THE MAC.ROBERTSON GIRLS’ HIGH SCHOOL

Year 9
Curriculum Handbook
2016
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Mac.Rob is a vibrant learning community where students are supported and guided in making autonomous decisions about their study choices. A central aim of the school curriculum is to provide students with relevant and challenging educational opportunities enhanced by the incorporation of learning technologies.

In Year 9 a combination of core studies and elective studies enable students to both consolidate learning in key areas and investigate new areas of study. This Handbook provides students with course outlines to assist them in making clear, informed decisions about the subjects they would like to study in 2016.

### 2016 YEAR 9 COURSES

#### YEAR 9 CORE STUDIES
All students must undertake the core studies:

- English
- Geography (a semester study)
- Health & Physical Education
- History (a semester study)
- Languages
- Mathematics
- School Singing
- Science

#### Year 9 Semester length electives
All students will study four elective options during year 9 (two per semester). Of these four electives all students must study at least one Arts elective and one Technology elective. Their other two electives can be chosen from any elective subject from any area.

<table>
<thead>
<tr>
<th>ARTS</th>
<th>Code</th>
<th>TECHNOLOGY</th>
<th>Code</th>
<th>OTHER</th>
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<td>Art – Express Yourself!</td>
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<td>Music - Exploring Music in the Movies</td>
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<td>Multimedia &amp; the Internet</td>
<td>9AMI</td>
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<td>Investigative Science</td>
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<td>Visual Communication and Design</td>
<td>9AVC</td>
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<td>The Power of illusion. Exploring French and Japanese cultures through film</td>
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INFORMATION REGARDING ELECTIVE SUBJECT CHOICE

A wide range of elective studies is offered for enrichment, specialisation and creative purposes. Students may:

- enrich their learning experiences by undertaking subjects not available in the core program
- specialise in an aspect of a core subject that particularly interests them
- develop their creativity in a range of visual and performing arts

Students’ in Years 9 will select a total of 4 semester length units from the elective program. Of those 4 electives students must choose:-

1. 1 x Arts subject
2. 1 x Technology subject
3. 2 x from any elective subject

We encourage students to select a variety of subjects to provide them with a broad educational and learning experience in Year 9.

Although every effort will be made to give students their first preferences, this may not be possible in all cases.

STUDY OVERVIEW – YEAR 9

A general overview of a student’s study in 2016.

- Core studies are compulsory year-length subjects.
- Elective choices come from semester length subject options.

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<tr>
<th>CORE STUDIES</th>
<th>ELECTIVE CHOICE</th>
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<tbody>
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<td><strong>SEM 1</strong></td>
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<tr>
<td>English</td>
<td>Arts</td>
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<td>H&amp;PE</td>
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ACCELERATED MATHEMATICS @ MACROB

The accelerated maths program is open to students who perform well in the entrance exam in the Numerical Reasoning and Mathematics sections. Based on a student’s entrance exam results, we invite approximately 100 students to sit the accelerated maths exam to determine whether or not the student is at the standard required to enter the accelerated program here at MacRob. Of those 100, the top 75 students are selected to form our 3 accelerated maths classes.

Given the process above, not all students will be selected to participate in the accelerated exam and not all participants in the exam will be selected for the Accelerated Mathematics Program.

It can be disappointing when a student does not quite meet the level expected for this program. Whilst a student may have already completed year 9 maths, it is difficult (without diagnostic testing) to determine where a student is in relation to the incoming cohort of students to MacRob. Therefore, the criteria for which students are selected for acceleration are consistent and proven.

Some Frequently Asked Questions...

Q. If a student is not selected in the original group, can they request to sit the test?
A. No, the process of selecting these students is set out by the teachers in the Mathematics faculty and only those invited are able to complete the test.

Q. Will there be a test in the future?
A. No, the accelerated classes remain the same for the duration of your daughter’s middle school (years 9 and 10) education.

Q. If someone drops out of the accelerated class, can a student be considered to enter the program?
A. It is unusual for a student to move out of accelerated maths. If this occurs, the maths faculty will determine who is the best placed candidate from those already tested, to move into that group. There are 225 students and 9 maths classes at MacRob. The maths faculty have a ‘full picture’ of where each student sits in the year level, according to the data received from the entrance exam.

Q. How can a student in year 9 mathematics be extended?
A. Should a student’s level of maths require enrichment, extension or enhancement, her 2016 maths teacher will offer opportunities to support your daughter’s progress in maths. There are also mathematics competitions that all students at MacRob participate in to enrich their understanding of maths.

Q. My daughter is doing accelerated maths currently, why can’t she be part of the accelerated program at MacRob?
A. Accelerated maths at other schools may be different to the standard expected at MacRob. If a student is not invited to complete the maths accelerated additional exam OR did not make entry into an accelerated maths class, she is not quite at the standard of mathematics expected at the time. Our accelerated maths program is determined by expert, experienced maths teachers with decades of collective experience in teaching highly able students who are best placed to determine where student understanding needs to be in order to achieve and thrive in the program.

Q. Can a student not in the accelerated program still do Specialist Maths and Mathematics Methods in VCE?
Not being in Accelerated Maths does not stop them from doing Mathematics Methods or Specialist Mathematics in future. They still can do both or either if they do very well in Maths.
LANGUAGE REQUIREMENTS

All students in Year 9 and Year 10 at Mac.Rob are required to be enrolled in a Language study. In an increasingly globalised world it is imperative that young people are equipped to participate in a global economy and society. The knowledge of other languages provides our students with the skills to operate in a highly connected world.

In Year 9, students are able to study ONE of the following languages:
French
German
Indonesian
Japanese

Upon enrolment into Mac.Rob students are provided a ‘Language Selection Form’ to mark their preferences for language study. The school endeavours to ensure that students are placed in either their first or second language preference. Language classes have a strict limit of 25 students per class. Students are organised into these classes in order of the ‘round’ in which their offer to come to Mac.Rob is made. Therefore, if a student enrols in Mac.Rob as a second or third round offer, they may not be given their first language preference.

A number of Mac.Rob students are enrolled in a language study outside of this school. We encourage students to maintain their study in this language with an understanding that the Mac.Rob language study is compulsory at year 9 level within school. In year 9 if a student is not placed in their preferred language class (eg. A student is placed in a Year 9 German class, but would prefer to study French), that student may change their language in Year 10 to French provided they have maintained the study of French outside of Mac.Rob to a year 10 level.

CHANGES TO LANGUAGE STUDY AT YEAR 10

Year 10 students are provided the option to have their external language (Eg. Chinese) considered as their compulsory Language. Whilst most Year 10 students will continue with their school-based Language, some students will elect to make their external Language class, their compulsory Language requirement. Students will be provided more information about this in the Year 10 Curriculum Handbook in 2016.

IMPORTANT POLICY REGARDING THE STUDY OF EXTERNAL VCE LANGUAGE SUBJECTS AT YEAR 10

Mac.Rob makes no stipulation about when students must complete external Language studies. It depends on a student’s workload and readiness to begin the final year of the Language course, including assessment which will count towards a Study Score for the subject.

Year 10 – some students feel they have done sufficient preparation for the Language by this time and are ready to proceed with Units 3 and 4*. Clearly, a high degree of language proficiency is required for this to occur. Such a decision cannot be made by the student alone. This must be discussed with your Language teacher as well as with your parents. *Note that this 3/4 Language counts towards the six total Unit 3/4 subjects you complete while at Mac.Rob.

Year 11 – this is the most common time for students to complete Units 3 and 4 in their external Language. The advantage in waiting until Year 11 is that students are more mature, have more developed study habits and have had greater exposure to the language. As mentioned above, this 3/4 Language counts towards the six total Unit 3/4 subjects you complete while at Mac.Rob.

Almost all Year 11 students complete a Unit 3/4 subject while in Year 11. This external Language would therefore be that subject. Students would then select six Unit 1/2 subjects at school. In cases where students are permitted to select two Unit 3/4 subjects in Year 11, they may study their external Language and one other Unit 3/4 subject at Mac.Rob.

* Whilst enrolment in an external Language in Year 10 satisfies the requirements to complete a core Language, proof of enrolment and continuation of External Language studies throughout Year 10 is required for students to withdraw from Language in 2015.
As a Mac.Rob student you will be able to complete a total of SIX (6) Unit 3,4 courses to complete your VCE. This includes any external Language studies you might complete, or any other VET courses you undertake. The Mac.Rob VCE Handbook states that students are to complete no more than SIX (6) unit 3,4 courses in total to achieve their VCE.

Of these SIX (6) courses, all students are required to study a minimum of FOUR (4) Unit 3/4 subjects in year 12 at Mac.Rob. Some students will study TWO (2) unit 3,4 courses during year 11 and complete the remaining FOUR (4) unit 3,4 courses during year 12. Others will study ONE (1) unit 3,4 course during year 11 and complete the remaining FIVE (5) unit 3,4 courses during year 12. The decision as to how many VCE studies a student completes in year 11 is determined in consultation with a teacher during their ‘course counselling’ session in term 2 or term 3, 2015.

If a student completes an external language study, Eg unit 3,4 Mandarin, this will be included as ONE subject of the student’s TOTAL of SIX (6) VCE subjects they will complete. In this scenario, the student will then complete FIVE (5) other subjects at Mac.Rob, FOUR (4) of which must be undertaken in YEAR 12. This allows the student to ONLY complete ONE (1) unit 3,4 VCE study at year 11. The remainder of the students subjects at year 11 will comprise of unit 1,2 courses.

Please note that students are not permitted to repeat Unit 3/4 subjects unless serious health issues arise. Every student’s course will also be considered on an individual basis.

VCE STUDY INFORMATION – course confirmation for external subjects

Any student who is undertaking an external VCE study in either unit 1,2 or unit 3,4 (usually a language) must ensure they return their course confirmation form/course enrolment form to the VASS Coordinator in Senior School in term one. An example of the form appears on the following page.

Enrolment in studies should be confirmed by week 4 of term 1 (at the latest). Students who are studying at a Language School will need to collect their enrolment form from their Language school and return it to Mac.Rob to confirm their courses for study at the beginning of the school year. Mac.Rob does not support students repeating any VCE unit 3,4 subject and will not co-sign an enrolment form for a student to repeat a subject.
VCE EXTERNAL STUDY – SAMPLE ENROLMENT FORM

Assessing School Enrolment Notification

Assessing schools (VCE only) may enrol students on the Victorian Assessment Software System (VASS) if they are the student's home school, provided they know the student's Victorian Curriculum and Assessment Authority (VCAA) Home School Code. Alternatively, assessing schools may enrol on behalf of the student's home school for enrolment in external school. In other cases, the school that enrols the student enrolls a VCE units' enrolment on VASS specifying both of the enrolments.

Please print clearly and in CAPITAL LETTERS.

Date __/__/__
Attention: VCE/VCAL COORDINATOR/VASS ADMINISTRATOR

VCAA Home school code

Your student ____________________________ (Family name) VCAA Student Number _______________________

________                   ________
(First name)                        (Second name)

Will be assessed in the following units

<table>
<thead>
<tr>
<th>VCE unit code</th>
<th>VCE unit name</th>
<th>Semester</th>
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To be assessed at this school ____________________________________________ (Assessing school name)

VCAA Assessing school code

Please ensure that this is correctly enrolled with the VCAA by entering the details above on VASS.

Yours sincerely,

Name ____________________________________________ Please and

Signed ____________________________ Telephone __________

Email address ____________________________

VCAA.B.Curvallity and Assessment Authority.
Level 1, 2 Lenox Street Melbourne Victoria 3000 Australia
Telephone: +61 3 8357 9500 Email: vce@vical.vic.edu.au
URL: www.vce.vic.edu.au

8
**CORE STUDIES**

**ENGLISH**
Each semester students will be required to complete a number of activities towards achieving the AusVELS Level 9. In English there are 3 strands. Speaking and Listening, Reading and Viewing and Writing.

**Speaking and Listening**
Students will participate in a variety of oral activities which will enable them to develop their skills of listening critically and speaking effectively for a wide range of purposes and audiences.

**Reading and Viewing**
Students will read and view a wide range of texts which examine different perspectives on complex themes and issues in order to develop more critical and analytical ways of reading and responding to texts.

**Writing**
Students will develop a range of written skills to enable them to write creatively, critically and informatively in an increasingly complex way for different purposes and audiences.

**AusVELS Levels**
At the end of each semester students will also be placed on their level of achievement in the AusVELS strands: Speaking and Listening, Reading and Viewing and Writing. This level will be based on a balanced judgement of several pieces of work.

**Course Outline**
Students will complete a number of units of work; such units will include literature-based studies, film study, poetry, various writing genres and language/issues analysis.

**Assessment:** Within each unit of work there will be a number of written and/or oral assessment tasks which will be common across the year level.

**GEOGRAPHY**
Students investigate the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity. They analyse the diversity of ways human populations have altered biomes to produce food, materials and fibres, and the environmental effects of these changes. They investigate the challenges to producing enough food for a growing world population, and how food security can be achieved in the future. Students understand the ways that people and places are connected, whether through transportation, goods and services or information and communication technologies. By investigating the effects of production and consumption of goods on environments, students will learn the implications their choices have on the future sustainability of places.

**Assessment:**
1. Data analysis test on biomes and their interconnections with climate (involving the production of two AVDs)
2. Inquiry-based research task on the challenges to food production
3. Fieldwork report centred on Geographies of Interconnection (and its links with food security)
Case study of food security in Bali and Sumba or case study of Malawi (informal assessment – not for report)

**HEALTH & PHYSICAL EDUCATION**
Health and Physical Education curriculum supports students to participate in physical activity and to maintain a healthy and active lifestyle. This course is comprised of two equal components:

**Health Education** – Will include the study of food and nutrition, alcohol and drugs, mental health and wellbeing, relationships and sexuality, safe behaviours and the health benefits of physical activity, students will devise strategies
that support the development of preventive health practices that build and optimise the health and wellbeing of their communities.

**Physical Education** - In Year 9 students learn to apply more specialised movement skills and complex movement concepts and strategies in fitness testing and training, basic skills (throwing, catching, kicking), newcomb, athletics, softball, cricket, cultural dance, netball, soccer, yoga and volleyball. They also are provided with opportunities to use a range of concepts to evaluate and refine their own and others’ movement performances. Students analyse how physical activity and sport participation can influence an individual’s identities and explore the role participation plays in shaping cultures. The course aims to develop an on-going interest in fitness and a positive self-image through participation in a variety of physical activities. The program provides a broad overview of a variety of sports, and allows for individual creativity through movement.

Assessment will be based upon:
- **Skill** - Assessment for each unit is based on performance, and the development of group practices.
- **Fitness** - Assessment is based on initial fitness test results and subsequent retests in Term 4 according to the Australian Fitness Award scheme.
- **Group Dance Presentation**

**HISTORY - SEMESTER STUDY**

The Level 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.

This course provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Key inquiry questions

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Assessments:
1. Document Analysis Task
2. Research Report
3. Test
LANGUAGES
Languages available are: French, German, Indonesian and Japanese. All languages are available for study through to VCE level.

For students choosing French, German or Indonesian no prior knowledge of the language is required. For students electing Japanese, they must be able to read hiragana and some katakana.

The four different languages share a common approach to developing the four AusVELS strands of: Listening, Speaking, Reading and Writing. The focus on the purposeful use of the language means that all students’ learning situations and assessment tasks resemble, as far as possible, real-life situations where students are exposed to, and produce, authentic text.

Each language course is designed to cater for beginning learners through to students with differing levels of exposure to the language (except Japanese - advanced learners only).

Assessment: Students are assessed in the four areas of Listening, Speaking, Reading and Writing. Regular tests on vocabulary and sentence structures are also assessed. The different level of students’ prior knowledge of the language is also taken into account in the design of different assessment tasks.

MATHEMATICS
Learning mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

At this year level:

Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles

Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms

Problem Solving includes formulating, and modeling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue

Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs

Assessment: Students’ knowledge of facts, skills and concepts will be assessed through topic tests and/or projects and mid-year and end-of-year examinations.

Acceleration program
All year 9 students are eligible for the acceleration program; however, the number of places is limited. Students will be offered the opportunity, on the basis of their results on the Mathematics components of the entrance exam, to sit for the Accelerated Maths test. Places in this program will be offered on the basis of this test.
SCHOOL SINGING
The focus for Year 9 School Singing will be to prepare for school events (such as Speech Night and assemblies), and will include learning the school songs and a range of other repertoire. Formal rehearsal and vocal techniques will be taught as appropriate.

SCIENCE
The year 9 Science course is designed to develop the capacity of students in the three strands of the National Science Curriculum; Science Inquiry skills, Science as a Human Endeavour and Science Understanding.

Throughout the year students will develop their understanding of the experimental method, their skills in data analysis, evaluation of evidence and the scientific process. They will investigate the roles of body systems and how they work together to maintain homeostasis. The role of the nervous and endocrine systems in coordinating this process will be explored as a particular focus. Students will learn about the subatomic structure of atoms and how elements are organised in the Periodic Table. Students will study the atom as the basic unit of matter and learn about ions, isotopes and nuclear decay and will consider the problems and benefits of different types of nuclear radiation. Students will learn that atoms rearrange during chemical reactions and construct balanced chemical equations for simple reactions like combustion. Students will be introduced to the concept of energy and begin to develop a more sophisticated view of energy transfer through the study of heat, electricity, waves and light. The development of new ideas and technologies by humans and the impact of such technologies on the way we live, work and interact will also be considered.

Assessment: Each semester students will undertake a number of different assessment tasks to enable their level of progress in each strand of the National Science Curriculum to be determined.

Assessment tasks will include topic tests, practical investigations and research reports. While most assessment tasks will be completed individually, students will also be given the opportunity to work collaboratively on a group task.
ART SUBJECTS

ART - EXPRESS YOURSELF! (9ABD)
Art is a form of self-expression. The expression or application of creative skill and imagination produces works appreciated for their beauty &/or emotional power.
Explore a variety of media, genres, and subject matter. Experiment with traditional painting and drawing media through to contemporary digital manipulation and claymation. Experience 2D and 3D art from both past and present cultures. Express yourself, raise awareness and make the world a better place through learning new skills to create works of art. Examine art to appreciate its beauty, its meanings and messages.

Assessment:
1. Visual diary of your journey and learning, reflections and creations.
2. An art folio of experimental and finished art works.
3. An exciting ICT assignment on your favourite artist and works.

"The most beautiful thing we can experience is the mysterious. It is the source of all true art and science." - Albert Einstein

DRAMA (9ADR)
Students participate in a variety of performance and play-building activities. They develop their expressive skills (voice, movement and facial expression) and work collaboratively to produce final performances to an audience. The areas of study include: Ancient Greek Theatre, Elizabethan Theatre, Melodrama and Theatresports. Students develop their understanding of the elements of timing, tension, comedy, tragedy, characterisation, the audience-actor relationship, and the use of theatrical space. Confidence-building and public presentation skills are inherent in this subject.
Students attend a performance and complete a written analysis of the play/musical. They reflect on their own process and performances verbally and in written tasks.
Assessment Tasks:
1. Ancient Greek Theatre Performance
2. Elizabethan Theatre Performance
3. Analysis of Performance

LIGHTS, CAMERA, ACTION! (9ALC)
Have you ever wanted to learn more about film aesthetics and film making? This subject provides students with the opportunity to study two films in depth and to develop an understanding of genre and to begin to understand various elements that work together to create a good film. The second part of the course focuses on providing students with the opportunity to plan for, and create, their own short film. The course finishes with a screening of all student films.
Assessment for this subject includes a short analytical task, a production plan and a practical task.

MUSIC - EXPLORING MUSIC IN THE MOVIES (9AEM)
Suitability: This course will be suitable for any level of musical interest and experience.
Course Outline:
The student will investigate pieces in many different styles taken from a wide range of films, which have been chosen for their appeal, and ‘classic’ status. An emphasis will be placed on practical music making, an analysis of film music techniques and culminate in the creation of a mini-movie and accompanying soundtrack.
Assessment tasks:
1. Performance - solo and ensemble pieces (sung and played)
2. Investigative project - examining the function of music in films
3. Creative activity - composing music (soundscape or using music technology) to match a filmed/videoed segment.
MUSIC - LET’S PLAY! (9ALP)
Suitability: This course will be suitable for any level of musical experience from absolute beginner to advanced student.
Course outline:
Topics will include singing, playing, creating, critically listening to and understanding contemporary music and art music. Students will learn basic skills of singing and playing instruments such as guitar to write and perform songs and music using established techniques. They may use computers and other technology to create music.
Assessment tasks:
1. Performance and song writing
2. Listening and research folio
3. Music technology tasks (e.g., music video, score creation etc.)

MUSIC PERFORMANCE (9AMP)
Suitability: This subject is for students with prior experience / currently having lessons on an instrument or voice. It will develop skills and knowledge to enhance performance on their chosen instrument (incl. voice) and possible future VCE Music studies.
Course outline:
The student will explore a variety of repertoire and perform solo and group music. They will investigate performance techniques and ensemble skills through research, discussions and preparation for performance of selected works. They will develop musicianship and aural skills through exercises in class.
Assessment tasks:
1. Preparation and performance of solo and group works
2. Research project on the performance of solo and group works
3. Folio of musicianship tasks

PHOTOGRAPHY - SCIENCE OR ART? (9APS)
In the 1700’s the inventive use of technology, chemistry and mathematics by scientists and creators produced a phenomena called photography. Considered a science for many years, photography is now an everyday part of our life. Even today there are still elements of science, maths and chemistry in photography?
We all take photos but how do you make your photos great and stand out from the rest. It’s more than just point- click.
This exciting and practical course provides students with the experience of using analogue cameras, learning how to take great photos, developing your own black and white films and enlarging your photos to produce an amazing folio of artwork. During the unit you will participate in practical photo shoots, work in a darkroom and visiting exciting photography galleries and exhibitions on line and in real life.
Assessment:
1. A visual diary of your journey and learning, reflections and creations.
2. A photographic folio of works ready to frame and start your own gallery.
3. A stimulating ICT assignment on your favourite photographer and their work or chronology of photography.

VISUAL COMMUNICATION DESIGN (9AVC)
Visual Communication Design is a subject that caters for students with an interest in a range of design fields such as Graphic Design, Fashion Design, Industrial Design, Architecture, Interior Design, Landscape Architecture, Illustration, Film and Theatre Production Design.
Themes specific to the year 9 introductory course includes Illustration, Graphic Design and Industrial Design.
Skills that are focused on include
• design research and analysis
• freehand drawing
• technical drawing
• computer methods
• 3d model making
• digital photography
Each design project is underpinned by the application of the Design Process. Students develop a folio of work in a sketchbook that documents their research images, concept drawings, experiments with traditional drawing media and computer generated images. A final presentation is created at the end of what is known as the ‘Design Process’.

TECHNOLOGY SUBJECTS

BAKER’S DELIGHT (9ABD)
This Food Technology unit focuses on developing skills in the planning and production of various foods with a specific focus on sweet and savoury baked goods and the evaluation of the products produced. The main areas of study include: Investigating and analysing information relating to current food trends, functional properties of foods, methods of mixing, cakes, pastries, biscuits, breads, catering for a special occasion, and cake decoration techniques. Assessment will be based on participation in production sessions and the design production and evaluation of food for a specific occasion and a decorated cake for a specific client.

ENGINEERING: CREATING TOMORROW (9AFP)
Engineering is the ultimate field for challenges and creativity. Engineers apply mathematics and science. They are problem solvers, organizers, communicators and designers. They have an ability to take a thought, or abstract idea, and translate it into reality, “create that which has never been.” Apart from the well-known branches of Chemical, Civil, Electrical, Mechanical, Systems and Interdisciplinary engineering there are numerous sub-disciplines, i.e. Environmental, Nuclear, Architectural, Robotics, Sound, Graphics, 3D-Printing, Food, Nanotechnology, Aerospace, Genetic, Biomedical, etc., etc.
During the course of this subject the students will Explore and Discover, Analyse and Create, Build and Amuse. There will be incursions, excursions, workshops, teamwork and most of all fun.
Assessment:
1) “Dream of things that never were” – Group Invention Project.
2) “Intellectuals solve problems, geniuses prevent them” – Group Investigation Project.
3) “Trust me, I am an Engineer!” – Group Entertainment Project
   ‘Spaghetti machine’ (Rube Goldberg machine) Contest

FOOD PRESENTATION (9AFP)
It’s one thing to make a nutritious meal but whether it looks good enough to eat is another. This unit aims to develop the students’ practical skills in food preparation and production, with a focus on presenting food for service and food styling. Students will investigate suitable ingredients and plan and prepare selected food items following the principles of good food presentation. We look at various methods used to enhance the properties of food for presentation and test different presentation techniques with the use of a camera. The main areas of study are presenting food, food styling and photographing food. Students will be required to present and photograph the foods and to critically evaluate their own work.
Assessment will be based on participation in weekly food production sessions and the completion of at least two design briefs.

JUST DO I.T. (9AJD)
Want to do something different in IT? Something you’ve never done before and subsequently learn a new skill? At the start of the semester, choose from a range of IT programs such as Flash to create animations, Dreamweaver to make websites, Google SketchUp to design 3D models, VBugs to make games and many more. These applications will expand your IT talents and knowledge and take it to the next level.
Assessment will be based on output of: class activities, presentation of your final product and peer teaching.
MULTIMEDIA AND THE INTERNET (9AMI)
Do you enjoy editing pictures or creating videos? Want to learn more? Multimedia and the Internet is a fun and exciting subject that not only enhances your computer skills but also your creativity. Students will learn how to use at least three programs of their choice such as Windows Movie Maker, Photoshop, Flash and many others. Students will have the fantastic opportunity to work with cameras and video cameras often used in multimedia to develop and create their own videos. Transfer these skills across to all your subjects to give your presentations and projects that extra ‘oomph!’ and maintain these beneficial skills which are needed in today’s fast growing use of technology.

Assessment will be based on output of: class activities, movie shorts/short film and a multimedia presentation.

TANTALISING TEXTILES (9ATT)
The textile arts are back in vogue, but this time with a twist of contemporary creativity, media and excitement. You will have an opportunity to use both traditional and contemporary materials to create a menagerie of practical, whimsical, wearable or downright bizarre textile pieces.
In Tantalising textiles you will learn a variety of techniques including:
- Crocheting and knitting
- Felting
- Fabric marbling, printing, painting and embellishing
- Creative Embroidery and stitching
- Weaving
Assessment:
1. Visual diary of your journey and learning, reflections and creations.
2. An art folio of experimental and finished textile creations.
3. An exciting ICT assignment on your favourite textile practices

VISUAL COMMUNICATION DESIGN (9AVC)
Visual Communication Design is a subject that caters for students with an interest in a range of design fields such as Graphic Design, Fashion Design, Industrial Design, Architecture, Interior Design, Landscape Architecture, Illustration, Film and Theatre Production Design. Themes specific to the year 9 introductory course includes Illustration, Graphic Design and Industrial Design.
Skills that are focused on include
• design research and analysis
• freehand drawing
• technical drawing
• computer methods
• 3d model making
• digital photography
Each design project is underpinned by the application of the Design Process. Students develop a folio of work in a sketchbook that documents their research images, concept drawings, experiments with traditional drawing media and computer generated images. A final presentation is created at the end of what is known as the ‘Design Process’.

WORLD OF FOOD (9AWF)
This unit aims to develop the students understanding and appreciation of the cultural diversity of Australia. We will examine many of the influences that have shaped Australian cuisine, and the enormous variety of foods we have available in Australia today due to our multicultural nature and the demand for traditional ingredients and foods from the wide variety of ethnic groups living here. The design, safe and hygienic food preparation and production, and self-evaluation will be key features. Students will be challenged with multicultural recipes that cover a broad range of methods of cookery and will complete investigation tasks and productions that are rich in authentic ingredients and processes.

Assessment is based on the participation in food production sessions and a portfolio of tasks completed.
OTHER ELECTIVES

BUSINESS STUDIES – PATHWAYS & MONEY (9HBS)
This elective has two components:

Money
Students develop personal financial literacy skills, an understanding of the importance of being an informed consumer and the role of savings and investment. Students practise making informed consumer decisions and evaluate investment opportunities and the influences marketing has on consumer decision making.

Pathways
Students consider the nature of current and future work opportunities and factors that influence such opportunities. Students examine vocational pathways and education and training requirements, considering possible work and career options. They develop skills and strategies for transition to employment and further education and training, including job seeking, job application and interview skills.

Assessment: Written response, IT presentation, class debates and a portfolio of activities.

DUKE OF EDINBURGH – BRONZE (9IDE)
This course is providing the opportunity for students to participate and at the minimum gain the SILVER level in the Duke of Edinburgh Award. The concept is one of individual challenge and provides a balanced, non-competitive programme of voluntary activities. Participants must be between the ages of 14 and 25. The award is a major international programme, recognised and used by agencies concerned with youth throughout the world.

There are four sections that participants have to undertake and complete in order to gain the award at any level (bronze 14yrs +, silver 15yrs +, gold 16yrs +). Students in Year 9 will undertake BRONZE.

The sections are:
- Service - to learn how to give useful service to others
- Expeditions - to encourage a spirit of adventure and discovery
- Skills - to encourage the development of personal interests and practical skills
- Physical Recreation - to encourage participation in physical recreation and improvement of performance

This elective would involve establishing activities for each of the participants initially, and ensuring that all participants have a clear understanding of requirements. The majority of the time would be used to develop skills and knowledge to be able to complete the Expedition section - orienteering and navigation, tent set-up, packing a pack, bush cooking, bush hygiene, basic first-aid and survival, care of the environment, observation and recording. This course attracts a minimum registration and participation fee of approximately $150.

FOOD AND FITNESS (9AFF)
This course will give students the opportunity for both practical activity and theory study. The subject will focus on the importance of fitness, fitness training and methods of improving performance. In theory classes students will undertake a comprehensive study of nutrition and the evolution of nutrition. Course material will include fad diets, super foods, food choices, high performance nutrition, meal ideas, healthy eating strategies and exercise all to improve health and well-being.

INDEPENDENT LEARNING PROJECT (9ILP)
This semester length project presents each student with the opportunity to explore an area of interest in considerable depth. Students work with a class teacher (or an individual mentor) to define a suitable project and to bring it to a successful result. Each project is based on an ‘essential question’ or the notion of ‘making a difference’ and will involve an element of research. The students build on their understanding of Information Literacy, taught early in Year 9, and are introduced to the body of knowledge associated with thinking skills and learning styles. Areas for suitable projects are explored as a preliminary to choosing a project.
Assessment:
The project has three components -
- A written piece of research or a product or event that has been designed/made/staged by the student.
- A formal written piece which explains what the project seeks to achieve and how this has been done.
- A journal which documents the project.

Each component is assessed against criteria, by the teacher and the student. There is a self-assessment process using Bloom’s Taxonomy as well as the Victorian Essential Learning Standards Interdisciplinary Learning report format. At the end of the semester students will have an opportunity to present their projects to an audience, offering an opportunity for parents and a wider audience to appreciate the students’ work.

INVESTIGATIVE SCIENCE (9SIS)
Do you like Science? Do you like investigating and using your deductive reasoning skills? Solving crimes? Playing with and creating bubbles? …then this subject might be the one for you!

In this elective students employ their scientific research skills in a topic called ‘Bubbleology’. Bubbleology is, you guessed it, the study of bubbles! How do you make the best bubble? Does bubble mixture have an impact on the quality of a bubble? What about the material of the wand? We investigate the bubble making quality of everyday substances and answer these important questions.

Students will then have the chance to analyse a crime scene through utilising a variety of forensic techniques. Throughout the term students will collect and investigate forensic methods, including (but not limited to) fingerprinting, ink chromatography, anthropology, ballistics and DNA electrophoresis. Using these techniques, students will unfold a dastardly crime and solve a mystery.

Assessment: report, poster and presentation

MATHS WORKS (9MMW)
This elective will provide extension opportunities for students to enhance and broaden their mathematical skills and understanding and to deepen their interest in mathematics. Students will develop solutions to the Australian Mathematics Competition and Maths Challenge questions, individually, and as part of a small group. They will be involved in mathematical investigations and problem solving activities including brain teasers, logic puzzles, maths games and many more.

The elective will not duplicate material covered in Maths classes.

MYTH TO MODERNITY (9HMM)
Quest and discovery are at the heart of all philosophical thinking and great literary works from fantasy to Foucault. This interdisciplinary subject will explore the grand narratives and archetypes which we use to construct ourselves, our ideas and our ways of life giving students the opportunity to cross the boundaries of English and Philosophy in order to embrace deeper learning.

Texts:
- Harry Potter and the Philosopher’s Stone – J.K Rowling
- The Hobbit – JRR Tolkien
- The poetry of Andrew Marvell
- The Hero with a Thousand Faces – Joseph Campbell
- Introduction to Philosophy: Classical and Contemporary Readings – editors Perry and Bratman

Course Outline:
The course will cover three major components:
- Myths and ancient cosmology
• Changing world views
• Deconstructing our world

Assessment: Extended essay exploring the concepts raised throughout the course.

PHILOSOPHY (9HPH)
This course introduces students to the principal ideas and concepts of Western Philosophy. It traces the development of philosophy from the ancient Greeks through the various intervening intellectual and cultural movements to the work of recent western philosophers. Three core areas of philosophy are introduced, namely, metaphysics, epistemology and ethics. In studying Philosophy students will engage in discussions relating to current issues and will develop the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments. Philosophy is intellectually challenging and aims to engage students in a process of critical thinking, formulating questions as well as answers.

Assessment: Class activities, short written exercises, a group oral presentation and an essay.

THE POWER OF ILLUSION: Exploring French and Japanese cultures through film (9HPI)
Melbourne is well known for its international film festivals. The cinema of a country offers a unique insight into its culture. As the mainstream cinema offer is dominated by commercial American films, there is a need to divulge works of art that are essential to understanding a particular culture, and thus increase the general knowledge of the students, while offering the opportunity to delve into an art form that provides an immersion experience. The number of jobs related to cinema continues to increase, as critics, filmmakers, commentators, translators, festival organisers, curators, film librarians and so on become essential in a world where visual entertainment continues to be a growing area.

Topics
France: Film and illusion, the history of cinema, first cameras and shows, special effects, themes, commercialising cinema, attracting the middle classes.
Japan: Family life, animation, comedy, film today, the grammar of film, a look at film analysis, cinema and war.


The second part of the course will be aligned with the three major topics of LOTE study, i.e: the individual, the communities speaking the language and the changing world.

Assessment: Students will produce their own short film and storyboard. Students will keep a film log where they will record their observations Students will make a short clip where they discuss in small groups the films they have viewed during the term.

PSYCHOLOGY – EVERYDAY (9SPE)
This unit will introduce students to the language and skills associated with the study of Behaviour and explore some of the applications of this science in everyday situations.

The unit will comprise seven topics each involving three weeks study.
1. What are the methods of Psychology?
2. How does the Brain and the Nervous System make sense of the world?
3. What makes Learning and Exams easy?
4. What makes you popular with your peers?
5. How do we communicate with body language?
6. Can we explain Magic with Neuroscience?
7. How do you persuade to sell?

Assessment: Two common assessment tasks, one involving a practical activity, and the other, a test of knowledge
and understanding.

**WRITING FOR WRITERS (9EWW)**

Writing for Writers offers students opportunities to develop their creative writing skills in a range of prose forms from personal writing to narrative fiction. An important aspect of the elective is the close study of strategies and techniques used by 20th century writers. The elective has three components:

- A series of short skills exercises
- An extended piece of prose
- An oral analysis of a novel.

**Assessment:** Short exercises; a finished folio of three pieces; an oral analysis of a novel and an extended piece of creative writing.