



Year 9  
2019  
Course Information  
Handbook

# Year 9 Core Subjects

## English

**Course Content:** The course covers the three modes of language: writing, speaking and listening, and reading and viewing. Students study a variety of texts which may include novels, poetry, short stories and non-print texts.

Responses to texts are creative, persuasive analytical and comparative. Students write for a variety of purposes and audiences. Students are expected to demonstrate a mastery of the writing process, through the presentation of refined and well drafted pieces. Oral activities and presentations, both group and individual, are integrated into all parts of the course. Students are encouraged to develop collaborative learning and higher order thinking skills through their participation in the City Experience Program. The students participate in a wider reading program which enables them to develop and extend their literacy skills.

## Mathematics

**Course Content:** Students in Year 9 Mathematics will develop skills and knowledge across three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The learning focus for each of these content strands are as follows:

- **Number and Algebra:** Arithmetic computations and applications to financial mathematics. Transposing and simplifying algebraic expressions. Sketching linear relationships and simple non-linear relations.
- **Measurement and Geometry:** Area of composite shapes, surface area and volume. Application of Pythagoras' Theorem and the trigonometric ratios. Use of ratio and scale factors in similar figures.
- **Statistics and Probability:** Probabilities of events. Represent data appropriately for statistical analysis.

Across these areas, students are provided opportunity to develop their capacity for mathematical reasoning and problem solving in both abstract and real-world contexts.

## Science

**Course Content:** In year 9 Science, the focus is on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales.

At a microscopic scale, they consider the atom as a system of protons, electrons and neutrons, and understand how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. Atomic theory is used to understand relationships within the periodic table of elements. They will explain how magnets interact by using a field model.

At a macroscopic scale, they explore ways in which the human body as a system responds to its external environment, and investigate the interdependencies between biotic and abiotic components of ecosystems. They develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts. They will discover how magnets are used in the generation of electricity and the operation of motors. The design

and operation of circuits will be explained by the concepts of voltage and current. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale enabling students to predict how changes will affect equilibrium within these systems.

## Commerce

**Course Content:** The course provides an introduction into the Australian economy and teaches students the basics of budgeting, banking and credit awareness, as well as their legal rights and responsibilities. Basic economic concepts such as scarcity, needs and wants and also explored. Students also examine current economic issues, where they must think critically about the problems and solutions that exist in the Australian economy. Assessment includes a research task.

## Geography

**Course Content:** In Geography, students consider changes in the characteristics of places and the implications of these. They consider significant spatial distributions and patterns and evaluate their implications, and consider interconnections between and within places and changes resulting from these, over time and at different scales. This further develops their understanding of geographical concepts, including place, space and interconnection. Students' conceptual thinking is developed through two sub strands, Biomes and Food Security, and Geographies of Interconnections.

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

## Health Education

**Course Content:** Health Education examines a range of factors that affect health and wellbeing in individuals and the community. It develops the knowledge and skills that promote healthy growth, effective relationships and the safety and wellbeing of individuals. Students participate in discussion, analysis, decision making and evaluation of various health issues including:

- Physical, Emotional, Mental Social and Spiritual Health and Wellbeing
- Lifestyle Diseases
- Body Image and Self-esteem
- Risk Taking - Drugs and Alcohol
- Respectful Relationships and Sexual Health

## History

**Course Content:** Year 9 History has a specific focus on three areas of study. Firstly, the Industrial Revolution, where students undertake a focussed investigation of the working conditions of children in

factories. Secondly, the Federation of the Commonwealth of Australia. Students use their research skills to analyse the reasons for Federation and the arguments against it. Thirdly, students study the outbreak of and Australia's participation in World War One. There is an exam for this subject mid-year.

## Physical Education

**Course Content:** Depending on the elective chosen by the class, students will measure their own fitness level and will maintain regular participation in moderate to vigorous physical activity. They will combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. Students choose two units from those listed below. Each unit runs for one semester.

**Fitness:** Activities may include a fitness assessment, aerobics, power walking, cycling, weight and circuit training.

**Court sports:** Sports such as Netball, Basketball, European Handball, Volleyball and a range of other sports played on a Court. Students will cover basic skills and rules and spend a majority of lesson time on participating in game situations.

**Bats and sticks:** Sports such as Bat Tennis, Lacrosse, Hockey, Softball, Cricket and Badminton. Students will cover basic skills and rules and spend a majority of lesson time on participating in game situations.

**Sports bag:** Students will be involved in a number of modified minor games. eg. Bench Ball, War Ball, Bomber and Flyers, Run the Gauntlet and many more. Students may also get the opportunity to make up their own game and introduce this to their classmates.

**FOOTBALL CODES:** A variety of football codes such as Soccer, Rugby, Touch Football and AFL rules will be covered. Skill practices and fitness activities relating to that code of football will also be covered.

**MOVE AND GROOVE:** Students will have the opportunity to participate in a variety of performance based units such as, Aerobics, Dance, Gymnastics and Cheerleading. Students will learn basic moves and choreograph their own performances. Students must be willing to perform in front of their peers.

## Year 9 Electives

- Students will be offered a variety of elective subjects which are offered as either year long or semester length subjects.
- All students are required to select **at least ONE elective from The Arts Learning Area and ONE from the Technology area (including Food studies electives)**
- Students can select from a combination of semester and year-long electives
- Students can only select ONE year long elective

Full year electives	
Arabic	Japanese
French	Italian

Semester electives
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<u>The Arts</u>	<u>Technology</u>	<u>Other</u>
Creations	Around the World in Food	Outdoor Education
Digital Photography	Café Culture	Psychology
Drama	Computer Science	Science Around Us
Multimedia	Fashion and Design	
Music	Information Technology for Business	
Studio Arts	Munch and Crunch	

## Elective Subject Descriptions

### Arabic

#### Course Content:

Students use written and spoken Arabic to initiate and sustain interactions with peers. They use language spontaneously to exchange ideas, opinions and feelings, compare experiences and discuss future plans. They sustain interactions by asking and responding to questions, requesting clarification, elaborating on opinions, and expressing agreement or disagreement. They obtain information from multiple sources on a range of issues and analyse and evaluate meaning, gist and purpose. They convey ideas and viewpoints from a range of perspectives using different text types and modes of presentation selected to suit different audiences and to achieve different purposes. They manipulate language and use different techniques to produce imaginative texts in a range of forms that draw on past experiences or future possibilities. When creating texts, students use a variety of grammatical elements, such as conditional and subjunctive moods, embedded clauses and imperative forms, future tense and vocative case to convey meaning. They use vocabulary

and expressions that are culturally embedded and apply appropriate writing conventions to increase text cohesion and enhance expression. Students translate and interpret texts from Arabic into English and vice versa. Students create bilingual texts interpreting cultural and linguistic aspects of texts. They explain how cultural concepts, practices and values influence ways in which they communicate from a bilingual perspective, and question assumptions and describe adjustments they make when moving from Arabic to English and vice versa.

## Around the World in Food

**Course Content:** The 'Around the World in Food' – Food Studies explores the safe and hygienic preparation and production of food with a specific focus on the culturally diverse foods available within Australia.

Whilst exploring multicultural foods, students will build upon a variety of simple and complex processes established in Year 8 Food Technology, with a focus on the diversity of global flavours, textures, aromas, food appeal and appropriateness. Topics investigated include:

- Culture and tradition represented through food
- Religious food practices and their significance Daily meals and dietary patterns
- The impact of immigration on the Australian diet
- Consequences to nutrition, health and wellbeing
- Indigenous Australian foods and their use in contemporary cooking
- Multicultural Food trends

## Café Culture

**Course Content:** 'Café Culture' - Food Studies and Barista Training covers the safe and hygienic preparation and production of café foods and beverages. Students will explore 'casual eating' food trends, nutritional menu development/design and the environmental, ethical, social and economic impacts of foods, beverages and 'takeaway' packaging. Students will also have the opportunity to develop the necessary skills and knowledge of a Barista (professional coffee maker). Whilst focusing on café cuisine, students will build upon a variety of simple and complex processes established in Year 8 Food Technology; with a special focus on baked sweets and savouries.

Students will be required to provide a container and tea towels for personal use.

## Computer Science - Web Development

**Course Content:** In CS Web Development, students will learn about the fundamental concepts underpinning all forms of computer programming, using web design and programming as a medium. Students work in HTML and CSS to construct websites and then use PHP (a general-purpose programming language) to add interactivity to their websites. This course is suited to students with interest in either design, or programming or both. It is the perfect precursor to Year 10 Computer Science, and VCE Computing, including Informatics and Software Development.

## Creations

- Course Content: This course focuses on using visual interest in creativity and in using a range of materials to create original art works. Creations offers students a unique opportunity to experiment with and explore a range of materials, techniques and processes to create innovative and creative art works:
- Wire Sculptures incorporating different gauges and colours of wire.
  - Decorative Plates mixed media and paint.
  - Jewellery making incorporating wire, beads, ribbons and related materials.
  - Dreamcatchers.
  - Clay candle holders and pots.

## Digital Photography

- Course content: Students are given the opportunity to explore different means of expression through Digital Photography and Digital Imaging. The class may select from various photographic themes and refine imaging techniques to produce a folio of artworks. A variety of approaches and techniques will be investigated. Students will be given the opportunity to experiment with and learn about numerous imaging tools and applications such as:
- Canon digital SLR cameras and lenses
  - Professional industry software - Adobe Photoshop, Adobe Lightroom

Students will research how and why artists use photographic techniques as a means of personal expression or means of communication. Students will discuss, analyse, interpret, and compare works of relevant artists and be asked to respond analytically. Students are expected to plan, design and complete artworks exploring the various ideas and media presented. They need to maintain a visual diary recording their experiences, design processes and notes on relevant artists and their works.

## Drama

- Course Content: Drama aims to nurture students' imagination, creativity and knowledge of themselves and the world in which we live. It further extends students' confidence in themselves and an appreciation of the contributions made and the talents of others. Students develop their work through constructive criticism, aesthetic appreciation and responses to each other's contribution, ideas and performance work.

Students study the following:

- Ensemble Work: Caricature and Stereotype based on the theme of 'comedy'
- Solo Performance: This area gives the students an opportunity to practice solo performance skills and gain confidence in performing outside a group situation
- Melodrama: This unit of work looks at melodrama and its characters

## Fashion and Design

Course Content: In year 9 Fashion & Design, students will learn how to design, plan and produce a textile product. They will also learn how to use a sewing machine, appropriate equipment and tools to successfully complete their designed product. Students self-evaluate the effectiveness of their work and design by investigating the strengths and limitations of a variety of tools, processes and materials used. They learn to prepare detailed design proposals and research and consider appropriate materials. Self-motivated, creative and practical students will find a great outlet for their abilities in this subject.

## French

Course Content: Students use written and spoken French to socialise with peers, teachers and other French speakers in local contexts and online environments. They communicate about immediate and personal interests and involvements (family, friends, interests), and some broader social and cultural issues (health, social media, international experience, the environment). They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress. They use the past tense (*passé composé*) of regular verbs. They recognise the form and function of reflexive verbs and use appropriate forms of possessive adjectives in own language production. They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation. They use expressive and descriptive vocabulary to talk about feelings and experiences. They create imaginative and performative texts for a range of purposes such as, entertaining or persuading. They use French to narrate and describe, matching modes of presentation to context and intended audience. They create bilingual texts (guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.

Students recognise differences between spoken and written forms of French, comparing these with English and other known languages. They recognise the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation. They notice differences in familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures. They build metalanguage for talking about language (*formal and informal language, body language*) and for reflecting on the experience of French language and culture learning. They recognise relationships between parts of words (suffixes, prefixes) and stems of words. Students recognise the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life. They explain to others French terms and expressions that reflect cultural practices. They reflect on their own cultural identity in light of their experience of learning French, noticing how their ideas and ways of communicating are influenced by their membership of cultural groups.



## Information Technology for Business

Course Content: This course teaches the IT skills needed to successfully operate a small business. These include some graphic design software used to generate a corporate identity, web design software used to promote a business, office software used for communicating effectively with suppliers and clients and keeping records and analysing data. Students will also develop simple accounting skills with spreadsheet software. The focus of the course is on the real-world use of software and on developing skills that will be of use in a variety of workplaces, as either a business owner or employee. Students will develop a portfolio of resources for a chosen business.

## Italian

Course Content: Students' vocabulary and grammar usage is increased and experimentation occurs with different forms of communication. Students use Italian to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. They develop strategies for self-correction by referencing their developing understanding of grammar and context. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Students investigate links between the Italian language and culture. They learn to analyse and reflect on different viewpoints and experiences, including their own cultural stances, actions and responses.

Students experiment with intonation and supporting gestures to convey emotions or create emphasis in texts. They learn to use possessive, reflexive, demonstrative and relative pronoun forms. They extend their use of language beyond familiar contexts. They use verbs (irregular and reflexive) and increase their range of adjectives and adverbs, comparatives and superlatives. Students learn to construct more extended texts by using relative clauses and by relating episodes in time. They use the present perfect, imperfect and future tenses, and begin using the conditional tense. They continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in Italian.

## Japanese

Course Content: Students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements. Students ask and respond to questions, using spontaneous language.

Students read and write hiragana and known kanji, read katakana, and write familiar katakana words

## Multimedia (Getting Animated)

Course Content: This course will enable students to develop skills in designing for a range of specific audiences and working with audio, graphics, motion graphics and 2D animation. The successful completion of this subject will support students entering further studies and enhancing opportunities for educational pathways such as in the visual arts and technologies.

## Munch and Crunch

Course Content: 'Munch and Crunch' – Food Studies covers the safe and hygienic preparation and production of food, with a specific focus on nutrition. Students explore the functions and interactions of nutrients in the human body and the impact of nutrient deficiencies and excesses on health and wellbeing.

Students have an opportunity to analyse recipes and contemporary diet/food trends and develop solutions for improved nutrition. Students will investigate the impact of advertising, marketing and nutritional claims on food choice and the capacity of individuals to make dietary change.

Whilst exploring nutritious foods, students will build upon a variety of simple and complex processes established in Year 8 Food Technology, with a focus on tasty, appealing and contemporary options. Students will be required to provide a container and tea towels for personal use.

## Music

Course Content: Music aims to engage students in music making and musical appreciation. Year 9 Music builds on the skills and knowledge covered in the previous years of study. Students work in small groups to develop the skill of working together to play music. Songs are chosen in collaboration with the teacher and students engage in a public performance of completed songs. Music covered during the year includes pop, blues, rock, funk, world music, jazz alternative as well as classical. Students focus their learning on the following areas during the Semester:

- Vocal and instrumental performance
- The study of past and present musical styles
- Music technology
- Music theory and general musicianship
- Analytical listening and music appreciation
- Collaboration with other musicians in a group

## Outdoor Education

Course Content: Students will learn the skills and knowledge to safely participate in outdoor recreation activities and to respect and value natural environments. Students will develop an understanding of human relationships with nature through a combination of practical experiences in the outdoors and theory. They will learn that outdoor environments have become places of adventure, relaxation, scientific study and conservation. Students will be expected to participate in a range of outdoor adventure activities including cycling, water sports, bushwalking and overnight camping. It is therefore essential that students are physically capable of engaging in the activities listed and are well aware of what will be required. Camps and excursions are a compulsory part of the subject's assessment.

## Psychology

### Course Content:

Psychology is commonly defined as the scientific study of behaviour and the mind. In this elective, students are introduced to the key scientific concepts in psychology which provide a strong basis for future understanding. The subject focuses on bringing in practical features of psychology to life using hands-on practical activities that provide students with opportunities to conduct experiments and test theories.

The subject stimulates interest in some popular occupational fields of psychology - sport, clinical and forensic psychology. Research methods will also be explored to stimulate critical thinking.

- Sport Psychology: The impact of motivation, stress and relaxation, self-confidence and goal setting on sport and exercise.
- Clinical Psychology: The prevention, diagnosis and treatment of mental disorders and psychological problems.
- Forensic Psychology: A specialised area of psychology that examines the legal and criminal justice system.

## Science Around Us

### Course Content:

In Science Around Us, students will develop knowledge and practical skills to help them excel in VCE Biology, Chemistry, Physics and Earth and Environmental Sciences. Throughout the year, students will be completing extended practical and research investigations for each of the above areas, selecting from a list of topics which they will explore later in VCE.

Throughout the year, they will undertake a series of extended investigations, centred around the connections to Science in a real world setting.

For example:

- The Chemistry of food, water and beauty products
- The Physics in the design of amusement park rides
- The Biology involved in diagnosing disease.

Completing 'Science around us' as a subject, will not only immerse students into senior level sciences but will also help establish the fundamentals of those areas, as well as give students confidence in taking up one or more VCE Science subject in and potentially achieve excellent results.

## Studio Arts

### Course Content:

Students have the opportunity to develop and explore ideas, concepts and themes in art works. Students will be given the opportunity to develop drawing skills using pencil, charcoal ink and pastel. In painting students will be able to create a canvas using acrylic and oil paint.

Some of the tasks include:

- Still Life Drawing
- Portrait painting on canvas
- Watercolour and Ink
- Gouache

