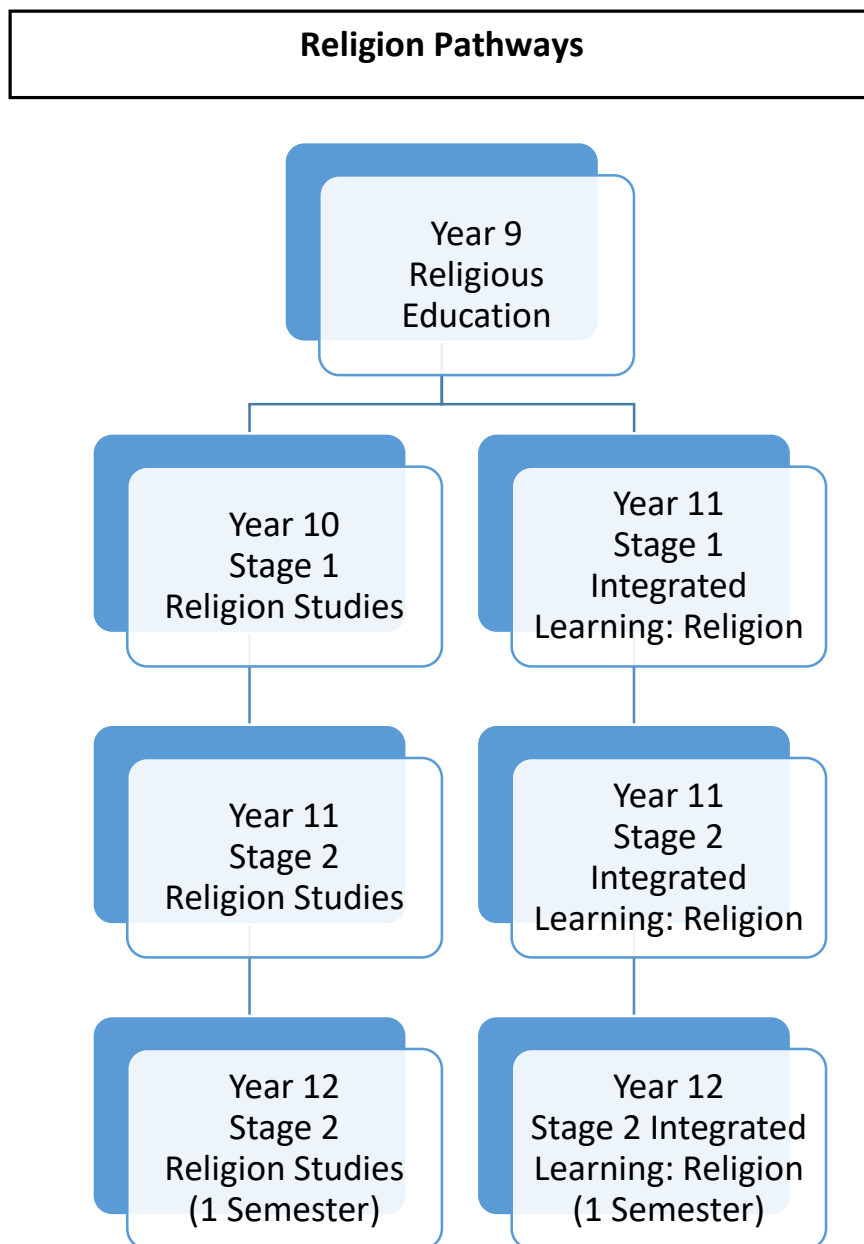


## RELIGION

### Course Overview

This program is based on the Encounter Curriculum developed by the Adventist Schools Australia covers a range of areas including the exploring the values found in society and the Bible, investigate the life of Martyrs, look at Daniel - his identity and vision of the beasts relating to Bible prophecy, and Jesus' life while he was here on earth.

**Assessment:** Students are assessed against the encounter curriculum. Evidence may include written testing & presentations





## **INVICTUS X**

### **Course Overview:**

Invictus Extended (X) is a new four-year student well-being program that Prescott College is implementing in 2020 in Years 7-10. Invictus X challenges students to harness all of the pre-existing positive dimensions of their lives. It combines outdoor education, skill mastery, soft skill acquisition and service learning to encourage participants to develop the type of outlook that enables them to live lives defined by self-confidence, curiosity, empathy and compassion. During each element students are invited to take part in a significant memory event that epitomises the life lessons learnt in that segment of the curriculum. The program encourages ongoing development of self-awareness and builds strong, honest and respectful relationships with peers, parents and teachers, over time. It also assists in preparing students to move to senior school as more responsible and resilient adults

**Assessment:** As part of the Invictus Wellbeing Program, participating students are given the opportunity to work towards a bronze, silver or gold award in recognition of their unique achievements.



## ELECTIVE SUBJECTS

### SUBJECT CHOICES: THE ARTS

#### DRAMA

##### **Duration of Course**

1 or 2 Semesters

##### **Course overview**

Students choosing to enrol in Drama must be prepared to participate in all practical sessions and work cooperatively with a wide range of students. All students must be prepared to perform their Group and Solo Performance Projects for other classes. Students develop their improvisation and character skills in a range of class and performance tasks. They study the use of stereotypes in dramatic works and learn to manipulate stereotypes to present points of view. Students develop their expressive skills and learn to shape ideas in a range realistic and non-naturalistic acting and performance styles. They complete evaluations of their own and others' work. Students will be given the opportunity to view theatre performances.

**Assessment:** Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include written tasks, reflections and reviews. Practical assessments include solo performances, group projects and workshop participation.

#### MUSIC

##### **Duration of Course**

1 or 2 Semesters

##### **Course overview**

Students choosing to enrol in Music must be prepared to participate in all practical sessions and work cooperatively with a wide range of students. All students must be prepared to perform their Group Performance to the class, other classes and at school community events such as Music Showcase Evening and/or a Chapel Service. Students not already learning an instrument or participating in the vocal ensemble are encouraged to take up instrumental tuition or participate in the vocal ensemble as this assists in developing performance skills and provides the necessary background for those considering future music studies.

**Assessment:** Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include tasks such as theory and aural tests, music styles and compositions. They are assessed on their performances and participation in class rehearsals.



## ART & PHOTOGRAPHY

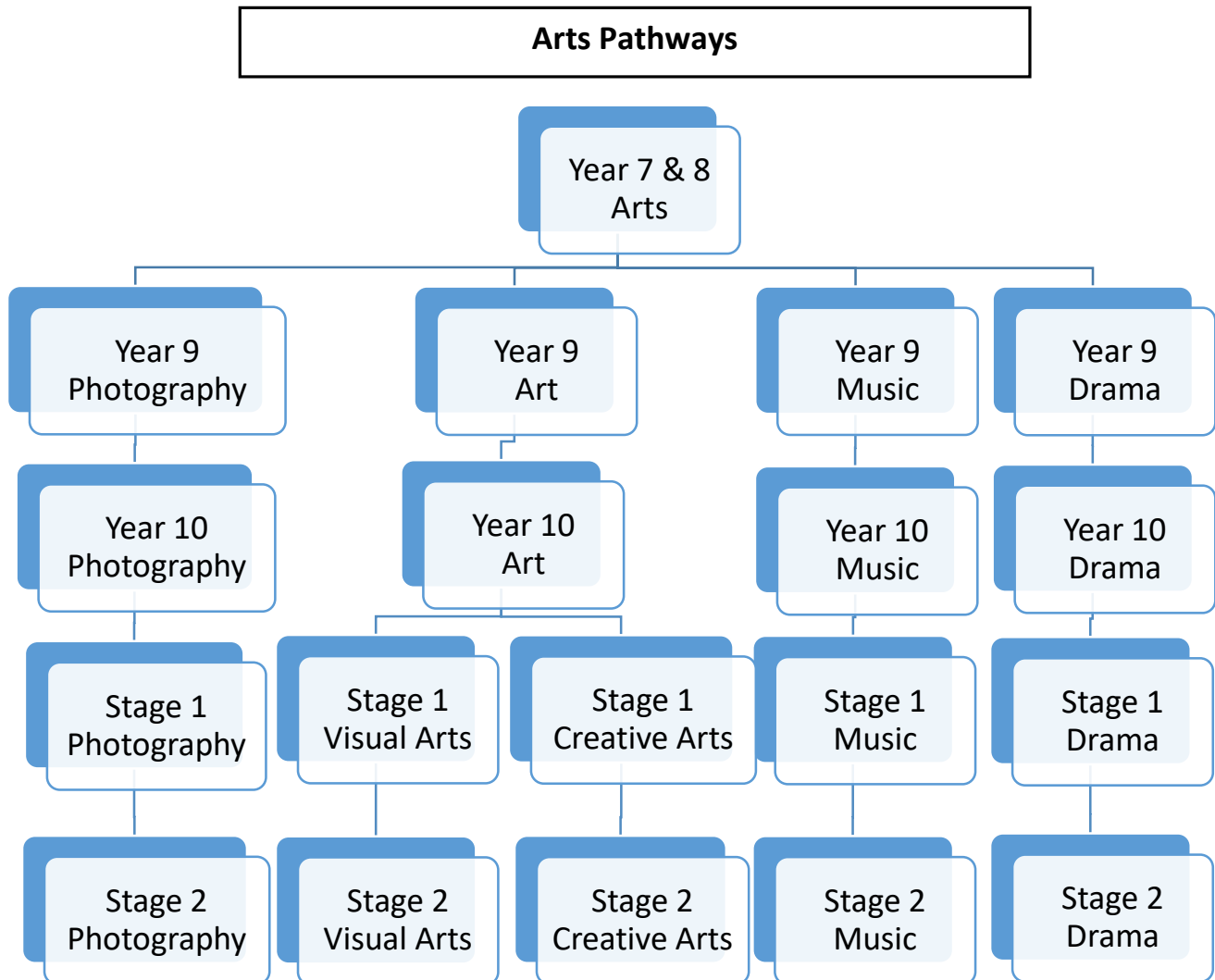
### Duration of Course

1 or 2 Semesters

### Course overview

The aim of this subject is to continue the concept of art and the processes and applications involved. Students will be taught various artistic qualities and be exposed to a range of art genres, as well as the techniques involved in various art processes. Students will also be introduced to analysis techniques and given the opportunity to view artworks in exhibitions. The focus will be on the Design Process that links with Year 10 Art.

**Assessment:** Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include creating, listening, viewing, exploring and responding.





## SUBJECT CHOICES: TECHNOLOGY

### TECHNOLOGY - DIGITAL

#### Duration of Course

1 or 2 Semesters

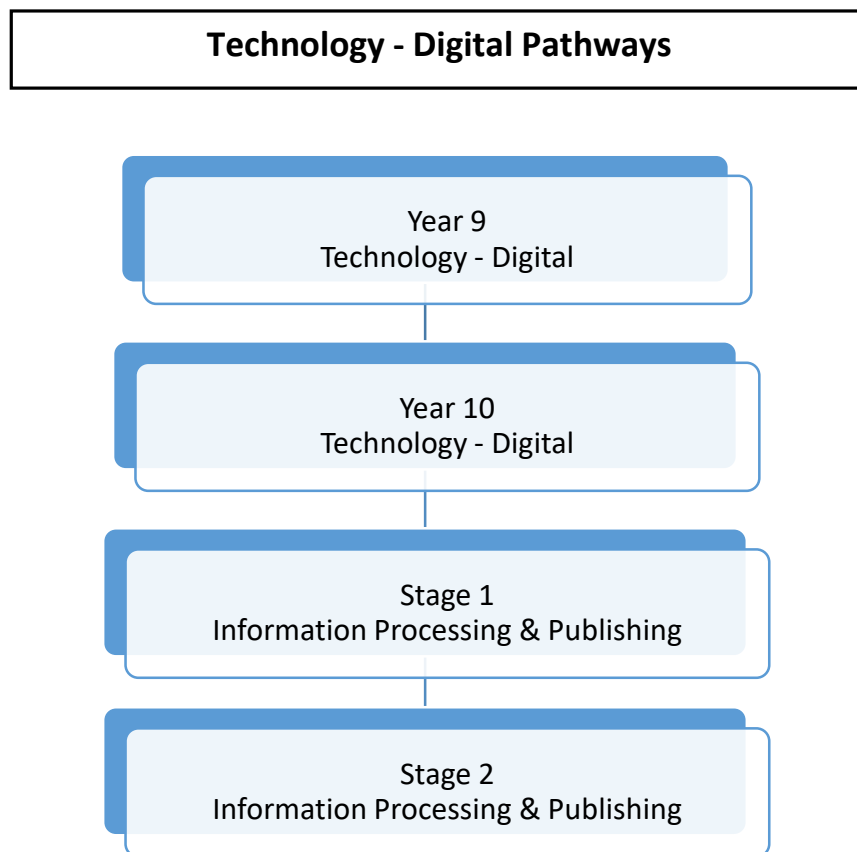
#### Course overview

Year 9 Digital Technologies is designed to build on the skills that have been developed in previous years. Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

This Australian Curriculum Learning Area is organised around two strands

- Digital Technologies Knowledge and Understanding
- Digital Technologies Process and Production Skills

**Assessment:** Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include the completion of design briefs that involves investigation and design skills, production, analysing and evaluating processes.





## TECHNOLOGY - FOOD

### Duration of Course

1 or 2 Semesters

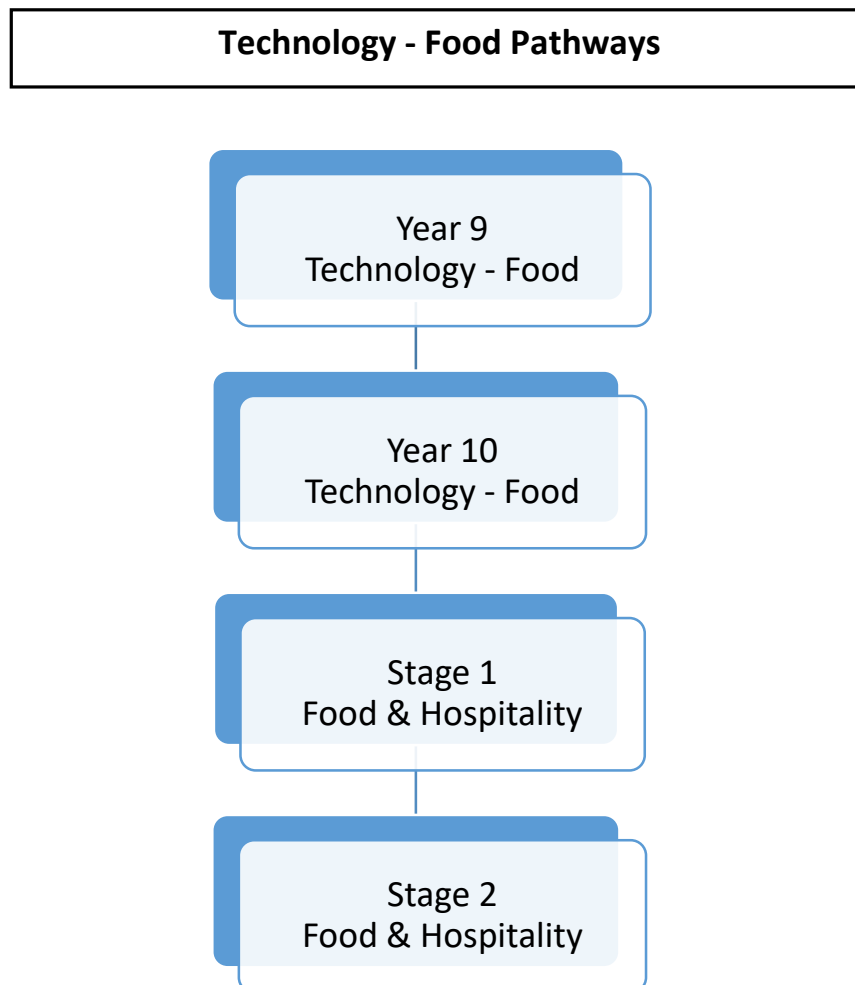
### Course overview

Year 9 Food Technology students' study into a range of topics including: Food for special occasions, Food selection and health, Food science, Food in Australia. Students engage in a range of theoretical and practical learning experiences to study into and demonstrate skills related to the above areas.

This Australian Curriculum Learning Area is organised around two strands

- Design and Technologies Knowledge and Understanding
- Design and Technologies Process and Production Skills

**Assessment:** Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include tests, presentations and research tasks.







## TECHNOLOGY – MATERIAL SOLUTIONS / ELECTRONICS & 3D PRINTING

### Duration of Course

Design & Technology Wood 1 or 2 Semesters

Electronics & 3D Printing 1 Semester

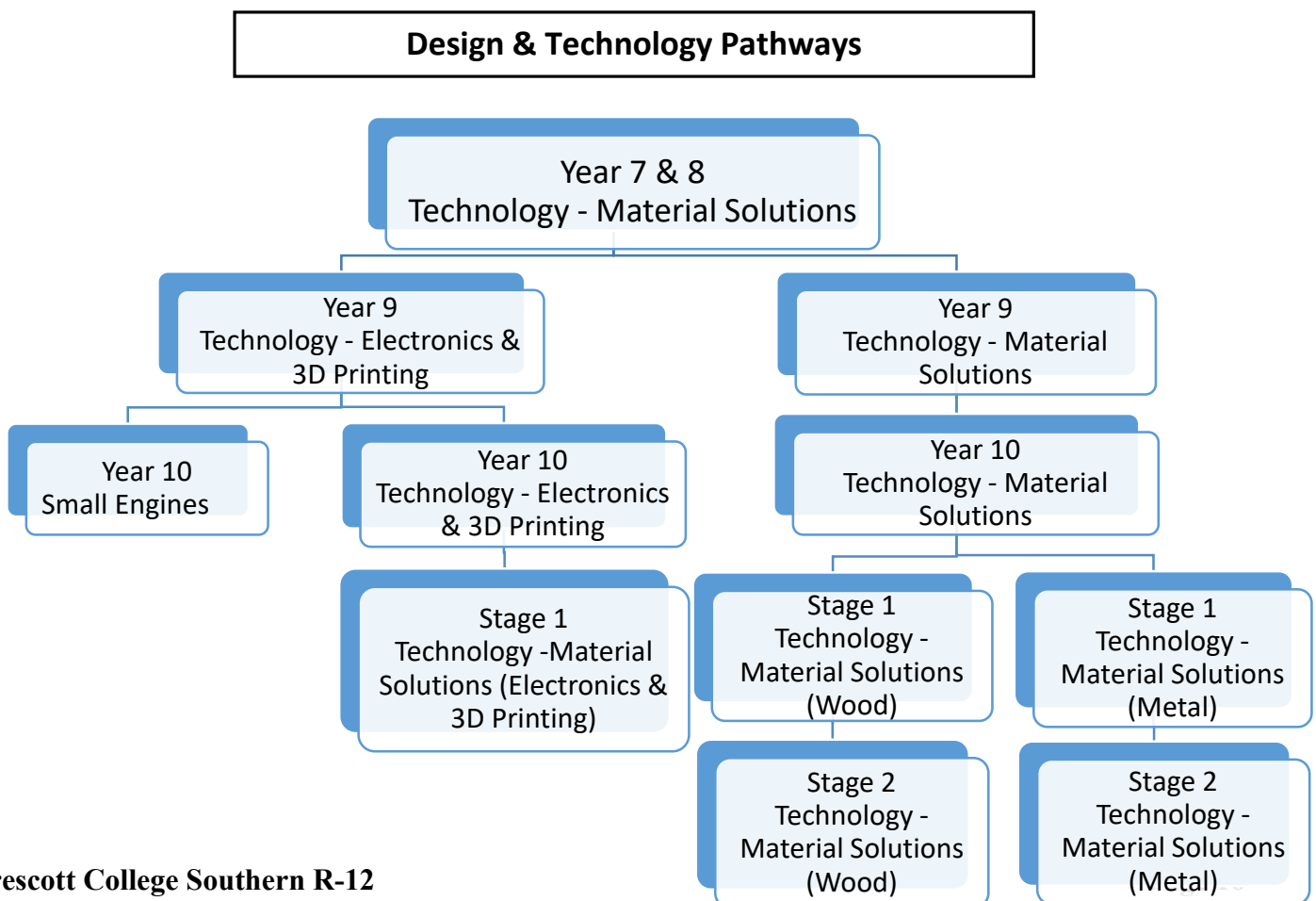
### Course overview

Studies in Design and Technology provide students with the opportunities to develop technological capabilities through planning, developing and refining design concepts, selecting appropriate materials, carrying design through systems to completion and appraising the outcome. Students develop construction skills in the areas of Woodwork, Metalwork and Plastics using 3D printing by introducing students to a range of equipment, machines and hand tools that assist in the construction process. In Electronics students develop skills in circuits, machines and mechanics.

This Australian Curriculum Learning Area is organised around two strands

- Design and Technologies Knowledge and Understanding
- Design and Technologies Process and Production Skills

**Assessment:** Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include the completion of design briefs using investigation, design, analysing and evaluating processes, and the completion of a product.





## SUBJECT CHOICES: LANGUAGE

### JAPANESE

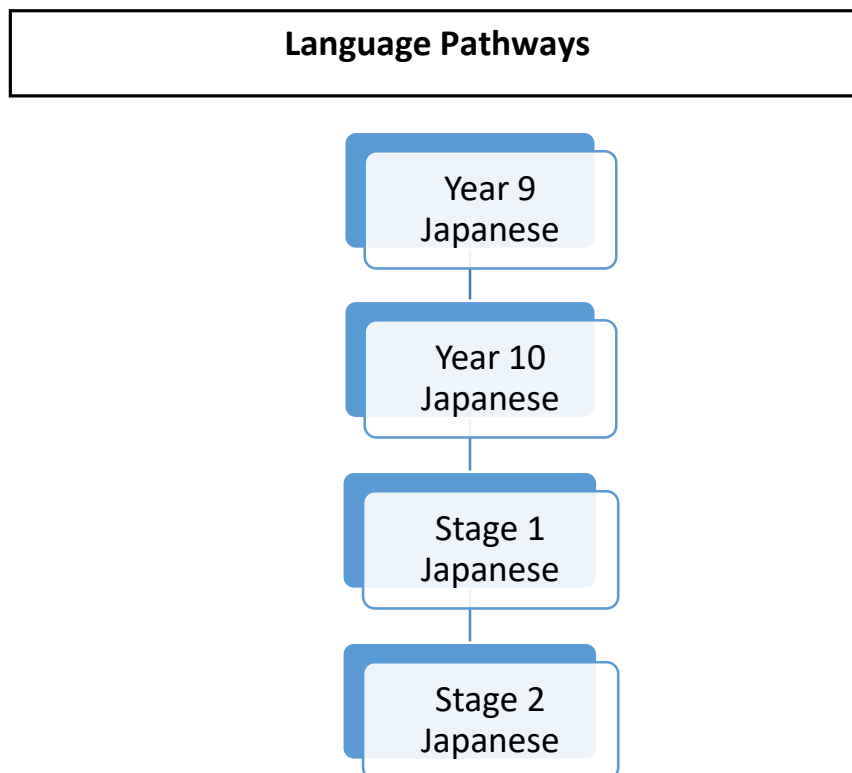
#### Duration of Course

1 or 2 Semesters

#### Course overview:

The Japanese course offered to Year 9 students builds on their Year 7 & 8 studies. The program is based on the Australian Curriculum and develops students' understanding and skill through reading, writing, listening and speaking the target language. In Year 9, students will continue building their knowledge of katakana and kanji characters and begin developing their independence when creating both written and spoken texts in Japanese. Students will have the opportunity to study Japanese culture and enjoy strengthening their language skills through a variety of songs, class work, videos, technology and assignments. We will look at manga (Japanese comics) to improve upon students' current knowledge of adjectives and particles, as well as understand common Japanese writing conventions, such as onomatopoeia. Students will also look at celebrations in Japan, strengthening their appreciation for different cultures and build confidence in their textual compositions and fluency.

**Assessment:** Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include assessment through class work, tests and tasks including four communication areas of listening, speaking, reading and writing.





## **HEALTH AND PHYSICAL EDUCATION**

### **Duration of Course**

1 or 2 Semesters

### **Course overview:**

Physical Education aims to facilitate the physical, mental, social and intellectual development of students. In Year 9 students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

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