



**mentone girls'**  
secondary college

# YEAR 9

# CURRICULUM HANDBOOK

# 2018

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# INTRODUCTION

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## Our Goals

The Middle School at Mentone Girls' Secondary College incorporates Years 9 and 10. These years are crucial in the development of young people for them to achieve their potential through education. Research indicates that the habits and skills developed by young people in the Middle School years have a direct impact on their success at VCE.

It is during these years that students begin to explore possibilities for their future vocations, with questions about their directions and capabilities. They also have the confidence and desire to engage in educational experiences to develop their individual interests and abilities.

Our goal is to help our students confidently develop their skills and abilities in an educational environment where they feel valued and have influence. While maintaining a strong framework in the key areas of learning, we provide students with increasing choice and control of their learning. This choice and control over their education will be evident in the curriculum, the special programs and the co-curricular activities.

Students will gain the most from their schooling if they participate in all the College has to offer. Young people each have their own interests, abilities and aptitudes, and we want to provide opportunity for everyone to contribute. The whole College will be richer if we all participate.

The learning partnership between the student, the home and the school is a key to any student achieving their potential in education. In this partnership communication is essential. Please read the newsletter that is published on the MGSC website every second Thursday and contact the Middle School Office if we can be of assistance in any way.

## Our Curriculum

### A Balanced Curriculum

The Victorian Curriculum (and the associated Australian Curriculum) is the Foundation to Year 10 (F-10) curriculum. It provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which schools use to plan student learning programs, assess student progress and report to parents. It includes both knowledge and skills. These are defined by eight learning areas (Arts, English, Health and Physical Education, Humanities, Languages, Mathematics, Science and Technologies) and four capabilities (Critical and Creative Thinking, Ethical, Intercultural and Personal and Social). A guiding principle views learning as a continuum within each curriculum area, including content descriptions explaining what is to be taught and achievement standards describing what students are able to understand and do.

The MGSC Middle School (Years 9 & 10) curriculum offers a broad range of compulsory and elective subjects. These reflect the requirements of the Victorian Curriculum and specifically the content and achievement standards of the respective Learning Areas and Capabilities. The curriculum aims to enable students to access and build a deeper understanding of the connections between their learning and the world around them, as well as to explore how learning might be applied in the world.

### Personal Learning

program whereby each student has at least one advocate is an essential part of the curriculum at Mentone Girls' Secondary College. Research indicates that for a school to meet the needs of junior and middle high school students, a key element of the structure needs to provide the opportunity for every student to have an adult advocate (Forte & Schurr, 2003) and programs and policies that foster health, safety, and wellness (Hutchins, 2006).

By developing a sense of connection with the group a child is working towards the development of resilience. But this sense of belonging will not occur without careful orchestration by a significant teacher. Specific strategies need to be applied and students need to be given opportunities to work with and along-side every other child within their teaching and learning group. Without careful strategy students will form sub-groups within their teaching and learning group that can often lead to the exclusion of others, thus defeating the purpose of our Personal Learning program.

In the Personal Learning sessions students will be supported to become autonomous learners, with a positive sense of themselves as a learner, by providing them with the knowledge, skills and behaviours to:

- Develop an understanding of their strengths and potential.
- Seek and respond appropriately to feedback from their teachers, peers and other members of the community.
- Develop skills of goal setting and time and resource management.
- Increasingly manage their own learning and growth by monitoring their learning, and setting and reflecting on their learning goals.
- Develop resilience and dispositions which support learning.
- Recognise and enact learning principles within and beyond the school.
- Prepare for lifelong learning.

Upon completion of Year 9 Personal Learning this year, students should have:

- Completed a Digital Learning Portfolio.
- Completed both Semester 1 and Semester 2 Personal Learning Plans (PLPs).
- Developed an understanding of their personal learning style/s and how they may influence their future/career/work decisions.
- Developed their ability become reflective learners.
- Developed their ability to set personal and academic S.M.A.R.T. goals.
- Developed improved ICT skills with a broader range of knowledge of choices that they can make when presenting and researching their work.
- Developed their resiliency and autonomy as learners and individuals.

### CASAA – Community and Social Awareness Award

Students will be required to participate in the CASA program as part of their Personal Learning. The program includes four modules:

- Community Service
- Physical Recreation
- Social Experience
- Skills

Students will start the planning process in the Personal Learning periods. The planning process, which is compulsory, is of benefit to the critical Cs:

- Character Education
- Citizenship
- Communication
- Critical Thinking and Problem Solving
- Collaboration
- Creativity and Imagination

To allow for maximum growth and to receive the award, students are required to implement the plans. This will not be during class time and in many instances will be an after school activity.

Students must commence the Award in Year 9 and submit the finished booklet by the end of October 2018.

The work will be monitored by the Personal Learning teacher throughout the year and on completion the Award will be presented at an assembly.

## English Language Centre

### Overview

The English Language Centre provides an intensive course of English study over 20 weeks designed for International and EAL students who are newly arrived to Australia. The aim is to develop students' abilities to understand, analyse and respond to spoken, audio, visual and written texts whilst developing their command of the English language. The course includes topics from appropriate strands of relevant key learning areas of the Victorian Curriculum as well as the EALD companion. On completion of this course, students are ready to enter mainstream curriculum.

### Aim

- To develop students' command of the English language for both socio-cultural and academic contexts
- To develop students' writing skills, usage of grammar, and speaking and listening skills
- To develop analytical skills in reading a variety of literary and media texts as well as shorts texts in Humanities, Science and Mathematics
- To develop individual/ collaborative learning as well as ICT skills
- To expose students to Year 10 mainstream electives as well as Personal Learning and Sport activities

### Assessment

Students are expected to complete a range of classroom activities and tasks for all topics, set grammar and listening activities, Common Assessment Tasks, research assignments and oral presentations. Students' interpersonal and personal learning as well as their use of ICT are assessed continually; they are also tested on each topic, and prepare a digital portfolio to demonstrate understanding of their learning.

## Core Studies

Year 9 students are required to study several core or compulsory studies. These include English, Maths, Science, The Humanities, Physical Education and Health and Materials Technology. Details of these studies can be found further ahead in this curriculum handbook and are denoted (C) for core.

### Electives

Electives, as stated earlier, offer students their first opportunity for some choice.

### Languages

We strongly encourage students to continue their language studies in French or Japanese into Year 9. These studies constitute two elective choices in Year 9 (and two in Year 10). Students who successfully continue their language studies through Year 10 will be able to consider these languages as VCE studies.

### The Arts

All Arts studies are offered as electives. Students are required to select a minimum of one unit from The Arts in Year 9. To ensure a balance of subject choice across all domain areas there is a similar minimum requirement in Year 10.

## SUGGESTED APPROACH TO SELECTING ELECTIVES

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It is wise to keep an open mind about elective choices. Although it is the first opportunity for choice, students must remember there are some guidelines to follow to ensure all options remain open when students reach VCE level. Students are advised to read the handbook thoroughly, remember the rules of course selection, complete the Practice Course Selection Sheet at the back of this handbook, discuss choices with parents, course counsellors and peers, complete and submit a hard copy of the Course Selection Sheet by the due date, and finally, complete the online selection using the Web Preference Access Guide (enclosed). Then print off and submit **WEB Receipt** by the due date.

### Instrumental Music

Students participating in this program continue to attend a lesson each week timetabled on a rotating basis. Students work towards acquiring an appropriate level of technical competence on their chosen instrument. There is opportunity to join a number of large and small performing groups according to the student's interest and standard. It is an expectation that students catch up, and in fact, keep up-to-date with their class work in the subjects they miss whilst having their instrumental music lesson.

### Leadership Opportunities

Middle School students are given the opportunity to develop leadership skills in a number of areas. Elections are held for House Sports Captains, House Choral Captains, Year level Leaders, Domain Leaders and SRC positions. The students in these roles play an important part in the school and in Middle School decision-making by their participation in level assemblies and other events throughout the year.

### Peer Support

At the end of the school year, approximately 40 Year 9 students are selected to be trained as Peer Support Leaders to work with our new Year 7 students. Students need to nominate for this popular role. The Leaders develop improved communication skills, build self-confidence and facilitate open discussion among small groups of younger students. The value of this support to the Year 7 students cannot be overestimated. The relationships built during this time often last for the remainder of the students' time at the College.

## GUIDELINES FOR YEAR 9 COURSE SELECTION

Year 9 is composed of compulsory (core) studies and optional (elective) studies. These studies cover all areas of the curriculum to provide students with a balance across the eight learning areas (domains).

Below is a summary of the curriculum and the rules that apply for selecting elective studies. The school operates on two semesters. The structure involves:

- **One cycle** which corresponds to 10 days (or two weeks)
- Each **period** is of **75 minutes** duration.

	Semester 1	No. of periods per cycle	Semester 2	No. of periods per cycle
<b>Subjects Taught In Form Group</b>	English	6	English	6
	Mathematics	6	Mathematics	6
	Science	5	Science	5
	Humanities	5	Humanities	5
	Physical Education	3	Physical Education	3
	Health/Technology	4	Technology/Health	4
	Personal Learning	1	Personal Learning	1
<b>Subjects Taught In Mixed (Blocked) Groups</b>	<b>Pref 1</b> Arts Elective	5	<b>Pref 2</b> Elective	5
	<b>Pref 3</b> Elective or LOTE	5	<b>Pref 4</b> Elective or LOTE	5
	<b>Total periods per cycle</b>	<b>40</b>	<b>Total periods per cycle</b>	<b>40</b>

Within the mixed elective classes (**Preferences 1, 2, 3 & 4**) semester units are offered from across all Domain / Curriculum areas.

### Rules for selecting these classes:

1. Students must take a minimum of one unit from the Arts.
2. If students take two units from LOTE, Rule 1 still applies.

During the Course Selection Process each student will have a Course Counsellor (their Personal Learning Teacher) who they can approach for advice regarding the selection of elective studies.

**The Course Selection Process for submitting elective preferences (both hard copy and web receipt to their Course Counsellor) concludes on Friday 4 August 2017.**

## THE ARTS

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There are no compulsory studies in this learning area. All studies are electives.

However as stated in Rule 1 on page 9, at least one unit must be selected from The Arts at Year 9.

The Arts include the strands of Art, Dance, Drama and Music.

### Electives offered in The Arts

Strand	Name of Unit
Performing Arts	Music Performance Dance Styles and Choreography Improvisation (Drama) Script and Performance (Drama)
Visual Arts	Practical Art Contemporary Art Ceramics Media Visual Communication and Design

### Music Performance

CODE: 09MU

#### Aim

This unit of study will assist students to prepare solo and ensemble performance programs playing music from a range of styles to suit the students' needs and interests. Students will learn the basics of setting up and using sound equipment for contemporary performances. Students will learn aural and music theory through practical application.

#### Content and Assessment

This general Music unit is designed to provide the musical 'tools' students will need to further their musical studies, whether they be practical or derived purely from personal interest.

- **Performance** – Students will use class time to rehearse and prepare solo and group programs on their choice of instrument (including voice) for assessment. Students will be involved in choosing the style of ensemble and performance pieces and will be assessed both formally and informally.
- **Aural** – Students will learn the aural basics and study musical examples of intervals, chord types and melodic and rhythmic recognition through practical application.
- **Music Styles** – Through listening to live or recorded performances students will learn the basic characteristics of various musical styles and what influences them.
- **Theory** – The basics of theory will be covered to allow students to compose and arrange music, as well as appreciate it from a position of knowledge.

Students will have the opportunity to attend and perform at musical events in and out of school.

### Aim

Students will participate in technique classes and be introduced to a range of different dance styles in this subject. This class will cater for those students who have previous dance experience as well as for those who have never had formal dance classes.

### Content

- Participate in practical dance sessions, which will incorporate a variety of styles and techniques.
- Participate in both whole class and small group dances.
- Participate in improvisation classes.
- Learn safe dance techniques and the importance of warm ups and cool downs.
- Learn about the dance making processes.
- Choreograph small group dances.
- Research a dance style.

### Assessment

Students will be assessed on their individual dance technique, the ability to choreograph a creative small group work and a research assignment on a chosen dance style.

## Improvisation (Drama)

### Aim

This unit concentrates on developing skills in improvisation. It focuses upon characterisations and helping students to gain confidence in a variety of skills as a performer.

### Content

Students will explore the skills required in planned and spontaneous improvisation. Topics covered will include clowning, mime, theatre sports games, creative movement and commedia dell arte. Students will use various stimuli (art, music and literature) to extend role-playing skills. There will be some emphasis on theatre history and acting theories especially in the written assignment.

### Special Conditions

A public presentation is possible if the class group is dedicated and committed enough. Time out of class may be required.

### Assessment

Students will be expected to complete a drama folio. A performance analysis may also be required. Students will participate in all classroom activities.

### Aim

Students will be encouraged to develop an understanding of the techniques involved in realising a script from written word to performance. Students will also learn the skills of direction, blocking and performance.

### Content

Students will study many different types of scripts and performance styles. They will use various stimuli (art, music, literature and current events) to develop their own performance pieces. Students will be expected to develop and maintain a character in performance. They will develop a range of strategies to assist in the creation of character from set text.

### Special Conditions

The scale and quality of a performance will depend on the dedication and conscientiousness of the class group. Time out of class may be required.

### Assessment

Students will be expected to maintain a folio and write a performance analysis. They are also expected to participate in all class activities and performances.

## Practical Art

CODE: 09AR

### Aim

During this unit students will develop practical drawing, painting, collage etc. techniques by exploring a broad range of materials and technologies. Students will be encouraged to experiment with the application of media and consider their work in the context of understanding art traditions and contemporary practices.

### Content

Students will work on a series of projects that will extend their practical skills in creating two and three-dimensional artworks. They will learn about the appropriate use of a range of materials and techniques. The works of past and present artists will be investigated and used as a source of exploration and inspiration. Students will learn to analyse and interpret art works through a variety of assignments.

### Assessment

A folio of practical work, visual diary, research assignments, self-evaluations, class notes and class discussions.

## Contemporary Art

CODE: 09CO

### Aim

During this unit students will develop practical skills in a variety of two and three-dimensional art practices with a focus on contemporary techniques and media.

### Content

Students will work on a number of exercises that will extend their practical skills in both traditional and contemporary mediums such as painting, drawing, printing, collage, sculpture and installation. They will develop knowledge in a range of methods, experimenting with a variety of techniques based on the work of contemporary artists. Throughout the course students will learn to select elements and construct images through trialling and refining design ideas. Extension activities will be provided as required. Students will also learn about art works and styles through discussion, writing and analysis.

### Assessment

A visual diary, finished artworks, collaborative projects, written tasks and class discussions.

## Ceramics

CODE: 09CE

### Aim

The focus of this unit is on the development of creative design skills and on interpreting these using a variety of hand-building, decorative colouring and glazing techniques.

### Content

The course will focus on the principles of creative design and the extension of practical skills. Students will use basic coil and slab hand building methods and decorative, glazing and firing techniques. They will produce a number of colourful, well-built and imaginative artworks. Students will have the opportunity to use the pottery wheel to create small vessels.

### Assessment

A visual diary, finished artworks, a research assignment, class notes and class discussions.

## Media

CODE: 09ME

### Aim

- To develop an understanding and appreciation for media and society
- To introduce and experiment with a range of media equipment and technologies
- To develop individual/ group problem-solving skills
- To develop analytical skills in reading a variety of media texts

### Content

The course will focus on two media forms, photography and video production. Students may also cover areas of the media such as advertising, pod-casting, and topics such as gender roles and 'the paparazzi'. Students will work both individually and collaboratively to produce a photographic folio and video production in analogue and/or digital formats. Students will develop an appreciation for film through analysis of a variety of films.

### Assessment

A photographic folio; video production and accompanying paperwork, and a variety of smaller assessments.

## Visual Communication and Design

CODE: 09VC

### Aim

The unit of study introduces students to a variety of design disciplines, with a focus on graphic design. Students undertake tasks that are reflective of real-life design problems and in doing so, come to appreciate the role of designers within our community.

### Content

Students explore a variety of tasks using the Design Process as a framework for the development of their ideas and technical skills. They develop skills in two and three-dimensional drawing styles and begin to familiarise themselves with industry standard design software such as Adobe Photoshop and Illustrator. They learn a range of thinking techniques and strategies used by designers to enrich and expand on the quality of their ideas and ability to solve design problems. Topics at this level include Design Elements and Principles, the Design Process, Interior Design, Architectural Design and Identity Design.

### Assessment

Students will be assessed on written and developmental work as well as the final presentations produced in response to each set design task. The process of idea development and visual documentation will also be assessed.

# ENGLISH

## Core English is compulsory at Year 9

### Compulsory Studies

Strand	Name of Unit
English	English

### Elective Units

Strand	Name of Unit
English	Advanced English

## Core English

CODE: 09EN

**This is a compulsory study.**

English is a discrete subject which encompasses elements of literature and language studies which are the precursor to specialised studies in VCE. The course is based on the Victorian Curriculum.

### Aim

This course develops the students' enjoyment and understanding of the way all texts are constructed subject to purpose, context and bias of texts. Critical thinking skills are fostered to explicitly analyse language devices evident in a range of Australian and multi-modal texts. Students experiment with writing across genres and they develop expertise in constructing texts to target specific responses in their audiences. Texts are largely drawn from the Australian context, with an emphasis on their significance in Australian History and contemporary Australian society but also explore films and literature which has connections to other cultures. They will develop an understanding of current Australian social and environmental issues, critical skills to explore persuasive devices and develop their own 'voice' to participate in decision-making. Students will examine how Australia's society, politics and culture has developed, and investigate historical events. Students conduct investigations, work collaboratively and focus on real issues to develop skills and knowledge to equip them to flourish in the senior school and in their futures in study and industry. Aspects of literature and language which are covered in class are the precursor to more specialised skills and studies in VCE courses.

### Content

- Language: oral and written expression, multi-modal texts, language context and purpose
- Literature: novels, poetry, plays, media texts and films
- Literacy: academic vocabulary, language conventions, real life texts
- Personalised Learning, study skills and metacognitive skills
- Australia's identity and recent developments in indigenous relations
- The impact of immigration on Australia
- Incursions and school events tailored to enrich the classroom experience

### Assessment

Students will complete a range of written tasks throughout each term. These include the study of novels, short stories and film texts, writing portfolios, issues responses, oral communication tasks, grammar-based thinking exercises, class work and exams. Some writing related to texts will be creative to reflect the new study design in VCE.

### Aim

This elective exists for students who have **superior English skills** and who seek to extend their thinking and writing abilities. Students will be challenged to develop explicit understandings of the way language is constructed in contemporary texts for effect and to explore the way language is used to construct and reflect power. They will learn strategies to improve the quality of their own writing in all forms and subject areas.

### Content

The course extends the girls' skills through targeting higher order functions of language both in practice and in theory, with a particular focus on women and globalization of communication. Girls will look at the changing nature of literacy in the information age, the current globalization of information, culture and education access, and explore future implications for identity, commerce and equality. They will also explore a conventional text and develop and hone their interpretative skills in this area.

### Assessment

Assessment will be based on participation in class, completion of exercises and the completion of two investigations into current language change and power through language. Student work will be targeted to real audiences, publications and to influencing real issues.

## HEATH AND PHYSICAL EDUCATION

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This learning area covers Health, Physical Education and Outdoor Education.

### Core Physical Education Practical is compulsory at Year 9.

In addition it is compulsory for students of Year 9 to study Health Education for one semester.

### Compulsory Studies

Strand	Name of Unit
Physical Education	Core Physical Education Practical Year 9
Health	Core Health Education Year 9

### Elective Units

Strand	Name of Unit
Physical Education	Fitness & First Aid
	Introduction to Outdoor Education

## Core Physical Education

CODE: 09PE

This unit is a compulsory study.

### Aim

Students will continue to develop their individual skills, but a greater emphasis is placed on team game tactics and umpiring.

### Content

Students will cover a variety of units from the following: fitness, aquatic and minor games, athletics pentathlon, aerobics, badminton, netball, basketball, volleyball, touch football, korfbal, soft lacrosse, carpet bowls, golf, frisbee, archery, thunder hockey, soccer and weight training.

### Assessment

Participation; preparation for class; skill level; fitness level; knowledge of game rules.

**This unit is a compulsory study.**

### **Aim**

This unit aims to promote students' understanding of their personal health and their ability to relate to others in order to develop self-esteem and effective communication and decision-making skills. Emphasis is placed on making informed choices with regards to relationships, sexuality and personal safety, drugs and harm minimisation.

### **Content**

- Drugs in society - with a focus on illegal drugs commonly used by young people. Developing good decision-making skills through a harm-minimisation approach.
- Sexuality - Decision-making, STIs, contraception, reproduction.

### **Assessment**

Topic tests, research assignments, presentations, work sheets and article reviews.

## Fitness and First Aid

### **Aim**

Students will develop an increased awareness of fitness on a personal level. They will develop an understanding of how to improve fitness and of training requirements to achieve these changes. They will develop a basic understanding of first aid and injury prevention.

### **Content**

- Basic CPR, prevention and treatment of common sports injuries.
- Fitness – Study of benefits, measurement and components of physical fitness.
- Principles of training and training methods.
- Triathlon or Fun Run – Training and participation.

### **Practical Component**

Participation in fitness-related activities, visiting a fitness centre, patient assessment and CPR strapping, bandaging.

### **Assessment**

Participation in a fun run, attendance and participation in class activities, fitness training report, patient assessment incorporating CPR, sports injury/first aid assignment.

### Aim

This unit aims to develop awareness of our natural environments and encourage participation in adventure activities focusing on the importance of teamwork and co-operation. Students will develop their knowledge of equipment, basic skill acquisition and address the relevant issues of safety and first aid.

### Content

- Bushwalking and camping skills (Wilson's Promontory)
- Orienteering/map reading skills
- First aid for the outdoors
- Water-based activities including stand up paddle boarding, sailing, kayaking and surfing
- Land-based activities including rock-climbing and mountain bike riding

Participation in practical trips and a three day camp requires that students miss a small number of other classes. All students must consult their teachers and make a commitment to complete all work from classes missed through attending these practical trips.

### Assessment

- Based on attendance and active participation in practical sessions and three day camp
- Receiving a satisfactory grade in theoretical work

**Cost:** Approximately \$500

# LANGUAGES

Students are encouraged to continue with their chosen language in Year 9 as part of their elective studies. (When students choose French or Japanese, this choice is a **year-long** commitment; thus students should choose both Semester 1 **and** Semester 2 studies.)

## Elective Units

Strand	Name of Unit
Languages	Year 9 French Semester 1
	Year 9 French Semester 2
	Year 9 Japanese Semester 1
	Year 9 Japanese Semester 2

## French

CODE: 09FR

### Aims

- To develop the ability to communicate in written and spoken French.
- To encourage interest in, and understanding of, French culture and society.

### Content

Based on topics and sequence in the *Tapis Volant* text and workbook, the course offers a lively and realistic approach to studying the language. A wide variety of activities using the four macro-skills gives the student the opportunity to develop her capacity to communicate on topics of self, family, school, daily life, holidays, etc. Developing knowledge and understanding of general and specific aspects of French culture is an integral part of the course.

Students use information and communications technology in a variety of ways to broaden and deepen their learning: word-processing, language games and quizzes, internet research, vocabulary and grammar exercises, and presentation of language and culture topics.

### Prerequisite

Years 7 and 8 French.

### Assessment

Selected tasks in the four skill areas: listening, speaking, reading and writing; unit test; maintenance of notebook; and assignments examining aspects of French language and culture.

## Japanese

CODE:09JA

### Aims

- To develop the ability to communicate in written and spoken Japanese.
- To encourage interest in and understanding of Japanese culture and society.

### Content

Based on topics and sequence in the *Hai!* text and workbook, the course offers a lively and realistic approach to studying the language. A wide variety of activities using the four macro-skills gives the student the opportunity to develop her capacity to communicate on topics of self, family, school, daily life, holidays, etc. Developing knowledge and understanding of general and specific aspects of Japanese culture is an integral part of the course.

Students use information and communications technology in a variety of ways to broaden and deepen their learning: word-processing, language games and quizzes, internet research, vocabulary and grammar exercises, and presentation of language and culture topics.

### Prerequisite

Years 7 and 8 Japanese.

### Assessment

Selected tasks in the four skill areas: listening, speaking, reading and writing; unit tests; maintenance of notebook; and assignments examining aspects of Japanese language and culture.

Maths is a compulsory study at Year 9.

Strand	Name of Unit
Mathematics	Core Mathematics Year 9

## Core Mathematics

CODE: 09MA

### Aim

Mathematics at Year 9 has a key focus on the students developing their skills via engaging, inquiry-based learning activities and reflecting on their learning habits to identify opportunities for further improvement.

The course also aims to provide an appropriate balance between the mathematical skills students should acquire at Year 9 level and the authenticity of the skills they are learning. Students undertake a range of modelling and application activities, so the classroom Mathematics can be put into context as authentic situations are presented.

It is the intention, wherever possible, to provide student-centred learning opportunities that link Mathematics to real life situations and engage them to see Mathematics in a broader perspective.

### Content

- *Number and Algebra*

Students study index laws, scientific notation and problem solving. They apply the distributive law and simplify algebraic expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies. Students sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology.

- *Measurement and Geometry*

Students solve problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders. They relate three-dimensional objects to two-dimensional representations. Students explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras' Theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.

- *Statistics and Probability*

Students study data collection techniques and identify issues related to different data types. They construct histograms and back-to-back stem-and-leaf plots. Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. They calculate relative frequencies to estimate probabilities.

### Assessment

Student knowledge and understanding will be assessed through classroom tests, individual and group projects, regular homework, practical reports and problem-solving activities, rich tasks and theme-based assignments. There is a key focus on using a range of online resources for both curriculum delivery and student assessment; this includes readiness, progress and topic testing. There will also be an exam at the end of each semester.

# SCIENCE

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Science is a compulsory study at Year 9.

Strand	Name of Unit
Science	Core Science Year 9

## Core Science

CODE: 09SC

### Aim

This course is designed to provide students with a depth of science knowledge, skills and techniques to allow them to relate science to their lives

### Content

- *Science Understanding* – Understanding of symbols and equations, energy changes in chemical, physical, biological and earth science contexts, the linking of chemical physical, biological and earth sciences to solve problems – Students cover this through the investigation of the topics of Forensics, Control & Coordination, Energy in Ecosystems, Inside the Atom, Chemical Change, The dynamic Earth, and Energy transmissions.
- *Science as a Human Endeavour* – Nature and development of Science and scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community
- *Science Inquiry Skills* – Questioning and predicting, Planning and conducting, Processing and analysing data and information, Evaluating, Communicating

### This course covers the following main areas of study:

- Research, relationships and experimental design.
- Exploration of key concepts which are pivotal to Chemistry, Physics, Earth Science and Biology.

### Assessment

Inquiry based learning, research tasks and topic tests.

# THE HUMANITIES

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## In the Humanities:

Students examine how people events have impacted on society over time. They also consider how people have interacted with their physical environment. The knowledge, skills and values students acquire in this study enables them to participate as confident, responsible and active citizens in a democratic society. The Humanities comprises the strands of History and Geography.

## Compulsory

Strand	Name of Unit
The Humanities	Core Humanities Year 9

## Elective Units

Strand	Name of Unit
Economy & Society	Law Matters

## Law Matters

CODE: 09LM

### Aim

Students will be encouraged to develop an understanding of laws in society that are relevant to them, teenage rights and responsibilities in society, and how laws are made.

### Content

This subject will examine the origin of Australia's legal system and how Australian laws are made. Students will investigate where our law comes from, how laws are made, and crimes in society. Students will also analyse a proposed or recent change in the law and explain the legal processes to implement change in the law. Students will also participate in a mock courtroom trial.

### Assessment

Assessment will be based on a number of activities such as:

- Participation in mock trial
- Newspaper folio
- Negotiated task

## TECHNOLOGY

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This learning area covers:

- Information Technology (computer studies)
- Materials (textiles, food and wood)
- Systems (mechanics & electronics)

**All students complete one compulsory unit of technology (Materials Technology) in Year 9.**

### Compulsory Studies

Strand	Name of Unit
Materials & Systems	Website Development and Design

### Elective Units

Strand	Name of Unit
Materials	International Foods and Culture Design in Fashion Metals and Jewellery Wood Design

## Website Development & Design

**CODE: 09TE**

### Aim

The unit of study focuses on the Design Process and Creating Digital Solutions. Students will undertake tasks that are reflective of real-life design technology problems and in doing so, come to appreciate the role of the information communication designers within our community. Students will become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Students will acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

### Content

Students explore a variety of tasks using the Design Process as a framework for the development of their ideas and technical skills. They will develop skills in real-world problems, taking into account functional and non-functional requirements.

### Assessment

The students will be assessed on written and developmental work, as well as the final presentations produced in response to each set design task. The process of idea development and visual documentation will also be assessed. Tasks will include designing and of websites using HTML, CSS and Java.

## International Foods and Culture

CODE: 09IF

### Aim

Students study the impact of immigration on the Australian diet and broaden their knowledge of foods from other countries. Students will learn how to develop food products from a variety of cultures and learn the historical norms behind each cuisine.

### Content

Students will focus on developing a digital portfolio demonstrating their knowledge and understanding of a variety of countries, cultures and their cuisines. Students will safely and hygienically prepare, produce and present a wide variety of foods, demonstrating the cultural cuisine of each country studied in class.

### Assessment

Productions, evaluation worksheets, digital portfolio and classwork.

## Design in Fashion

CODE: 09DF

### Aim

In this unit students have the opportunity to learn about the fashion industry by investigating the history of clothes and styles and by applying the design process used in industry. This unit extends the students' knowledge of equipment, materials and construction techniques used in the production of fashion garments. Students will then be able to design and make their own garments.

### Content

- Experience with specialist equipment: Sewing machine, overlocker etc.
- Research and design assignment.
- Sample Book: Swatches of techniques with evaluations.
- Design Folio: Technical drawing and production planning
- Production: One fashion garment

### Special Conditions

Students will be required to provide the following items to complete the course:

- One A4 display book and writing materials to complete folio and projects.
- Fabric and specialty materials for construction of their finished product.

## Metals and Jewellery

CODE: 09MJ

### Aim

This unit concentrates on developing practical skills in three-dimensional jewellery making. To give the students the experience in the exciting field of jewellery, including idea research, generation, development and refinement.

### Content

Students will work on a number of exercises that will extend their practical skills in jewellery making. They will develop skills in technical drawings and designing.

Students have the opportunity to develop their skills in areas such as:

- Silver soldering
- Resin
- Metal cutting and piecing
- Ring-setting work
- Pendant making
- Laser cutting jewellery

### Assessment

The students will be assessed on investigation and design development, as well as their final production work. A folio will be assessed for the generation, development and evaluation. A research assignment will be looking at contemporary and traditional jewellery design.

### **Aim**

Students will develop and extend their knowledge of design and construction techniques when working with timber.

### **Content**

Students will

- Design and construct their projects using machine and hand techniques in wood.
- Complete research into design and sustainability
- Maintain production progress reports and evaluate their projects.

### **Assessment**

Investigative assignment, design drawings, production of wooden models, evaluation of effectiveness of the product.

## CHOOSING YOUR ELECTIVE UNITS

Now that you have read the booklet carefully, this sheet may provide a picture of your preferred unit choices. The shaded boxes are those where you make choices.

- Decide whether you want to complete two units of Language in Year 9.
- Carefully complete the Course Selection sheet at the back of this handbook.

### Rules for selecting these classes:

- Students must take a minimum of one unit from the Arts.
- If students take two units from Language, Rule 1 still applies.

	Semester 1	No. of periods per cycle	Semester 2	No. of periods per cycle
<b>Subjects Taught In Form Group</b>	English	6	English	6
	Mathematics	6	Mathematics	6
	Science	5	Science	5
	Humanities	5	Humanities	5
	Physical Education	2	Physical Education	2
	Health	5	Website Development & Design	5
	Personal Learning	1	Personal Learning	1
<b>Subjects Taught In Mixed (Blocked) Groups</b>	<b>Pref 1</b> Arts Elective	5	<b>Pref 2</b> Elective	5
	<b>Pref 3</b> Elective or LOTE	5	<b>Pref 4</b> Elective or LOTE	5
	<b>Total periods per cycle</b>	<b>40</b>	<b>Total periods per cycle</b>	<b>40</b>

\*Please note: One cycle corresponds to 10 days (or two weeks)

**The College makes every effort to provide students with their preferred unit choices. However, this may not always be possible and some electives will not run due to timetable constraints, availability of staff and the number of students wishing to undertake each unit.**

## SUMMARY OF CORE & ELECTIVE OFFERINGS AT YEAR 9

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<b>The ARTS</b>
Music Performance & Technology
Improvisation
Script and Performance
Dance Styles & Choreography
Practical Art
Contemporary Art
Ceramics
Media
Visual Communication & Design
<b>ENGLISH</b>
Core English
Advanced English
<b>HEALTH &amp; PE</b>
Core Physical Education
Core Health Education
Fitness & First Aid
Introduction to Outdoor Education

<b>LANGUAGES</b>
French Semester 1
French Semester 2
Japanese Semester 1
Japanese Semester 2
<b>MATHEMATICS</b>
Core Mathematics
<b>SCIENCE</b>
Core Science
<b>The HUMANITIES</b>
Core Humanities
Law Matters
<b>TECHNOLOGY</b>
Core Website Development & Design
International Foods & Culture
Design in Fashion
Metals and Jewellery
Wood Design

