Curriculum

YEAR 9 2017
Welcome to Year 9 at Yarra Valley Grammar.

Year 9 is the culminating year of Middle School and the program offered is designed to reflect the School’s ethos that each young person will flourish in an environment where they are valued. It is a year that provides opportunity for our students to pursue their interests and further discover their gifts and abilities.

Year 9 is a critical year in shaping important learning skills and the independence required to face the challenges to come in the Senior School and beyond. It is a year that enables our students to become inquiring and reflective thinkers, self-directed learners, organised, committed, diligent and effective communicators.

There are many highlights during the Year 9 year including five LINK@9 experiences. These week-long experiences are strategically placed throughout the year to engage Year 9 students in experiential learning. They include City Experience, Civics and Citizenship, World Religions & Diversity, Retreat and an Outdoor Education Journey.

Another highlight of Year 9 is the opportunity for students to commence choosing electives of study. The elective program offers our students the chance to enjoy a broad range of subjects across the core Key Learning areas, providing both academic and physical challenges.

The subjects listed in this book provide a wonderful range of learning opportunities for all students – from the traditional to the contemporary and from the theoretical to the creative. All are designed to engage students, to make learning an enjoyable, challenging and rigorous experience.

The Head of Year 9, Tutors and teaching staff are all committed to assisting students to achieve their personal best in their academic pursuits whilst being an advocate for their personal and pastoral needs.

We look forward to working with all students and their families in Year 9 to celebrate and achieve engaging and successful learning.

Julie Hall
Deputy Principal – Head of Middle School
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SUBJECT SELECTION PROCESS

This booklet describes the subjects that Yarra Valley Grammar may be able to offer Year 9 students next year. English, Mathematics, Languages and Body, Mind, Spirit are all compulsory subjects for the whole year and are run in semesters. All other compulsory subjects and electives are run in trimesters. In some cases, trimester units may not be offered in a particular year or due to insufficient students selecting a trimester unit.

Please note the following regarding the subject selection process:

1. Students and parents should carefully read the information contained in this booklet.
   Year 8 students choose subjects from the list offered which are compliant with the requirements. Year 8 students are required to choose subjects from across the curriculum and no electives chosen in Year 9 are pre-requisites for future studies.

2. Students and parents/carers submit their preferences on the separate sheet by the due date indicated. Subject choice information will be used by the School to determine the subject blocking. Some subjects may not be included in the final blocking grid.

3. Several weeks after the initial choice, the blocking grid will be finalised. Students may not automatically be allocated all their chosen subjects. Reasons for this are:
   - a subject will only be offered if a viable number of students have selected that subject.
   - two or more of their subjects may be offered in the same block, thus creating a clash. If this happens, the student will need to reconsider their initial choice and choose an alternative subject in a different block.

   If a student's main preferences cannot be allocated on the blocking grid, then their additional subject preferences will be considered.

Please note: Yarra Valley Grammar reserves the right to cancel a subject offered. Students directly affected by this decision will be informed as soon as possible.
YEAR 9 – GENERAL STATEMENT

Students are expected to promote a caring and positive learning environment in which each student is treated fairly, has the opportunity to develop a feeling of self-worth and belonging, and is able to learn.

It is each student’s responsibility to:

- Adhere to the School’s iPad Agreement and use iPads appropriately and as instructed by the teachers
- Participate in all LINK@9 programs and other special Year 9 events
- Come to class regularly, on time and with the required books, equipment and work preparation
- Follow instructions from the teacher
- Be thoughtful, respectful and courteous to others
- Support the learning and achievement of others
- Participate positively and constructively in group discussions and activities
- Use the iPad applications to assist good organisation and study habits
- Keep books, equipment and classrooms tidy, clean and free of graffiti

STRUCTURE

Year 9 at Yarra Valley Grammar is about supporting students to achieve success, grow emotionally and develop skills to be life-long learners. The structure surrounding our students is one of support. All students have a homeroom and a Tutor who help establish that feeling of connectedness.

Students move around the school more than in previous years, but still have a sense of belonging to a tutorial group. The Year Level Co-ordinator oversees the year level and meets regularly with the Head of Middle School, Counsellors and Individual Programme staff.

All students are expected to attend Physical Education and Sport including after school training sessions and matches against other schools. Assembly is held once a fortnight and students are expected to attend and participate as required.

PASTORAL CARE

Good relationships are paramount to all in the Yarra Valley community; and understanding and meeting the individual needs of each student is a vital aspect of the Pastoral Care Program. The pastoral care structure remains the same as for Years 7 and 8, with the Tutor being the first point of contact. The Year Level Co-ordinator supports the Tutor. Additional care is available through our supportive network of Head of School, Counsellors and all teaching staff.

HOMEWORK

The School believes in the value of homework on a regular basis. It is difficult to insist on particular lengths of time to be spent each evening but, as a guide, Year 9 students should be spending 1½ hours over five nights completing homework.

There will, of course, be times when more than this is required, or less would be appropriate.
SPORT

All students in Year 9 are expected to be available to play Saturday Sport for the School. They are also expected to attend training after school on the designated day and/or as required. Clear guidelines are set out in the Student Planner APP with regards to sport, and students and their parents should familiarise themselves with these.

OTHER ACTIVITIES

Students are encouraged to involve themselves in a broad range of co-curricular activities. There is an abundant range of activities offered to Year 9 students in the many musical ensembles, sporting activities, drama productions and debating teams, and a range of other events and programmes on offer.
LEARNING AND INNOVATION FOR NEW KNOWLEDGE AT YEAR 9

The acronym LINK@9 represents Learning and Innovation for New Knowledge at Year 9. The LINK@9 program is an experiential learning program designed specifically to meet the educational needs of Year 9 students.

It comprises a series of five ‘Experiences’ which are four or five days in duration when the on-site classroom program is collapsed for all Year 9 students. These Experiences are evenly placed throughout the year, ensuring the schooling experiences for the students are diverse, interesting and varied.

LINK@9 provides a wide range of experiential learning opportunities and acknowledges individual learning differences within the year level. LINK@9 is accessible to all and is engaging, challenging and rewarding.

Some LINK@9 Experiences take place on-campus while others are conducted off-site. The first LINK@9 program each year is the City Experience, where students investigate the major icons of the City of Melbourne and develop their independence by traveling to and around the city each day. Following Experiences are built around developing the students’ understanding and appreciation of a series of educational themes, such as: the major religions of the world; the diversity of the local and wider population; and their rights and responsibilities as Australians.

Further, there is a tutorial group based Retreat which provides space and time for reflection and encourages consideration of themselves, their peers and their place within the community. The LINK@9 program also features an Outdoor Educational journey which is potentially full of personal reward as it builds upon the idea of allowing the students to accept a level of challenge by choice.

LINK@9 offers students the opportunity to grow and develop as individuals and as members of the community; they conclude their year as wise, worldly and competent contributing members of society. They will have been engaged in the Year 9 program and will complete it ready for the next stage of their educational experience and increasingly prepared for their futures beyond school.
YEAR 9 – SUBJECT SELECTION GUIDELINES

CORE COMPULSORY SUBJECTS

- English (Two semesters)
- Mathematics (Two semesters)
- Body, Mind and Spirit (Two semesters)
- Language/Extra Assistance – continue from Year 8 (Two semesters)
- Sport (all year)
- Science (Two core trimesters)
- Food Dynamics (One trimester)

ELECTIVE SUBJECTS

Students in Year 9 must select six (6) units consisting of:

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<th>Key Area</th>
<th>Learning Requirements</th>
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<td>The Arts</td>
<td>A minimum of two units</td>
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<tr>
<td>Humanities</td>
<td>A minimum of two units. One of the Humanities units must be either Geography or History.</td>
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<tr>
<td>ICT</td>
<td>One ICT elective must be studied.</td>
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In summary, a Year 9 student’s six (6) elective units will consist of:

- two units of Humanities (one of which must be Geography or History)
- two units from The Arts
- one unit of ICT
- one other unit of choice from any subject area
DIGITAL TECHNOLOGIES

Students must select one unit of ICT.

IT FUNDAMENTALS

Suggested Pathways:
Year 9 IT Fundamentals ➔ Year 10 IT and/or Year 10 Media ➔ VCE Unit 1 & 2 Computing / VCE Units 1 & 2 Media ➔ VCE Units 3 & 4 Informatics or VCE Units 3 & 4 Software Development / VCE Units 3 & 4 Media

Unit Description

This course is designed to prepare students for a rapidly changing world. Students work on a range of tasks where they develop skills in problem solving, independent research, planning, time management and presentation skills. It provides students with a constructivist experience by asking them to investigate, design and develop their work.

Students will develop a portfolio displaying a range of skills and knowledge learnt during the course. Topics include:

- Developing a webpage
- Corporate branding and image manipulation
- Various advertising means and methods using the internet and digital cameras
- Exploring a range of current and trending technologies including 3D printing, virtual reality and artificial intelligence
- Current IT issues including internet regulation, security and netiquette

Assessment Tasks

- Folio
- Practical and written tests
- Assignment work
- Competency with practical work
- End of unit assessment
APP DESIGN AND DEVELOPMENT

Suggested Pathways:
Year 9 App Design and Development ➔ Year 10 IT and/or Year 10 Media ➔ VCE Unit 1 & 2 Computing / VCE Units 1 & 2 Media ➔ VCE Units 3 & 4 Informatics or VCE Units 3 & 4 Software Development / VCE Units 3 & 4 Media

Unit Description

Through the completion of a series of practical exercises, students will learn about software development. They will explore different types of mobile applications including robotics control, media rich interactive games and stories. They will discover the evolution of software development and how designers engage their audience. They will learn basic skills and knowledge in multimedia and interface design, animation, digital audio and programming to produce their own robotics and mobile applications.

Through the development of a portfolio of original work, students will learn some of the basic knowledge and skills related to:

- Basic programming using robotics and mobile application software
- Software skills by applying a range of design techniques and procedures to efficiently and effectively produce visually appealing designs
- The principles of effective communication and good design when using multimedia tools
- Interactive animations using image editing software
- Digital sound and sound effects and its uses in multimedia industry using audio editing software

Assessment Tasks

- Portfolio
- Practical and written tests
- Assignment work
- Competency with practical work
- End of unit assessment
MEDIA

Suggested Pathways: Year 9 Media and/or Year 9 App Design and Development ➔ Year 10 Media ➔ VCE Units 1 & 2 Media ➔ VCE Units 3 & 4 Media

Unit Description

This practical course is designed to provide the basic skills in media techniques that can be used in a wide variety of applications necessary for working in a technology oriented world. Emphasis is on animation, creating and manipulating images, and design techniques to provide students with the skills required to design, create and promote original media products.

Through the development of a portfolio of original work, students will learn some of the basic knowledge and skills related to:

- Develop ideas and story structures through the manipulation of media and genre conventions for a specific audience
- Media language including composition, time, space, sound, movement and lighting
- The principles of effective communication and good design when using media tools
- Software skills by applying a range of design techniques and procedures to efficiently and effectively produce visually appealing media presentations
- Character development and construction for animations using image editing software
- Basic scripting to develop interactive media products and engaging animation sequences

Assessment Tasks

- Folio
- Practical and written tests
- Assignment work
- Competency with practical work
- End of unit assessment
English

English is a core subject that all students study.

**ENGLISH**

**Compulsory Pathway:**

Year 9 English ➔ Year 10 English ➔ Units 1 & 2 English ➔ Units 3 & 4 English

**Unit Description**

This course develops students’ communication and argumentative skills, and their critical responses to a range of texts. It develops confidence and competence in writing for a range of purposes and audiences. Students are guided to explore and interpret different perspectives on increasingly complex issues and to construct written and spoken responses drawing on these perspectives. Students undertake a closer examination of the critical, social and cultural dimensions of language through exposure to a variety of print and non-print texts, and by their own individual reading. Students extend their capacity to listen and to communicate orally by participating in class and group discussions, and by delivering prepared oral presentations.

**Assessment Tasks**

- A range of writing tasks directed at specific audiences and written for a variety of purposes
- Creative and analytical text responses
- Written and oral presentations of issues
- End of unit assessment

**JOURNALISM**

**Suggested Pathway:**

Year 9 Journalism (Year 9 English) ➔ Year 10 English ➔ Units 1 & 2 English/Literature ➔ Units 3 & 4 English/Literature

**Unit Description**

This course aims to provide students with an opportunity to experience writing in the real world in an authentic manner. They will learn about how newspapers and online news forums function and have the opportunity to research and write real stories about everyday events. Students benefit from extending their English skills of writing, editing, research, communication and group work. Journalism aims to extend students and enable them to create their own newspaper articles on a regular basis.

**Assessment Tasks**

- Folio of articles
- Research tasks
- End of unit assessment
Health, Outdoor & Physical Education

Body, Mind, Spirit (Physical Education and Personal Development) is a core subject. Fitness Leader and Outdoor Leadership are elective units.

BODY, MIND, SPIRIT (BMS)

Suggested Pathway: Year 9 BMS → Year 10 Active & Able/ Year 10 Health & Physical Education Studies → Units 1 & 2 Physical Education → Units 3 & 4 Physical Education

Unit Description

The subject links the relationship between health awareness and physical activity via linked theory classes and practical activities. A main focus of this is the development of psychological skills and knowledge in relation to physical training and activity. The students create more resilience and health awareness now and later in life. They also develop transferable strategies for learning and emotional development. Students develop skills, knowledge and attitudes related to qualities such as self-discipline, leadership, self-esteem and positive psychology.

Students develop and improve a range of basic motor skills by participating in a variety of activities. Students develop an awareness of their personal fitness by completing a set of fitness tests and by participating in units such as running training. They also gain an understanding of the concept of fairness and co-operation in sport.

Major topics that span over three trimesters are:

- Sense of belonging & Building and maintaining self-worth -> Thinking Strategies, shared sense of purpose, setting goals, physical challenges, investigate and appreciate your limits.
- Controlling emotions & Sense of purpose -> Risky Business (drugs & alcohol), stress & coping, habits of mind, game sense approach to physical activity.
- Goals for the future & Sense of humour -> Relationships and sex education, improving physical activity participation levels.

The subject also complements the Link @ 9 program throughout the year, with initial planning and reviews occurring during Body, Mind, Spirit lessons.

Assessment Tasks

- Assessment of psychological and physical skills via a year-long physical challenge plan
- Observation and criterion referenced assessment of physical performance and behaviour
- Recording of personal best performances
- Involvement in the Senseability program modules and related physical activities
- Assessment of communication skills
- Completion of major assignments, incorporating iPad application usage
Suggested Pathways:  
Year 9 Fitness Leader ➔ Year 10 Health & Physical Education Studies ➔ VCE Physical Education

Unit Description

Students will explore content knowledge and the academic pathways required to pursue careers in a range of biomedical, health science and exercise science fields. This will enable students to make better decisions in relation to their VCE subject selections. Exercise Physiology and Sports Nutrition, Exercise Prescription, Sports Psychology and Feedback mechanisms are some of the topics within the three areas of study.

You would choose this subject if you were interested in:

- Pursuing a career in biomedical science, health science or exercise science.
- Knowing more about Fitness industry careers such as Personal Training and Fitness Instructing.
- Teaching others to be healthier, or coaching clients and players to achieve their best.
- Being able to provide specific feedback to help people improve their performance.
- The physiology of the human body and the fitness components of exercise.
- Using motion software and iPad applications to analyse human movement.

Assessment Tasks

- Practical use of motion software and iPad Applications.
- Analysis of training programs.
- Tests, case studies and written reports.
OUTDOOR LEADERSHIP

Suggested Pathway: Year 9 Outdoor Leadership → Units 1 & 2 Outdoor and Environmental Studies → Units 3 & 4 Outdoor and Environmental Studies

Unit Description

This subject consists of a mixture of regular class work, practical classes, and one overnight trip. The geography, natural processes, natural history, human history, current use, impacts and sustainable future of the Yarra Valley area will be explored through a combination of experiences in the outdoor environment and school based learning. Practical classes may involve a form of recreation such as paddling or bike riding, in a local environment, where students are required to make observations, take measurements, or reflect on:

- Environmental impacts
- Human/nature relationships
- Local Indigenous history
- Water quality and wildlife surveys

This subject aims to draw and build upon students' knowledge and abilities in a number of subject areas such as Science, Humanities, Physical Education and Outdoor Education in a holistic and student-centred manner. During class time students will undertake project work based around their experiences in the field. The study skills developed through this curriculum will focus on:

- Interpersonal and leadership skills
- Planning and goal setting
- Environmental literacy

The subject will require students to take responsibility for their own learning by undertaking a continual cycle of goal setting, experience, and personal reflection. Students undertaking this subject are encouraged to complete the Duke of Edinburgh Bronze Award Scheme, which the classroom teacher will monitor and support through the elective.

Assessment Tasks

- Practical Skills Assessments (PAKs)
- Research Project
- End of Unit Assessment
DEPARTMENT: FOOD STUDIES

FOOD DYNAMICS

Food Dynamics is a compulsory core subject to be studied by all Year 9 students.

Suggested Pathway: Year 9 Food Dynamics ➔ Year 10 Food for Life ➔ Unit 1 & 2 Food Studies ➔ Units 3 & 4 Food Studies

Unit Description

Students learn basic food processes to enable them to create a range of nourishing meals. They are taught the importance of food hygiene and safety in the kitchen as well as a foundational understanding of cooking with balanced ingredients to maintain a good diet. Students are assessed on their skill development in both cooking and hygiene practices. They design and produce a creative product as well as a research based assignment.

Assessment Tasks

- Food Hygiene and safety practices
- Creative design task
- Research assignment
- Finished products
Humanities

A minimum of two units and a maximum of four units must be studied. One of the Humanities units must be either Geography or History.

DEPARTMENT: BUSINESS STUDIES

COMMERCE

Suggested Pathways:
- Year 9 Commerce → Year 9 Law and the Economy → Year 9 Finance and Investment → Year 10 Accounting and Business Management →
- Units 1 & 2 Accounting → Units 1 & 2 Business Management →
- Units 3 & 4 Accounting → Units 3 & 4 Business Management

Unit Description

This course examines the role of money in society, how it can be effectively managed, and strategies for young people to make effective consumer decisions. Students consider the function of currency, effective management of financial resources and how consumers are influenced in making their buying decisions. Students develop a checklist of steps to be followed when making wise consumer choices and management of financial resources. Topics include functions and characteristics of currency; personal record keeping; budgeting; borrowing, lending and using credit; advertising and marketing, the role of government and careers.

Assessment Tasks

- Annotated visual displays, e.g. posters and PowerPoint presentations
- Tests
- Research reports using a variety of resources
- Assignments
- End of unit assessment
FINANCE AND INVESTMENT

Suggested Pathways:

Year 9 Finance and Investment → Units 1 & 2 Accounting → Units 3 & 4 Accounting

Year 9 Finance and Investment → Units 1 & 2 Economics → Units 3 & 4 Economics

Unit Description

This course is comprised of two main areas:

An introduction to basic book keeping for sole proprietors: includes simple balance sheets, profit reports, cash books, bank reconciliations and credit transactions. The aim of this section is for students to understand the basic accounting requirements for a small business owner.

Investment and taxation: includes a study of the operation of the Australian share market (primarily through an involvement in the stock market game). Selected public companies are investigated through an analysis of annual reports. Students study the taxation system in Australia with an emphasis on the personal tax system. The aim of this course is for the students to be exposed to situations in the world of commerce that will soon impact on their lives.

Assessment Tasks

- Tests
- Reports
- Share market game
- Media task
- End of unit assessment
LAW AND THE ECONOMY

Suggested Pathways:
Year 9 Law and the Economy ➔ Units 1 & 2 Legal Studies ➔ Units 3 & 4 Legal Studies
Year 9 Law and the Economy ➔ Units 1 & 2 Economics ➔ Units 3 & 4 Economics

Unit Description
Students are introduced to the legal system in Australia focusing on how the law affects young people and the role of police. They briefly look at criminal and civil law and visit a magistrate’s court to reinforce theory learnt. Students briefly study the role of the Government in the economy and highlight two major issues in the economy, namely inflation and unemployment. At the end of this course students should have a general understanding of the operation of the legal system in Australia and, in particular, how the law might relate to them. Students should also understand some of the major issues facing the Australian Government and, by studying the current situation, gain a greater understanding of how governments strive to achieve these objectives.

Assessment Tasks
• Tests
• Reports
• Posters/annotated visual display
• Media task
• End of unit assessment
DEPARTMENT: HUMANITIES

IMAGES OF WAR

Suggested Pathway: Year 9 Images of War, War Boom and Bust or Australia and the World
➡ Units 1 & 2 History ➡ Units 3 & 4 Revolutions and/or Units 3 & 4 Global Politics and/or Unit 3 & 4 Australian History

**Unit Description**

This course highlights the issues of both the individual and groups in war through the exploration and analysis of historical and contemporary images as well as contexts of war. The course has a focus on challenging everyday images with a view to literal and symbolic information, reliability, purpose, audience, ascribed and achieved roles, inclusiveness of groups/organisations, and the nature of power and propaganda. The value areas of war are explored by using the themes of glorification, horror and commemoration. The course follows a chronological approach from examining: images of ancient warfare; chivalry and brutality in the Middle Ages represented through film, game play, literature and websites; images of the professional soldier; modern war and its impact upon technology and the community in general. Fieldwork may be undertaken as part of this course.

**Assessment Tasks**

- Leaders task
- Interpretive task
- Document analysis
- End of unit assessment

LARRIKINS, LOSERS AND LEADERS

Suggested Pathway: Year 9 Larrikins, Losers and Leaders, War Boom and Bust or Australia and the World ➡ Units 1 & 2 History ➡ Units 3 & 4 Australian History

**Unit Description**

This course identifies individuals and groups who have had a significant impact on Australian history and our identity as a nation, but whose voices the writers of history have not always represented. The course examines how individuals and groups in question interacted with the representative democracy and justice, which, after being exported to the colonies, developed into a unique and distinctive system. Emphasis is given to Indigenous Australians and successive waves of immigrants who have had an impact on the development of Australian culture through their struggle for acceptance and rights. Leaders such as Macquarie and Hotham, larrikins such as Peter Lalor and Ned Kelly, and the dispossessed such as some indigenous Australians and migrants, are used to identify different elements that have influenced Australian society. The study of film and other sources form a key focus of the course.

**Assessment Tasks**

- Creative task based on conflict
- Analytical essay using primary sources
- End of trimester test, short answer and extended response
THE VIOLENT EARTH

Suggested Pathway: Year 9 The Violent Earth ➔ Year 10 Global Issues ➔ Units 3 & 4 Global Politics

Unit Description
This course deals with some of the catastrophic forces that nature can inflict on the planet Earth. Plate tectonics, earthquakes and volcanoes are the first topic to be studied, with a particular reference to current events. Cyclones and their effect on northern Australia, bushfires in south-east Australia and the impact of floods are also studied as part of this course.

Assessment Tasks
- Test using short answer and extended response
- Analysis using ICT based skills
- Portfolio of Hazards
- End of trimester essay test

YANKEES, INDIANS AND REBELS: THE MAKING OF AMERICA

Suggested Pathway: Year 9 Yankees, Indians and Rebels, War Boom and Bust or Australia and the World ➔ Units 1 & 2 History ➔ Units 3 & 4 Revolutions and/or Units 3 & 4 Global Politics and/or Unit 3 & 4 Australian History

Unit Description
This course is designed to introduce the study of American history to students through the analysis of film and other historical documents. The course covers the American Indian people before, during and after European settlement; the impact of the first European settlement on the East Coast; the growth of English colonies leading to the American Revolution; and discussion of conflict and growth are discussed and debated. This is shown through documentaries such as ‘Savagery and the American Indian’.

Assessment Tasks
- Presentation on the leaders, ideas and movements of the American Revolution
- Analytical essay using primary and secondary sources
- End of trimester test using short answer and extended response
Languages

Students must continue to study their language from Years 7 and 8 throughout all of Year 9.

FRENCH

Suggested Pathway: Year 9 French ➔ Year 10 French ➔ Units 1 & 2 French ➔ Units 3 & 4 French

Unit Description

Topics covered in this course centre on clothes and fashion, shopping, body parts and health problems. They also learn about different styles of houses, daily routines, household tasks, directions and finding their way around town and identifying Parisian landmarks.

Learning activities include: designing and writing descriptions of clothing, role playing about shopping, playing vocabulary building games and completing interactive quizzes and puzzles. Other tasks include designing and labelling house plans, presenting an iMovie, acting as a Parisian Tour Guide, using Language Perfect for vocabulary building and participating in an excursion to a French restaurant.

Equal emphasis is placed on each of the four macro skills: listening, speaking, reading and writing. Students further their conversation skills by participating in guided role-plays and interviews. They listen to a range of French speakers and read a variety of texts on the topics being studied. Importance is placed on achieving grammatical competency and using a wider variety of vocabulary and structures in both written and spoken situations. Longer pieces of writing are required, demonstrating increasing complexity of grammatical structures and variety of vocabulary.

Assessment Tasks

- Oral tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks
- End of unit assessment
Suggested Pathway: Year 9 Indonesian ➔ Year 10 Indonesian ➔ Units 1 & 2 Indonesian ➔ Units 3 & 4 Indonesian

Unit Description

Topics covered in this course centre on hobbies, the environment and weather, celebrations, food and health.

Learning activities include role playing as a television weather presenter, comparing seasons and weather in Indonesia and Australia; watching videos on Indonesian lifestyle; playing vocabulary building games; and completing interactive quizzes and games on the Internet. Other tasks include writing an invitation, planning a party, researching and learning about major Indonesian celebrations; performing role-plays about an accident or a doctor’s appointment; and participating in an excursion to an Indonesian restaurant. During the restaurant excursion, students have the opportunity to order their main meal in Indonesian and interact with Indonesian native speakers.

Equal emphasis is placed on each of the four macro-skills: listening, speaking, reading and writing. Students further their conversation skills by participating in guided role-plays and interviews. They listen to a range of Indonesian speakers and read a variety of texts on the topics being studied. Importance is placed on achieving grammatical competency and using a wider variety of vocabulary and structures in both written and spoken situations. Longer pieces of writing are required, demonstrating increasing complexity of grammatical structures and variety of vocabulary.

Assessment Tasks

- Speaking tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks
- End of unit assessment
CHINESE (SECOND LANGUAGE)

Suggested Pathway: Year 9 Chinese ➔ Year 10 Chinese ➔ Units 1 & 2 Chinese ➔ Units 3 & 4 Chinese

Unit Description

Topics covered in this course centre on shopping and travelling in China, daily routines, schooling, directions and finding your way around town, and identifying Chinese landmarks.

Learning activities include designing and writing a travel itinerary, role playing about shopping and bargaining, playing vocabulary building games and completing interactive quizzes and puzzles on the internet. Other tasks include role plays about asking for directions, vocabulary building games, completing interactive quizzes and puzzles on the internet and participating in an excursion to a Chinese restaurant.

Equal emphasis is placed on each of the four macro skills: listening, speaking, reading and writing. Students further their conversation skills by participating in guided role-plays and interviews. They listen to a range of Chinese speakers and read a variety of texts on the topics being studied. Importance is placed on achieving grammatical competency and using a wider variety of vocabulary and structures in both written and spoken situations. Longer pieces of writing are required, demonstrating increasing complexity of grammatical structures and variety of vocabulary.

Assessment Tasks

- Oral tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks
- End of unit assessment
Mathematics

Mathematics is a core subject. The School will allocate students to the most appropriate mathematics class according to their ability and recent assessment results.

MATHEMATICS

Compulsory Pathway: Year 9 Mathematics ➔ Year 10 Mathematics ➔ VCE Mathematics

Unit Description

This course is designed to provide students with essential mathematical skills and knowledge in the three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are encouraged to apply their mathematical knowledge in the solution of mathematical problems in unfamiliar situations and to further develop their skills in the area of relevant technology. Students study linear and simultaneous equations, probability, Pythagoras’ theorem, algebra: expansion and factorisation, congruent and similar shapes, trigonometry, quadratic functions, measurement and statistics.

Assessment Tasks

- Topic tests
- Problem solving & reasoning (analysis) tasks
- End of unit assessment
Science

Science is a compulsory 2 trimester subject that all students study. In addition, students may study a third trimester science elective.

CORE SCIENCE (TWO TRIMESTERS):
1. CONTROLLING YOUR REACTIONS 2. ELECTRIFYING ECOSYSTEMS

Suggested Pathway:
Year 9 Science (2 trimesters: Controlling Your Reactions and Electrifying Ecosystems) ➔ Year 9 Science elective ➔ Year 10 General Science ➔ Year 10 Science elective ➔ Appropriate VCE Science

Unit Description

Compulsory Year 9 Science includes the study of topics from physics, chemistry and biology and is studied over two independent trimesters. The two compulsory trimesters are: Controlling Your Reactions and Electrifying Ecosystems. In Controlling Your Reactions, students study the function of the brain, nervous system and chemical reactions. In Electrifying Ecosystems, students study the principles of heat, electricity and ecosystems. Practical work forms an integral part of the course and students learn new skills and refine existing skills. Students complete projects and application tasks that extend their skills and knowledge within each topic.

Assessment Tasks

- Topic tests
- Projects and data analysis tasks
- Practical reports
- End of unit assessment
FORENSIC SCIENCE

Suggested Pathway: Year 9 Core Science → Year 9 Forensic Science → Year 10 General Science → Year 10 Applied Biology → Units 1 & 2 Biology → Units 3 & 4 Biology

Unit Description

Students study a range of techniques that are used in forensic science. Some of the techniques studied include fingerprint developing and analysis, chemical analysis, hair and fibre analysis, blood grouping and DNA testing. The role of the scientific method and scientists in providing reliable and accurate data for criminal investigations is investigated. The role of the coroner, court system and expert witnesses in court cases and a look at some of the more famous cases in history that used forensic science techniques to solve the crimes.

Assessment Tasks

- Topic tests
- Practical reports
- Final case study report and class presentation
- End of unit assessment

SCIENCE INVESTIGATIONS

Suggested Pathway: Year 9 Core Science → Year 9 Science Investigations → Year 10 General Science → Year 10 Science elective → Appropriate VCE Science

Unit Description

This course highlights the role of experimental investigation in the field of science. The emphasis is on practical work and on developing skills in the use of scientific instruments, taking measurements, and treating and analysing data. The topics include key principles and concepts from Biology, Physics, and Chemistry. The importance of designing and conducting experiments to collect reliable data is a common theme throughout this subject. The role and use of mathematics to quantify results for data analysis also forms a significant part of the course and is indicative of how a scientist works.

Assessment Tasks

- Topic tests
- Practical reports
- Practical test, data analysis tasks and projects
- End of unit assessment
Unit Description

Students study the science of cosmology and astronomy. They investigate the variety of space craft and instruments used to study the universe, including the Hubble Telescope. The role and requirements of the astronaut in space are also studied. Students learn to identify key parts and sections of the night sky. They study the different objects that exist in the universe including stars, supernova, galaxies, asteroids, comets, meteors, black holes and quasars. The concepts of gravity, mass, weight and other forces are also investigated. The Mars expedition is included as a recent scientific study of our closest planet neighbour.

Assessment Tasks

- Topic tests
- Practical reports
- Projects and data analysis tasks
- End of unit assessment
The Arts

Minimum of two units from the Key Learning Area: The Arts must be studied by Year 9 students.

**STUDIO ART - ART**

Suggested pathways:

- Year 9 Studio Art – Art ➔ Year 10 Studio Art - Art – Units 1 & 2 Studio Art ➔ Units 3 & 4 Studio Art

**Unit Description**

The ancient art of making and creating has been an essential part of cultures worldwide. Traditional art skills and techniques are as valued today as they ever have been. Learning these skills and techniques is both engaging and rewarding.

The Studio Art course at year 9 level focuses on learning about various 2D art forms. Students will use their sketchbooks to experiment with techniques and develop art ideas and practices before creating a series of finished artworks. The artworks will be based on Printmaking, Drawing or Painting. They focus on viewing, discussing and writing about other artists from different traditions, times and cultures. Students respond to these various studies both individually and as a group.

This course will prepare students to continue studying Studio Art - Art at Year 10, and develop folio skills for future VCE studies in the Art, Design and Technology Faculty.

**Assessment Tasks**

- Sketchbook
- Finished Artworks
- Art Analysis Tasks
STUDIO ART - CERAMICS

Suggested Pathways: Year 9 Studio Art – Ceramics ➔ Year 10 Studio Art - Art ➔ Units 1 & 2 Studio Art ➔ Units 3 & 4 Studio Art

Unit Description

Mankind’s relationship with clay spans thousands of years, some of our earliest artworks were created using materials dug from the earth. The unique experience of modelling clay to transform drawings into 3D forms engages students who enjoy creating sculptural artworks.

The Studio Art – Ceramics course at year 9 level focuses on learning about the nature and qualities of clay and glaze, to become proficient in hand building and forming processes. Students develop safe work habits and learn the proper care of materials and equipment. Students will use their sketchbooks to develop art ideas and practices before creating a series of finished artworks. The artworks will be based on various clay experimentation and techniques learnt in class. Students will focus on viewing, discussing and writing about other ceramics artists from different traditions, times and cultures. Students respond to these various studies both individually and as a group.

This course will prepare students to continue studying Studio Art - Art at Year 10, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology Faculty.

Assessment Tasks

• Sketchbook
• Finished Ceramics Artworks
• Art Analysis Tasks
STUDIO ART – DIGITAL PHOTOGRAPHY

Suggested pathways: Year 9 Studio Art – Digital Photography ➔ Year 10 Studio Art – Digital Photography ➔ Units 1 & 2 Studio Art ➔ Units 3 & 4 Studio Art

Unit Description

Digital Photography is a relatively new technology that has changed the face of how we view, capture and share our lives and the world we live in. If you want to develop skills beyond selfies and mobile technologies then this subject allows you to develop your creativity, technical skills and knowledge of the photographic process.

The Studio Art – Digital Photography course at year 9 level focuses on learning about the key concepts and skills relating to Digital Photography. They will become familiar with the digital camera itself, layout design and computer aided design software such as Adobe Photoshop. They will become aware of the importance of using photography to develop ideas as evidence of their exploration and design processes.

This course will prepare students to continue studying Studio Art – Digital Photography at Year 10, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology Faculty.

Assessment Tasks

- Sketchbook – Composition, camera angles, lighting and editing
- Finished Digital Photographs
- Research and Analysis Task
VISUAL COMMUNICATION AND DESIGN (VCD) – GRAPHIC DESIGN

Suggested Pathways:

- Year 9 Visual Communication and Design - Graph Design ➔ Year 10 Visual Communication and Design – Units 1 & 2 Visual Communication and Design ➔ Units 3 & 4 Visual Communication and Design

Unit Description

Communication is an essential part of functioning effectively as a society. The ability to communicate visually has always been an important part of passing on information. Graphic Designers play an integral role in communicating messages and marketing products.

The Visual Communication and Design - Graphic Design course at year 9 level focuses on learning about the design process and understanding the design elements and principles. Different Visual Communication techniques are explored and enhanced by the use of computer aided design, using programs such as Photoshop and Illustrator. Students research past and present designers as a source of inspiration and to gain understanding of the different ways information can be conveyed using visual means.

This course will prepare students to continue studying Visual Communication and Design at Year 10, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology Faculty.

Assessment Tasks

- Design Folio
- Finished Visual Communications
- Design Analysis Tasks
VISUAL COMMUNICATION AND DESIGN (VCD) – ARCHITECTURE AND INTERIOR DESIGN

Suggested Pathway:
Year 9 Visual Communication and Design – Architecture and Interior Design ➔ Year 10 Visual Communication and Design ➔ Units 1 & 2 Visual Communication and Design ➔ Units 3 & 4 Visual Communication and Design

Unit Description:
Spaces we occupy are an important contributor to how we think, feel and respond. Architects and interior designers are constantly creating innovative and engaging spaces to reflect our ever changing needs.

The Visual Communication and Design - Architecture and Interior Design course at year 9 level focuses on learning about the design process and understanding how buildings are designed both inside and out. Different Architecture and Interior Design techniques are explored and enhanced by the use of computer aided design, using programs such as Solidworks and Photoshop. Student's research past and present Architects and Designers as a source of inspiration and to gain understanding of the different ways spaces can be created.

This course will prepare students to continue studying Visual Communication and Design at Year 10, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology Faculty.

Assessment Tasks

- Design Folio
- Finished Visual Communications
- Design Analysis Tasks
COMPUTER AIDED DESIGN

Suggested Pathways:

Year 9 Computer Aided Design ➔ Year 10 Product Design and Technology - Wood ➔ Units 1 & 2 Product Design and Technology – Wood or Units 1 & 2 Visual Communication and Design ➔ Units 3 & 4 Product Design and Technology - Wood ➔ Units 3 & 4 Visual Communication and Design

Unit Description

Having the knowledge to use computer aided design software effectively is an essential skill in the design industry. For future students working in the design industry this is an essential skill.

The CAD and 3D Printing course at year 9 level provides an introduction to using Solidworks, the 3D Modelling software used by industry professionals. Students are introduced to design conventions, sketching, basic part modelling and assemblies. Students will undertake a series of design challenges and will problem solve to a set design brief. 3D Printing and CNC milling may be used to manufacture a prototype.

This course will prepare students to continue studying Product Design and Technology – Wood or Visual Communication and Design at Year 10, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology Faculty.

Assessment Tasks

- Competency with practical work
- CAD design folio
- Prototype
Suggested Pathway: Year 9 Product Design and Technology - Textiles ➔ Year 10 Product Design and Technology – Textiles ➔ Units 1 & 2 Product Design and Technology – Textiles ➔ Units 3 & 4 Product Design and Technology - Textiles

Unit Description

Textiles throughout history has changed and evolved due to the development of technology and the valuable input of designer’s worldwide. Product designers are responsible for making our lives easier by problem solving to create solutions that enhance and enrich our lives.

The Product Design and Technology - Textiles course at year 9 level focuses on learning about the design process and product design. Students learn how to read and follow a commercial pattern and learn to create their own patterns and construct their ideas. They learn about safe practice in the textiles industry and how to use a sewing machine safely. Students complete a design folio and a variety of final products.

This course will prepare students to continue studying Product Design and Technology – Textiles at Year 10, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology Faculty.

Assessment Tasks

- Following a commercial pattern – producing a bag
- Design Folio – Soft to generation
- Producing and evaluating a Soft toy
PRODUCT DESIGN AND TECHNOLOGY - WOOD


Unit Description

The unique properties of wood have allowed for a wide variety of uses and applications throughout time. Emerging technologies and sustainable practices are allowing designers to rethink the way they use this natural resource. Product designers are responsible for making our lives easier by problem solving to create solutions that enhance and enrich our lives.

The Product Design and Technology – Wood course at year 9 level provides an introduction to design conventions, common construction methods and materials. Following a structured approach toward the design process, students create, analyse and evaluate design practice. The design and production work incorporates sustainable design principles.

This course will prepare students to continue studying Product Design and Technology – Wood at Year 10, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology Faculty.

Assessment Tasks

- Design Folio – Investigating and Generating an Eco amp
- Producing and evaluating an Eco amp
DEPARTMENT: DRAMA

FROM PAGE TO STAGE

Suggested Pathway: Year 9 From Page to Stage ➔ Year 9 Musical Theatre ➔ Year 10 Performance Project ➔ Units 1 & 2 Drama ➔ Units 3 & 4 Drama

Unit Description

Students explore a range of acting and performance styles through class workshops. Students will draw upon this knowledge in the staging and performing of a scripted play to an audience. Students will learn how to take words on a page and perform them on a stage. They will take on parts, develop characters, learn lines and give an evening performance to an audience. Students will be involved in design decisions and preparing the stagecraft for the performance. Stagecraft will include publicity, set design, costume design, hair & make-up and multimedia/sound production.

Assessment Tasks

- Practical Workshops
- Performances to an audience
- Stagecraft Folio

MUSICAL THEATRE

Suggested Pathway: Year 9 Musical Theatre ➔ Year 9 From Page to Stage ➔ Year 10 Performance Project ➔ Units 1 & 2 Drama ➔ Units 3 & 4 Drama

Unit Description

This course introduces students to the three key areas in Musical Theatre – Acting, Dancing & Singing. Students will explore the techniques used when telling a story on stage using these three areas. They will develop and improve their own skills in each of the three areas, develop their confidence and learn how to look after their body when performing. They will showcase their skills in one particular area in a final performance. Students will identify the social and cultural contexts of all musical theatre pieces included in the course.

Students are not required to be proficient in any of the areas.

Assessment Tasks

- Practical workshops
- Performances (group, duo and individual)
- Written reports
DEPARTMENT: MUSIC

MUSIC EXPLORATIONS

Suggested Pathway: Year 9 Music Explorations ➔ Year 10 Music Performance ➔ Units 1 & 2 Music Performance ➔ Units 3 & 4 Music Performance

Unit Description

This is a practical course where all students can experience making and creating music using both instruments and iPads, as well as developing skills in producing musical performances. Students are given the opportunity to choose a genre of music of interest to them, such as Jazz, Music Theatre Rock, Electronic music, Acapella, Chamber Music, or Celtic Music, and to then explore it through composition, research and performance.

Students will choose a genre to explore on their instrument and will develop performance skills in their chosen genre, as well performing in small groups and pairs. Students will also study arranging skills, preparing a piece of their own choice to perform with instruments of the class. The course will culminate in a performance where each student will perform their arrangement of a popular piece, as well as a piece in their chosen genre.

Skills developed will include performance skills, improvisation skills, music arranging skills and collaborative group skills.

Students undertaking this subject should be taking private lessons on any instrument or voice. If they do not have lessons on an instrument or voice they can perform using their iPad or Tuned Percussion.

Assessment Tasks

- Duet performance
- Arrangement of own choice for class instruments
- Performance at the end of semester Concert

SONGWRITING

Suggested Pathway: Year 9 Creative Music ➔ Year 10 Music Performance ➔ Units 1 & 2 Music Performance ➔ Units 3 & 4 Music Performance

Unit Description

This course focuses on developing the skills to facilitate songwriting and the creation of original music by the students. Students will make use of music technology utilizing GarageBand on the iPad to create and publish their own music. Principles of song writing, melody writing, lyric writing and music theory will be covered.

Assessment Tasks

- Composition of original song
- Arrangement / re-mix of a popular tune
- Create original piece using loops and audio