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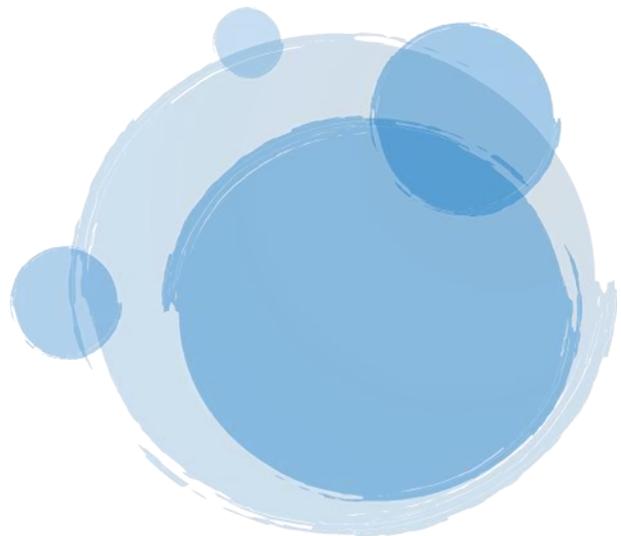
Year 9

Curriculum Handbook

courage & work



mentone girls'
secondary college



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About Middle School

Guidelines for 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
Subjects Taught in a FORM GROUP	English	6	English	6
	Maths	6	Maths	6
	Science	5	Science	5
	Humanities	5	Humanities	5
	Health/ Technology	4	Health/ Technology	4
	Physical Education	3	Physical Education	3
	Personal Learning	1	Personal Learning	1
Subjects taught in MIXED BLOCK GROUPS	Preference 1 Arts Elective	5	Preference 2 Elective	5
	Preference 3 Elective or LOTE	5	Preference 4 Elective or LOTE	5
	Total periods Per cycle	40	Total periods Per cycle	40

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.

English

English is compulsory.

	Strand	Unit
Compulsory	English	Core year 10 English
Elective	English	Advanced English

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, including responses to film and they develop expertise in constructing texts to target specific responses in their audiences. Texts are partly drawn from the Australian context, with an emphasis on their significance in Australian History and contemporary Australian society but students also explore films and literature which have 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 and how these contribute to our unique culture. 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

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.

Advanced English

This elective exists for students who have strong 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 students' skills through targeting higher order functions of language both in practice and in theory, with a particular focus on current issues and layers of complexity embedded in texts. Students 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 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 authentic issues.

Mathematics

Maths is a compulsory.

	Strand	Unit
Compulsory	Mathematics	Core Mathematics

Core Mathematics

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.

- Dimensions/ Number and Algebra

They solve problems involving linear equations and inequalities, quadratic equations and pairs of simultaneous linear equations and related graphs. Students substitute into formulas, find unknown values, manipulate linear algebraic expressions, expand binomial expressions and factorise monic and simple non-monic quadratic expressions, with and without the use of digital technology. They represent linear, quadratic and exponential functions numerically, graphically and algebraically.

- Measurement and Geometry

Students solve and explain surface area and volume problems relating to composite solids. They use parallel and perpendicular lines, angle and triangle properties, similarity, trigonometry and congruence to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes.

- Statistics and Probability

Students compare univariate data sets by referring to summary statistics and the shape of their displays. They describe bivariate data where the independent variable is time and use scatter-plots generated by digital technology to investigate relationships between two continuous variables. Students evaluate the use of statistics in the media.

SPECIAL CONDITIONS

Students should retain their CAS (computer algebra system) calculator from Year 9 as it will be a key resource for their Year 10 and subsequent VCE maths studies.

ASSESSMENT

All students will complete CATs, topic tests, problem solving tasks, regular homework assignments and two end-of semester exams.

ADDITIONAL

Students will be encouraged to enter/participate in the Maths Extension and Enrichment Activities in class and in external set competitions such as ICAS, University of Melbourne and the Australian Maths Challenge.

Science

Science is compulsory.

	Strand	Unit
Compulsory	Science	Core Science

Core Science

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

This course covers the following main areas of study:

- 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 and 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.

Humanities

Humanities is compulsory.

	Strand	Unit
Compulsory	Humanities	Core Humanities
Elective	Economy & Society	Law Matters

Core Humanities

Students examine how people and events have impacted society over time. They also consider how people have interacted with their physical environment.

The knowledge, skills and values that 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, Geography and Economy & Society.

Law Matters

AIM

Students will be encouraged to develop an understanding of laws in society that are relevant to them, such as 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 laws come 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 required to implement change in the law.

ASSESSMENT

Assessment will be based on a number of activities such as case studies, investigations and research tasks.

Health and Physical Education

Core Physical Education practical is compulsory at year 9.

It is compulsory for students to study Health Education for one semester.

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

	Strand	Unit
Compulsory	Physical Education	Core PE
		Core Health
Elective	Physical Education	Fitness & First Aid
		Outdoor Education

Core Physical Education

This unit is compulsory.

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, softball, 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.

Core Health Education

This unit is compulsory.

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

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
- Designing and participating in a training program

PRACTICAL COMPONENT

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

ASSESSMENT

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

Outdoor Education

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 \$550

Technology

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

This learning area covers:

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

	Strand	Unit
Compulsory	Digital Technologies	Digital Technology
Elective	Design & Technology	Fashion & Design- Textiles & Plastics
		Young Designers – Wood & Metals
		International Foods & Culture

Core Digital Technology

AIM

The unit of study focuses on the Creating Digital Solutions and Design Process to create practical solutions to real-world problems. 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.

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. The course seeks to develop skills in research, design, engineering, technology and 'hands-on' construction.

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, visual documentation critical thinking, problem solving and collaboration will also be assessed. Tasks may include a range of designing, coding and programming of potential software and hardware that address a current challenge in the world such as website design, App design and/or design of a virtual world.

Design and Technologies - Metals & Wood

AIM

This unit concentrates on developing design and practical skills in three-dimensional product-making using rigid materials. Students will use the design process to explore their own creativity, technical drawing, and construction skills specific to the materials of metal and wood.

CONTENT

Students will work on a number of exercises that will extend their practical skills in product design and manufacture. They will develop skills in technical drawings and designing. Student have the opportunity to develop their practical skills in areas such as:

- Silver soldering
- Metal cutting and piecing
- Machine and hand techniques in wood

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 of the effectiveness of the product. A research assignment will examine the features of sustainable design.

Design and Technologies - Textiles & Plastics

In this unit students have the opportunity to learn about Sustainability, the design process and integrating digital technologies into product design. This unit extends the students' knowledge of equipment, materials and construction techniques used with rigid and non-rigid materials. Students will then be able to design and make their own products using textiles, plastics and digital technologies. Students will work on a number of projects that will extend their practical skills in fashion design and technology. They will develop designing and making skills.

- Experience with specialist equipment: sewing machines, 3D printer, laser cutter, etc
- Research and design assignment
- Method and material trials with evaluations
- Design Folio: Technical drawing and production planning
- Practical work: Construction of a product

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

International Foods and Culture

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, whilst being aware of the sustainability needs of the future.

CONTENT

Students will focus on 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 and classwork

Arts - Visual & Performing

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

However as stated in the Guidelines for Course selection, at least one unit must be selected from The Arts at year 9. The Arts include the strands of Art, Dance, Drama and Music.

	Strand	Unit
Elective	Visual Arts	Art
		Ceramics
		Media
		Visual Communication & Design
Elective	Performing Arts	Dance Styles & Choreography
		Drama Script & Performance
		Music Performance

Art

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

Assessment tasks will be a folio of practical work, visual diary, research assignments, self-evaluations, class notes and class discussions.

Ceramics

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

Assessment tasks will be a visual diary, finished artworks, a research assignment, class notes and class discussions.

Media

AIM

This course aims to:

- Develop an understanding and appreciation for media and society
- Introduce and experiment with a range of media equipment and technologies
- Develop individual/group problem-solving skills
- Develop analytical skills in reading a variety of media products

CONTENT

The course will focus on two media forms: photography and video production. Students may also cover areas of the media such as advertising and podcasting. Students will work individually to produce a photographic folio and video/audio production in analogue and digital formats consecutively. Students will develop an appreciation for film through an analysis of a variety of films, and work with peers to develop skills in camera work and film processing.

ASSESSMENT

Assessment will be a photographic folio, video/audio production and accompanying paperwork, including research tasks and analysis.

Students will need to purchase Ilford photo paper to complete their photography CAT.

Visual Communications Design

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.

Dance Styles & Choreography

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

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.

BYOD Students electing to study VCD will be required to use a laptop, not an iPad. Students who will not have a laptop in Year 9 may still elect to study VCD but will need to contact the school at the time of choosing electives to discuss any support 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.

Drama Script & Performance

AIM

Students will develop skills in acting, blocking and designing for theatre by performing a play in the Malthouse Theatre 'Suitcase Series' program. They will also develop the ability to evaluate how the elements of drama and performance styles are used to communicate meaning by analysing a professional performance.

CONTENT

Students will collaborate to develop, design and perform in a play at the Malthouse Theatre. On performance day the students will present their work and have the opportunity to see how the same script was interpreted by students from different schools. Students will explore methods of evaluating theatre and will apply these skills when writing an analysis on a professional performance.

Students will choose a production design area to work in. Some rehearsals may be held out of class time.

ASSESSMENT

Students will be assessed on their contribution to the class performance as actors and designers. They will also write an analysis of a professional performance.

Music Performance

AIM

This unit of study is designed for students who wish to continue with music, particularly for those who are interested in performance. This unit is also designed to prepare students for entry into VCE Music Performance (group or solo).

CONTENT

Music Performance students will prepare and rehearse a solo, technical and ensemble performance program featuring a range of styles and techniques on their principal instrument.

Students will continue to develop their aural skills through practical application and learn to apply basic composition and arrangement techniques using music technology.

- Performance – Students will use class time to rehearse and prepare solo, group and technical programs on their principal instrument (including voice) for assessment.
- Students will be encouraged to select music from a range of contrasting styles and focus on the development of instrumental techniques.
- Aural – Continuation of melodic, harmonic, rhythmic exercises but with more emphasis on practical applications, eg writing melodies, drum and chord patterns.
- Music Styles – Students will learn to describe the musical elements and characteristics of music from a range of styles through listening exercises. They will also make critical judgments on live and recorded performances.
- Theory – Students will further their understanding of music theory and apply this to writing intervals, chords and scales and develop a basic understanding of the practical application of harmony.
- Arranging/Composing – Students will be using the aural and theoretical knowledge gained more extensively and leading to a folio of works both in score and on computer using Sibelius.

For each cycle, students will have a combination of rehearsal sessions, aural and theory lessons, analysis and music technology lessons. They will focus on performance and look at approaches to improving and enhancing both solo and group performances. Students will analyse both contemporary and traditional musical examples. Students will use Sibelius to complete their composition folio. In addition, they will have the opportunity to attend and perform at musical events in and out of school.

ASSESSMENT

Students will be assessed on their performance program, music analysis, theory and aural activities and composition folio.

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.)

	Strand	Unit
Elective	Languages	French Semester 1 & 2
		Japanese Semester 1 & 2

French

AIM

The aim of studies in the French language

- 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.

Years 7 and 8 French is a prerequisite.

ASSESSMENT

Assessment is through selected tasks in the four skill areas: listening, speaking, reading and writing; unit tests, maintenance of notebook and assignments examining aspects of French language and culture.

Japanese

AIM

The aim of studies in the Japanese language

- 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.

Years 7 and 8 Japanese is a prerequisite.

ASSESSMENT

Assessment will be through 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.