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Curriculum Program

The Curriculum Program at Year 9 is delivered via a combination of core and elective units. The core units undertaken by all students are delivered in homeroom groupings. Student well being is a major priority and thus enhancing student ‘connectedness’ within our community is important. By enhancing the sense of belonging through improving quality relationships (student to student and student to teacher and teacher to parent) we will build upon each student’s sense of worth and thus impact upon student engagement in their learning. We also desire for every student to feel valued, affirmed and respected and above all feel safe within their school environment.

Each core subject will deliver the same learning STANDARDS to all students in the key learning areas of Religious Education, Mathematics, English, Humanities, Science and Sport based on the Victorian Essential Learning Standards (VELS).

Students will also study six semester elective units in Year 9. The choices will be made from two different groupings, identified as Group A and Group B.

Group A electives enable students to choose a total of four semester units in Year 9 from the following Learning Areas: The Arts (Visual or Performing), Health & Physical Education, Technology and Languages other than English (LOTE), Science and English.

In Year 9, the Health and Physical Education unit ‘Youth Health’ is compulsory. This unit was developed in conjunction with the Victorian State Government’s ‘Turning the Tide’ initiative, which focused on providing important information to students in the areas of drug education and harm minimisation. It is a very significant curriculum program for adolescent students and thus will be delivered to all Year 9 students. Undertaking this study will meet the minimum Health and Physical Education Learning Area requirement.

Group B electives enable students to choose a further two units from a broad range of subjects that will enable consolidation or enhancement in the areas of student interest or need. Each unit will be delivered over eight periods per 10-day cycle for one semester.

Within the elective options, prerequisites are minimal to enable students greater freedom of choice. Every effort will be made to meet students’ preferred choices. Please note, however, that specialist rooms are limited with a maximum number of units able to operate at one time. It is also required that a sufficient number of students select a unit before it will operate.

Please note that some Elective Units will incur an additional levy charge. These levies are noted on the course description.

Curriculum Overview
All students will undertake core subjects in Home Room groupings for the full academic year. Sport is also core, but is delivered in non-homeroom groupings.

Core Homeroom Grouping
Religious Education, English, Humanities, Mathematics & Science
Group A - Elective Units
Students will undertake four semester-based units in Year 9 from the following Learning Areas:
Health & Physical Education, LOTE, Performing Arts, Technology & Visual Arts, Science and English

Students should choose from a range of Learning Areas.

Students who intend to study a language beyond Year 9 must select LOTE (Italian or Japanese) for both Semester 1 and Semester 2.

Group B - Elective Units
Students will undertake two semester units from selections offered by most Learning Areas within the Curriculum.

Students will choose from units which offer further individual enrichment and / or consolidation.

Assessment
At the beginning of each semester, teachers will provide students with a written statement of the Learning Standards and Assessment for the unit. Learning Standards describe the knowledge and skills that a student needs to demonstrate in order to satisfactorily complete a unit.

Assessment within each unit is ongoing, and tasks are varied to reflect individual learning styles.

Satisfactory Completion
At the Year 9 level, to meet a satisfactory standard for a unit, students must display a satisfactory understanding of the skills and knowledge associated with each learning standard.

Late Submission of Work
Students are expected to submit all work on or by the designated due date. If a student has a valid reason for not submitting on the due date, he/she should negotiate an approved extension with their subject teacher before the due date. If a designated task is not submitted by the due date, a letter will be sent to parents communicating that a one week extension has been granted. A maximum grade of 50% will be awarded if the late work meets the required standard.

If a student does not submit their work by the new due date, a grade of zero will be awarded for that non submitted task.

Special Provision
Students will be considered eligible for Special Provision if their work is adversely affected due to serious illness or factors relating to personal environment. Some students may also complete other tasks if circumstances warrant. Parents are encouraged to contact the Year Level Coordinator and/or Learning Coordinator if their child is experiencing difficulties at school or in the home environment.
Understanding the Unit Codes

For convenience of timetable and other purposes, a code system is used to identify the units.

**Core:** The first letter indicates the subject area and the letter C for Core.

**Electives:** The first letter indicates the Learning Area, the second refers to the elective block (either A or B) and the third letter refers to name of the unit.

The codes for each Learning Area are as follows

<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Code</th>
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<tbody>
<tr>
<td>Religious Education</td>
<td>R</td>
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<tr>
<td>English</td>
<td>E</td>
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<tr>
<td>Health &amp; PE</td>
<td>H</td>
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<tr>
<td>LOTE</td>
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<td>Mathematics</td>
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<tr>
<td>The Arts</td>
<td>P</td>
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<td>Science</td>
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<tr>
<td>Humanities</td>
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<td>Technology</td>
<td>T</td>
</tr>
<tr>
<td>The Arts</td>
<td>V</td>
</tr>
</tbody>
</table>

**Promotion**

There is an expectation that all students will satisfactorily meet the learning standards of every unit of study. Subject teachers and/or homeroom teachers with specific concerns about the readiness of a student to progress to Year 10, either academic and/or social, will raise these issues with the Year Level Co-ordinator or Learning Co-ordinator. Parent consultation will follow.

A student promotion review will automatically occur when a student achieves less than the expected standard in five or more units over the academic year. Special consideration may apply.

**Homework**

The College expects students at the Year 9 level to complete on average a minimum of eight hours of homework per week.

The College study planner is to be used daily to record all homework tasks. A schedule of homework times should be developed for each day, taking into consideration family, sporting, and employment commitments. Homework should not only involve completing tasks not completed in class or designated assignment tasks but also reviewing notes for increased depth of knowledge and consolidation, preparation for topics tests and examinations and in particular wider reading.

It is also recommended that an appropriate study environment be created with all necessary requirements such as pens, paper, ruler and calculator close at hand.
Subject selection to be completed Online and one copy of the Subject Selection Confirmation Sheet is to be returned to your Homeroom Teacher.

Completion of subject selection process does not imply satisfactory completion of Year 9 and promotion to Year 10.
All Year 9 students will undertake the following subjects for the full academic year.

## RELIGIOUS EDUCATION

The Year 9 Religious Education program is designed to assist students in developing their knowledge of beliefs and practices of the Catholic Christian tradition. The approach to each topic reflects the key principles that underpin the Melbourne Archdiocesan Religious Education Framework, *Coming to Know, Worship and Love*. The Archdiocesan textbook, *To Know, Worship and Love*, supports the Religious Education Curriculum at Year 7 - 10.

### SEMESTER 1

1. **Hope and Healing**
2. **Prophets of Justice**
3. **Key Church Teachings**

**LEARNING STANDARDS**

1. Explore the challenges that loss and grief pose in our lives through reflection on the Christian messages of hope and healing.
2. Recognise the images in society which highlight the contrast between good and evil.
3. Explore biblical prophecy in particular the life and message of Amos.
4. Research a modern day prophet and relate their message to justice issues in today’s world.
5. Describe the key Church teachings found in the Nicene Creed.

### ASSESSMENT

Assessment across the year will include a range of tasks such as folio work, research tasks, tests, scriptural analysis, presentations and group work. Contributions to class discussions and completion of class work will also be considered

### SEMESTER 2

1. **Mary, the First Disciple**
2. **Personhood**
3. **Catholic Church in Australia**

**LEARNING STANDARDS**

1. Explore how Mary witnessed a life of discipleship in her time and today
2. Examine the Judeo-Christian understanding of human personhood in oneself.
3. Explore the development of the Catholic Church in Australia.
ENGLISH – ENG09

SEMESTER 1

Students come from a wide and variety of cultural backgrounds. These experiences and ideas undoubtedly influence their every word and thought. They experience one culture at home, another with friends and at school. This course explores some of the experiences and ideas of being ‘torn’ between two cultures and of developing a sense of identity.

SEMESTER 2

The film study introduces a comic element and a different cultural background. The novel Deadly Unna explores the issue of indigenous people in Australia. In addition, a selection of poetry and other literary works will be used as material for discussion.

At this level, students should be able to meet the following Victorian Essential Learning Standards:

LEARNING STANDARDS

Reading
1. Read, view, analyse and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives.
2. Read, view, analyse and discuss informative and argumentative texts, such as current affairs and news articles, features, editorials, documentaries and reviews.
3. Identify the multiple purposes for which texts are created.
4. Explain how texts are shaped by the time, place and cultural setting in which they are created.
5. Compare and contrast the typical features of particular texts.
6. Synthesise information from different texts to draw conclusions.

Writing
1. Write sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution.
2. Write argumentative texts dealing with complex ideas and issues and control the linguistic structures and features that support the presentation of different perspectives on complex themes and issues.
3. Select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information.
4. Compose a range of other texts, such as feature articles or web pages.
5. Plan and deliver presentations, sequencing and organising complex ideas, and proofread and edit their own writing for accuracy, consistency and clarity.

Speaking and Listening
1. Analyse critically the relationship between texts, contexts, speakers and listeners in a range of situations.
2. When engaged in discussion, compare ideas, build on others’ ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue.
3. In presentation, make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations.
4. Draw on a range of strategies to listen to and present spoken texts, including note-taking, combining spoken and visual texts, and presenting complex issues of information imaginatively to interest an audience.

ASSESSMENT
1. Oral Presentations
2. Text Response
3. Writing Folio
4. Class work
The course focuses on two of the strands of Humanities, the History and the Economy and Society.

**SEMESTER 1**

**History:** This course explores the diversity of the Aboriginal and Torres Strait Islander peoples & cultures. It challenges historical and contemporary understandings of European history through the exploration of the Aboriginal and Torres Strait Islander perspectives. The study will focus on the time period from Aboriginal settlement and colonisation of Australia from 1788 - 1901.

**LEARNING STANDARDS**

1. Analyse events contributing to Australia’s social, political and cultural development.
2. Evaluate the contribution of significant Australians to Australia’s development.
3. Evaluate the impact on Aboriginal and Torres Strait Islander communities of British colonisation.
4. Evaluate the fight for political and land rights of Aboriginal and Torres Strait Islander communities.
5. Compare different perspectives about significant event, making links between historical and contemporary issues.

**ASSESSMENT**

There will be a variety of tasks undertaken from the following: Tests, workbook, information report, biography & document study. A focus will be on essay writing and use of internet and note making template.

**SEMESTER 2**

**Economy & Society:** The students will investigate civics and citizenship education through learning about Australia’s political and legal systems and their importance to the democratic process. The students will also examine how economy works and how government policy can affect our economy.

**LEARNING STANDARDS**

1. Describe the origins and nature of Australia’s federal political system.
2. Describe the election processes in Australia and how to vote.
3. Describe the roles and responsibilities of courts at state and federal levels.
4. Evaluate a change in the law.
5. Explain how citizens influence government policy.
6. Analyse how democratic values are reflected in aspects of Australia’s political system.
7. Describe how market, government policies, enterprise innovation affect the economy, society and environment in terms of employment, economic growth, use of resources, exports and ecological sustainability.
8. Analyse how goods and services are produced and how market works.
9. Predict the effect on prices of surplus and shortage and impacts on consumers and producers.

**ASSESSMENT**

There will be a variety of tasks undertaken from the following: Tests, Information Report, Case Studies, Research Tasks and Internet activities.
### SEMESTER 1

The Mathematics course will cover the dimensions of structure, number, measurement, chance and data and working mathematically at level 5 of the essential learning standards.

#### LEARNING STANDARDS

**Measurement Chance and Data**
- 1. Use of Pythagoras theorem to calculate the length of a hypotenuse.
- 2. Use of Pythagoras theorem to calculate the length of a side other than the hypotenuse.
- 3. Use of Pythagoras theorem in three dimensional applications.
- 4. Use of trigonometric ratios to calculate unknown sides of a right angled triangle.
- 5. Calculations of unknown angle in a right angles triangle using trigonometric ratios.

**Structure**
- 1. Solution of equations by graphical methods.
- 2. Solution of equations by algebraic methods.
- 3. Identiﬁcation of linear functions by table, rule and graph in the first quadrant
- 4. Knowledge of the quantities represented by the constants m and c in the equation \( y = mx + c \)
- 5. Translation between symbolic rules, patterns and tables for linear functions

**Number**
- 1. Calculation of squares and cubes of rational numbers
- 2. Mental computations of square roots of rational numbers
- 3. Representation and recognition of large and small numbers in scientific notation

**Working Mathematically**
- 1. Exploration of the appropriateness of linear models for data.
- 2. Translation between verbal description and algebraic rules.
- 3. Communication of the results of a mathematical investigation in an appropriate form.

#### ASSESSMENT

1. Pythagoras
2. Trigonometry
3. Linear Graphing
4. Linear Algebra

### SEMESTER 2

This course will cover the dimensions of structure, space, structure, measurement, chance and data and working mathematically at level 5 of the essential learning standards.

#### LEARNING STANDARDS

**Structure**
- 1. Knowledge of the quantities represented by the constants m and c in the equation \( y = mx + c \).
- 2. Factorisation of algebraic expressions by extracting a common factor.
- 3. Identiﬁcation of quadratic functions by table, rule and graph in the first quadrant.
- 4. Expansion of products of algebraic factors eg \( (2x+1)(x-5) \).
- 5. Equivalence between algebraic forms eg: polynomial, factorised and turning point form of quadratics.

**Measurement Chance and Data**
- 1. Calculation of theoretical probability
- 2. Use of tree diagrams to explore outcomes from multiple event trials.

**Space**
- 1. Recognition of the features of circles (centre, radius, diameter, chord, arc, semicircle, segment, sector, tangent) and the associated angle relationships.
- 2. Investigation of angle properties of circles and tangents.

**Working Mathematically**
- 1. Identiﬁcation of the mathematical information needed to solve a problem or carry out an investigation.
- 2. Communication of the results of a mathematical investigation in an appropriate form.
- 3. Use of an ‘equations editor’ to insert material in a text document.

#### ASSESSMENT

1. Quadratic algebra
2. Circle Geometry
3. Linear Graphing
4. Probability
5. Problem Solving
The Year 9 Science course focuses on the Science Knowledge and Understanding and Science at Work dimensions. The planning of research projects and experimental investigation is emphasised at the start of semester one. Major topics covered during semester one include concepts from Biological, Chemical and Earth Science. Renewable energy is investigated through participation in the STELR Project.

During semester two students will be exposed to concepts from the Physical, Chemical and Biological Science.

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>ASSESSMENT</th>
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</thead>
<tbody>
<tr>
<td><strong>LEARNING STANDARDS</strong></td>
<td>1. Practical Reports</td>
</tr>
<tr>
<td>1. Explain the behaviour and properties of materials in terms of their constituent particles and forces holding them together.</td>
<td>2. Topic Tests</td>
</tr>
<tr>
<td>2. Use models to investigate geological processes.</td>
<td>3. Class Work</td>
</tr>
<tr>
<td>3. Explain change in terms of energy in a range of biological, chemical and physical contexts.</td>
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<tr>
<td>4. Emphasise Renewable Energy (STELR Project)</td>
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<tr>
<td>SEMESTER 2</td>
<td>ASSESSMENT</td>
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<td><strong>LEARNING STANDARDS</strong></td>
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</tr>
<tr>
<td>3. Explain how the coordination and regulatory functions within plants and animals assist them to survive in their environments.</td>
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</tr>
</tbody>
</table>
All students in Year 9 participate in Sport on a Thursday afternoon.

During this time the students will either participate in weekly EISM sport or participate in House or Social Sport.

**EISM Sports:**

- **Term 1 Boys**
  - Softball
  - Basketball A & B
  - Hockey
  - Tennis A & B

- **Term 1 Girls**
  - Cricket
  - Basketball A & B
  - Softball
  - Tennis A & B
  - Volleyball A & B

- **Terms 2 & 3 Boys**
  - Football
  - Table Tennis A & B
  - Soccer
  - Badminton

- **Terms 2 & 3 Girls**
  - Football
  - Soccer
  - Netball A & B

- **Term 4 Boys**
  - Cricket
  - Volleyball A & B
  - Touch
  - Indoor Soccer A & B
  - Netball

- **Term 4 Girls**
  - Ultimate Frisbee
  - Volleyball A & B
  - Badminton
  - Hockey

**Social Sports include:**

- Archery
- 10 Pin Bowling
- Indoor Sports
- Gymnastics
- Inline Hockey
- Aerobics Class
- Squash
- Bike Riding

Students may wear full sports uniform to school on Thursdays when they are participating in Sport.
**Block A - Elective Units**

Year 9 students will undertake four units from within this block. They will select three units of choice and the fourth unit undertaken will be Youth Health which is compulsory for all students at Year 9.

When making your choices, please rank your selections in excess of three units. Reserve units will need to be indicated on your selection form. We will make every effort to ensure you gain your first choices, however, due to some constraints in timetabling this may not be possible.

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**ENGLISH**

**CREATIVE WRITING – ECW09**

The Year 9 Creative Writing Elective aims to engage the students with the beauty and excitement of language, its variety across genres and its ability to evoke a response in readers. Using two texts, *To Kill a Mocking Bird* by Harper Lee and *Boys of Blood and Bone* by David Metzenthen as models, the members of this class will be challenged to create a range of writing styles with due attention to audience, purpose and context. The main focus will be a journal of their own writing in which the stimulus, linked to the different ways individual students learn, as well as evidence of crafting will be apparent. Writing workshops directed by authors will be incorporated in to this unit.

**STANDARDS**

**Reading**
1. Read, view, analyse and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives.
2. Read, view, analyse and discuss informative and argumentative texts, such as current affairs and news articles, features, editorials, documentaries and reviews.
3. Identify the multiple purposes for which texts are created.
4. Explain how texts are shaped by the time, place and cultural setting in which they are created.
5. Compare and contrast the typical features of particular texts.
6. Synthesise information from different texts to draw conclusions.

**Writing**
1. Write sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of a resolution.
2. Write argumentative texts dealing with complex ideas and issues and control the linguistic structures and features that support the presentation of different perspectives on complex themes and issues.
3. Select subject matter and language to try to position readers to accept particular views of people, characters, events, ideas and information.
4. Compose a range of other texts, such as feature articles or web pages.
5. Plan and deliver presentations, sequencing and organising complex ideas, and proofread and edit their own writing for accuracy, consistency and clarity.

**Speaking and Listening**
1. Analyse critically the relationship between texts, contexts, speakers and listeners in a range of situations.
2. When engaged in discussion, compare ideas, build on others’ ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue.
3. In presentation, make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations.
4. Draw on a range of strategies to listen to and present spoken texts, including note-taking, combining spoken and visual texts, and presenting complex issues of information imaginatively to interest an audience.

**ASSESSMENT**
1. Oral Presentations
2. Text Response
3. Classwork
4. Writing Folio
Everyone needs to be able to speak with confidence. Autocratic, authoritarian schools and workplaces are a thing of the past. Hence life is not easy for those who cannot be heard or who cannot listen. This unit aims to teach and develop skills in speaking and listening - for many different occasions in life. In particular, this unit emphasises strategies for oral presentations in English, and in other subjects, for forthcoming years, thus ensuring that students become confident, competent public speakers. The course centres on Shakespeare’s *Julius Caesar*. It will also involve the study of the speeches presented by famous orators throughout history.

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>ASSESSMENT</th>
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<tbody>
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<td>5. Compare and contrast the typical features of particular texts.</td>
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<td>6. Synthesise information from different texts to draw conclusions.</td>
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<td>5. Plan and deliver presentations, sequencing and organising complex ideas, and proofread and edit their own writing for accuracy, consistency and clarity.</td>
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<td>3. In presentation, make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations.</td>
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<td>4. Draw on a range of strategies to listen to and present spoken texts, including note-taking, combining spoken and visual texts, and presenting complex issues of information imaginatively to interest an audience.</td>
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</tbody>
</table>
**HEALTH AND PHYSICAL EDUCATION**

### YOUTH HEALTH – HYH09

This unit offers a basic introduction to health and well being and examines the various determinants that can impact on our health. Students will examine current Australian youth health statistics and compare these, as well as investigate the various health facilities available to each.

The subject will also examine the types of risk taking behaviour youth may become involved with such as body piercing, sexual relations, tattoos, drugs and alcohol and aims to provide students with practical methods to minimise the harm of potentially dangerous situations.

Many other topics such as body image, eating disorders, emergency procedures and decision-making strategies will compliment this practical subject for youth.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the positive and negative health outcomes of a range of behaviours.</td>
<td>1. Test on Adolescent Health concerns</td>
</tr>
<tr>
<td>2. Identify community services that can be used to support the health needs of young people.</td>
<td>2. Agency Directory</td>
</tr>
<tr>
<td>3. Analyse the ways in which individuals or groups influence relationships.</td>
<td>3. Major Research Project and Presentation</td>
</tr>
<tr>
<td></td>
<td>4. Semester Examination</td>
</tr>
</tbody>
</table>

### ASSESSMENT

1. Written Assignment  
2. Participation  
3. Test.

---

### GIRLS ONLY PE – HGP09

This unit caters specifically for girls to maximize their participation in physical activity. It caters for the students who have a particular interest in sport, who want to improve their health and fitness profile and those who want the knowledge and skills to maximise their sporting performance. Students will develop an understanding of sports injuries, exercise anorexia and motivation to participate in physical activity.

Students will participate in fitness profiling and a variety of games and sports. Emphasis will be upon participation, improving fitness levels and developing life-long physical activity habits.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain how the body systems work together to allow physical activity.</td>
<td>1. Written Assignment</td>
</tr>
<tr>
<td>2. Explain strategies for preventing, assessing, treating and rehabilitating sports injuries.</td>
<td>2. Participation</td>
</tr>
<tr>
<td>3. Perform proficient motor skills in a range of sports and physical activities.</td>
<td>3. Test.</td>
</tr>
<tr>
<td>4. Analyse personal physical fitness and describe strategies to improve fitness.</td>
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</tbody>
</table>
HEALTH AND PHYSICAL EDUCATION

OUTDOOR EDUCATION – HOE09

It is a requirement of this course that students be available for all off campus activities. This unit is an introductory course utilising education in the outdoors. The aim is to develop personal and interpersonal skills to allow students to competently and sensitively interact with each other in outdoor and wilderness environments. Major emphasis is to be placed upon safety, first aid and personal development within a range of challenging activities. Students will incorporate the theory and practical aspects of the course to develop self-sufficiency and group cohesion on an extended multi-day hike. Other activities include canoeing, navigational bush craft and initiative activities.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will be able to develop skills in preparing and executing a bushwalk.</td>
<td>1. Aquatics Assignment</td>
</tr>
<tr>
<td>2. Students will be able to demonstrate skills in a range of aquatic activities.</td>
<td>2. Bush Assignment</td>
</tr>
<tr>
<td>3. Students will develop safe canoeing and paddling techniques.</td>
<td>3. Topic Tests</td>
</tr>
<tr>
<td></td>
<td>4. Bookwork / Journals</td>
</tr>
<tr>
<td></td>
<td>Practical Application of Skill (Bushwalking / Aquatics)</td>
</tr>
</tbody>
</table>

LEVIES
Due to the special nature of the activities and camp in this unit, a levy per semester will apply.
PERFORMING ARTS

DRAMA

TO DO OR NOT TO DO - PTD09
This highly entertaining unit focuses on mime, humour and slapstick through a study of very funny and famous comedians such as Chaplin, and Laurel & Hardy in Silent Movies. Students also prepare, rehearse and perform a variety of structured improvisations of court cases for Socio Drama. The unit then concludes with scripted drama and director’s workshop wherein students rehearse, block and apply stagecrafts for a filmed performance.

LEARNING STANDARDS

Creating and making
1. Within and across areas of specialisation, students create arts works devised from a range of abstract ideas and/or stimuli, demonstrating development of a personal style.
2. Justify and refine the content and aesthetic qualities of their works.
3. Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures.
4. Vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style, and demonstrate proficiency and technical competence in the use of skills, techniques and processes.
5. Effectively use a range of media, materials and technologies.

Exploring and responding
1. Critique a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
2. Critically analyse, interpret and describe the stylistic, technical, expressive and aesthetic features of works created by a range of artists.
3. Describe ways that their own and others’ arts works communicate and challenge ideas and meaning.
4. Use appropriate arts language and refer to specific examples in the arts works they are analysing.
5. Comment on the impact arts works, forms and practices on other arts works and society in general.

ASSESSMENT
1. Silent Movie and other performances
2. Socio Drama
3. Stagecrafts
4. Workbook
**PERFORMING ARTS**

**DRAMA**

**ACT 1, SCENE 1- PAI09**

This unit focuses on extended dramatic activity, incorporating significant group and class performances, both scripted and improvised. Students get to explore the various ways that they can create a variety of exciting characters. It also includes workshopping some Shakespeare and other important playwrights. Students work on theme-based performances and design theatre posters, programmes and tickets. Theatre technology is an interesting part of this course with students invited to design and use, lighting, props, costume and sound. This unit assists with developing confidence and creativity as well as being useful for those who wish to pursue Drama further.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating and making</strong></td>
<td>1. Ensemble Performance</td>
</tr>
<tr>
<td>1. Within and across areas of specialisation, students create arts works devised from a range of abstract ideas and/or stimuli, demonstrating development of a personal style.</td>
<td>2. Performance Analysis</td>
</tr>
<tr>
<td>2. Justify and refine the content and aesthetic qualities of their works.</td>
<td>3. Stagecraft Task</td>
</tr>
<tr>
<td>3. Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures.</td>
<td>4. Workbook</td>
</tr>
<tr>
<td>4. Vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style, and demonstrate proficiency and technical competence in the use of skills, techniques and processes.</td>
<td></td>
</tr>
<tr>
<td>5. Effectively use a range of media, materials and technologies.</td>
<td></td>
</tr>
</tbody>
</table>

**Exploring and responding**

1. Critique a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
2. Critically analyse, interpret and describe the stylistic, technical, expressive and aesthetic features of works created by a range of artists.
3. Describe ways that their own and others’ arts works communicate and challenge ideas and meaning.
4. Use appropriate arts language and refer to specific examples in the arts works they are analysing.
5. Comment on the impact of arts works, forms and practices on other arts works and society in general.
**CREATIVE MOVEMENT – PCM09**

This unit explores how dance has been used throughout the ages as: ritual, an art form, social recreation, popular entertainment and therapy as well as a means to education. It shows how it can be exploited as a tool to express emotions, develop social unity and communicate ideas. “To dance is to live to live is to dance”.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating and making</strong></td>
<td>1. Group Performance using Dance Elements</td>
</tr>
<tr>
<td>1. Within and across areas of specialisation, students create arts works devised from a range of abstract ideas and/or stimuli, demonstrating development of a personal style.</td>
<td>2. Ensemble Performance</td>
</tr>
<tr>
<td>2. Justify and refine the content and aesthetic qualities of their works.</td>
<td>3. Exploration of a Dance Style and Solo Performance</td>
</tr>
<tr>
<td>3. Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures.</td>
<td>4. Workbook</td>
</tr>
<tr>
<td>4. Vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style, and demonstrate proficiency and technical competence in the use of skills, techniques and processes.</td>
<td></td>
</tr>
<tr>
<td>5. Effectively use a range of media, materials and technologies.</td>
<td></td>
</tr>
</tbody>
</table>

**Exploring and responding**

1. Critique a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
2. Critically analyse, interpret and describe the stylistic, technical, expressive and aesthetic features of works created by a range of artists.
3. Describe ways that their own and others’ arts works communicate and challenge ideas and meaning.
4. Use appropriate arts language and refer to specific examples in the arts works they are analysing.
5. Comment on the impact of arts works, forms and practices on other arts works and society in general.
## SCIENCE

### FORENSIC SCIENCE – SFS09

This unit focuses on an awareness of the role of Science in crime prevention and the development of simple Forensic Science techniques used during the investigation of a crime scene. It includes the study of crimes, DNA profiling, cost of crime to society and detailed analysis of evidence left at a crime scene.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the different techniques involved in fingerprint analysis.</td>
<td>1. Practical Reports</td>
</tr>
<tr>
<td>2. Relate the structure of blood to its function and investigate the role of blood in the identification of criminals.</td>
<td>2. Research Presentation</td>
</tr>
<tr>
<td>3. Learn about the role of DNA fingerprinting and its use in the identification of criminals.</td>
<td>3. Crime Scene Presentation</td>
</tr>
<tr>
<td>4. Describe a variety of other techniques involved in criminal investigations.</td>
<td>4. Topic Tests covering all 4 standards.</td>
</tr>
</tbody>
</table>
# MEAL PLANNING AND ENTERTAINING – TMP09
This unit offers an opportunity for students to develop their interest and skills in the designing and preparing of various types of meals. Topics to be studied include meal patterns, managing food resources, the many courses of a meal, etiquette and menu terminology. Students will also work in groups to prepare meals for a variety of occasions.

## LEARNING STANDARDS

### Investigating and designing
1. Prepare a design brief for variety of client groups to satisfy these needs.
2. Develop solutions to the design brief.
3. Identify a range of criteria for evaluating their products.

### Producing
4. Carry out a range of processes accurately, consistently safely and responsibility using a variety of complex tools and equipment.
5. Explain decisions about the suitability of the materials and techniques used.
6. Produce a production plan with logical sequences of production stages.
7. Make products and explain any modifications.

### Analysing and evaluating
8. Evaluate the finished product using the previously established criteria.
9. Critically analyse the product and make appropriate suggestions for improvements.
10. Draw conclusions of the impact of their design on others.

## ASSESSMENT
1. Set activities
2. Practical Work
3. Practical Test
4. Assignment work
TECHNOLOGY

TEXTILES

DRESS TO IMPRESS – TDT09
A unit where students will find themselves creating more than they thought they could.

Students will explore current fashion outlooks, investigate the fabrics used to produce them and create designs adaptable to their own image. Upon completion of the unit students will have produced a range of fashionable clothing from both recycled and emerging fabrics. The practical skills and techniques students gain will enable them to produce independently, as well as establishing a foundation for future Textiles studies. This unit is highly recommended for students with BIG IDEAS about fashion.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating and designing</td>
<td>1. Folio of design ideas</td>
</tr>
<tr>
<td>1. Prepare a design brief for variety of client groups to satisfy these needs.</td>
<td>2. Production 1</td>
</tr>
<tr>
<td>2. Develop solutions to the design brief.</td>
<td>3. Production 2</td>
</tr>
<tr>
<td>3. Identify a range of criteria for evaluating their products.</td>
<td>4. Analysis and Evaluation</td>
</tr>
</tbody>
</table>

Producing
1. Carry out a range of processes accurately, consistently safely and responsibly using a variety of complex tools and equipment.
2. Explain decisions about the suitability of the materials and techniques used.
3. Produce a production plan with logical sequences of production stages.
4. Make products and explain any modifications.

Analysing and evaluating
1. Evaluate the finished product using the previously established criteria.
2. Critically analyse the product and make appropriate suggestions for improvements.
3. Drawing conclusions of the impact of their design on others.
TECHNOLOGY

WOOD PLASTICS AND METAL

PRODUCT DESIGN - WOOD – TPD09
This unit gives students the opportunity to experiment with different materials to create a variety of functional products for use in our modern society. They will consolidate the design process and choose from a wide range of materials, use their design skills and practical experience to produce two major projects, one of which should be for a client in the form of a gift.

Students will also investigate the current trends in skateboards and design, produce and evaluate their own skateboard and compare it with a commercially manufactured similar product. Students will need to provide their own hard wear for the skateboard.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Investigating and designing</strong></td>
<td><strong>Production 1</strong></td>
</tr>
<tr>
<td>1. Prepare a design brief for variety of client groups to satisfy these needs.</td>
<td>1. Investigate and Design: Forest top Frame assignment and design folios.</td>
</tr>
<tr>
<td>2. Develop solutions to the design brief.</td>
<td>2. Production: Picture Frame, skate board/toy</td>
</tr>
<tr>
<td>3. Identify a range of criteria for evaluating their products.</td>
<td>3. Analysis and Evaluation: Journal entries and evaluation of products made.</td>
</tr>
<tr>
<td><strong>Producing</strong></td>
<td>4. Safe working procedures</td>
</tr>
<tr>
<td>1. Carry out a range of processes accurately, consistently safely and responsibility using a variety of complex tools and equipment.</td>
<td></td>
</tr>
<tr>
<td>2. Explain decisions about the suitability of the materials and techniques used.</td>
<td></td>
</tr>
<tr>
<td>3. Produce a production plan with logical sequences of production stages.</td>
<td></td>
</tr>
<tr>
<td>4. Make products and explain any modifications.</td>
<td></td>
</tr>
<tr>
<td><strong>Analysing and evaluating</strong></td>
<td></td>
</tr>
<tr>
<td>1. Evaluate the finished product using the previously established criteria.</td>
<td></td>
</tr>
<tr>
<td>2. Critically analyse the product and make appropriate suggestions for improvements.</td>
<td></td>
</tr>
<tr>
<td>3. Draw conclusions of the impact of their design on others.</td>
<td></td>
</tr>
</tbody>
</table>
Computer Pix and Webs requires no prior learning. Introduction to Programming is a computer-programming unit, designed to challenge students with strong problem solving skills. Good mathematical and logical skills are necessary for this unit.

COMPUTER PIX AND WEBS – TCP09

This Information Technology unit develops creative skills in digital image animation using Adobe Flash. Students will also gain skills in the design and construction of web pages, and will incorporate the image manipulation skills previously learned. Students will also look at copyright issues, the ethics of electronic publication and the social and ethical impact of the Internet.

LEARNING STANDARDS
1. Use ICT for visualising thinking
2. Use ICT for creating
3. Use ICT for communicating

ASSESSMENT
1. Digital Animation Skills
2. Web Page Design and Construction
3. Ethics Research Project
# VISUAL ARTS

## DRAWING, PAINTING AND PRINT-MAKING – VDP09

This course is designed to encourage students to explore cross experimentation of areas such as drawing, painting, mixed media, and lino printing to investigate processes and techniques to produce artworks. Students will adopt these processes and techniques to create a folio of drawings, mixed media and printing.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop skills in producing artworks through drawings, lino printing and mixed media.</td>
<td>1. Mystery Drawing</td>
</tr>
<tr>
<td>2. Make art works that explore themes, ideas and artistic styles.</td>
<td>2. Mixed Media Artwork</td>
</tr>
<tr>
<td>3. Present art works appropriate to chosen styles and forms.</td>
<td>3. Multi-colour Lino Print</td>
</tr>
<tr>
<td>4. Analyse and interpret the content, structure and aesthetic qualities of artworks.</td>
<td>4. Analysis of Artwork</td>
</tr>
<tr>
<td>5. Present art works appropriate to chosen styles and forms.</td>
<td>5. Semester Examination</td>
</tr>
</tbody>
</table>

## MEDIA (Film making) – VME09

In this subject students will work with video cameras and video editing software to write, film and edit their own films. Students study various advertising campaigns, and develop an advertising campaign for a selected charity. They produce advertisements using created images, which they import into computer manipulated audio content and still or moving images. They study television current affairs journalistic techniques, and script and reproduce rival fifteen minute video current affairs programs. They study storyboarding and use it to develop a short video advertisement. Selected groups videotape and edit some of the advertisements.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make and present media productions that explore themes, issues and ideas.</td>
<td>1. Advertising Campaign &amp; Advertisement</td>
</tr>
<tr>
<td>2. Structure and present media texts appropriate to chosen styles and forms.</td>
<td>2. Current Affairs Production</td>
</tr>
<tr>
<td>3. Analyse and interpret the structure, content and aesthetic qualities of media texts.</td>
<td>3. Storyboard Advertisement</td>
</tr>
<tr>
<td>4. Analyse and interpret the structure, content and aesthetic qualities of media texts.</td>
<td>4. Production of Video Advertisement</td>
</tr>
<tr>
<td>5. Present art works appropriate to chosen styles and forms.</td>
<td>5. Semester Examination</td>
</tr>
</tbody>
</table>

## MULTIMEDIA (Web Design) – VMM09

Students will use digital cameras and scanners to acquire images to be manipulated in Adobe Photoshop. Design elements and principles will be analysed and applied to develop design works in response to specific challenges. Practical tasks will result in package design and advertising design works.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make and present art works that explore themes, issues and ideas.</td>
<td>1. Photoshop Skills Introductory Task</td>
</tr>
<tr>
<td>2. Use the design process to develop and present visual communications appropriate to a design brief.</td>
<td>2. Advertisements</td>
</tr>
<tr>
<td>3. Develop technological skills required to produce graphic design works.</td>
<td>3. Package Designs</td>
</tr>
<tr>
<td>4. Analyse &amp; evaluate the purpose and content of visual communications.</td>
<td>4. Design Analysis</td>
</tr>
<tr>
<td>5. Present art works appropriate to chosen styles and forms.</td>
<td>5. Semester Examination</td>
</tr>
</tbody>
</table>
### VISUAL & DESIGN COMMUNICATION – VVD09

Students are introduced to the elements and principles of design that are the basis of the visual language in Visual Communications. They learn about the principles involved in technical drawing. Initially they use freehand techniques to produce these works, following this they produce works with the aid of technical drawing instruments such as set squares and T-squares. This design process is introduced, giving students experience in generating & developing creative solutions to design problems. Students engage in graphic, product & architectural design tasks.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make and present visual communications that explore themes, issues and ideas.</td>
<td>1. Folio of Instrumental Drawings</td>
</tr>
<tr>
<td>2. Use a visual communication production process to develop &amp; present an example appropriate to a design brief.</td>
<td>2. Graphic Design Folio</td>
</tr>
<tr>
<td>3. Analyse and evaluate the purpose and content of visual communications.</td>
<td>3. Product Design Folio</td>
</tr>
<tr>
<td></td>
<td>4. Visual Analysis and Evaluation</td>
</tr>
<tr>
<td></td>
<td>5. Semester Examination</td>
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<tr>
<td></td>
<td>6. Semester Examination</td>
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</tbody>
</table>

### ART AND PHOTOGRAPHY 1 (INTRODUCTION) – VAP09

This unit is designed for students who have not previously studied photography. Students develop basic photographic skills enabling them to produce a folio of traditional black and white photographic works. They learn how to operate an SLR camera and about practices within the darkroom. Using this knowledge they conduct their own photo-shoots, develop their own negatives and produce their own photographs. Students will explore a range of drawing techniques in a variety of styles, using diverse media to develop skill in the production of hand draw artworks.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop skills in Photography and Drawing.</td>
<td>1. Folio of photographs</td>
</tr>
<tr>
<td>2. Make and present artworks that explore themes, ideas and artists’ styles.</td>
<td>2. Folio of drawings</td>
</tr>
<tr>
<td>3. Analyse and interpret structure, content and aesthetic quality of selected artworks.</td>
<td>3. Analysis of Artworks</td>
</tr>
<tr>
<td>4. Appreciate the characteristics and role of art in different cultural contexts.</td>
<td>4. Examination</td>
</tr>
<tr>
<td></td>
<td>Students will be required to complete a folio of homework drawings throughout the semester.</td>
</tr>
</tbody>
</table>
Year 9 students will select two units from the following offerings. When making your choices, please rank your selections in excess of two units. Reserve units will need to be indicated on your selection form.

**HEALTH & PHYSICAL EDUCATION**

### PEAK PERFORMANCE HPP10

This unit aims to provide students who are talented athletes with the knowledge to maximise their sporting performance. Discover what happens in the human body as you compete in a biathlon, exercise circuit and a variety of games. Fitness tests will be conducted and you will participate in a variety of team sports. You will also research the effect of various training methods and how ergogenic aids impact on the body.

**LEARNING STANDARDS**

1. Explain how the body systems work together to produce skilled movement.
2. Explain strategies for preventing, assessing, treating and rehabilitating sports injuries.
3. Perform proficient motor skills in a range of sports and physical activities.
4. Analyse personal physical fitness and describe strategies to improve fitness.

**ASSESSMENT**

1. Tests
2. Lab Report
3. Practical Application of Skill
4. Semester Examination

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### SUPER COACH – HSC09

This unit will focus on giving students an exposure to coaching skills and duties. The course will look at styles and characteristics of coaches, including motivation of the athlete, catering for different athletes and providing feedback, along with planning coaching sessions. The practical component will involve putting theoretical aspects into practice. Students will participate in several popular team sports and will focus on coaching techniques. In the second half of the unit, students will be working with younger students and will be able to actually take on coaching roles.

**LEARNING STANDARDS**

1. Demonstrate an ability to teach sport skills.
2. Design programs to encourage participation skills, evaluate and suggest improvements.
3. Demonstrate knowledge of Sport Psychology.

**ASSESSMENT**

1. Resource Booklet
2. Peer Coaching
3. Primary School Coaching
4. Semester Examination
This unit investigates the importance of living in a sustainable way to ensure that our planet is around for future generations. Topics covered include forests, mountains, tourism and coastal environments. Study areas include mapping skills, environmental laws, sustainability and fieldtrips to Toolangi State Forest and Phillip Island.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the operation of a major natural system and its interaction with human activities.</td>
<td>There will be a variety of assessment tasks completed during this course. They will consist of the following:</td>
</tr>
<tr>
<td>2. Explain the consequences of this interaction and develop a policy to address a related issue.</td>
<td>Mapping tests, annotated visual display, fieldwork reports and essays.</td>
</tr>
<tr>
<td>3. Analyse developmental issues</td>
<td></td>
</tr>
<tr>
<td>4. Formulate and evaluate comprehensive policies</td>
<td></td>
</tr>
<tr>
<td>5. to alter development patterns at a range of scales</td>
<td></td>
</tr>
</tbody>
</table>
**LOTE**

Students who intend to study a language beyond Year 9 must select LOTE - Italian or Japanese for both Semester 1 and Semester 2. These should be placed in their first three choices on the subject selection form. LOTE students are not required to meet the Group A requirement of completing a minimum of one unit from four of the five Learning Areas.

## ITALIAN – LI109 & LI 209

### SEMESTER 1

This unit aims to consolidate, develop and extend the knowledge acquired in previous years of study. Through an exploration of various themes, such as, the house and families, health and fitness, festivals, travelling, at the beach and fashion, students will gain knowledge of these various aspects of the Italian-speaking community. Along with this, the various vocabulary and grammatical structures needed to convey information related to these themes will be introduced.

### LEARNING STANDARDS

1. Communicating in a language other than English.
2. Intercultural knowledge and language awareness.

### ASSESSMENT

The assessment for this subject will include various activities that assess the four language skills: reading, writing, listening and speaking. There will also be a variety of cultural tasks that the students will undertake.

### SEMESTER 2

This unit is a continuation of Unit One. Topics studied in Unit One are reinforced and expanded.

## JAPANESE – LJ109 & LJ 209

### SEMESTER 1

The Year 9 Japanese course aims to introduce and develop skills in reading, writing, listening and speaking basic Japanese. In addition, a strong emphasis is placed on getting to know the Japanese speaking community in Australia and Japan whilst making comparisons between Japanese and Australian lifestyles throughout the year.

### LEARNING STANDARDS

1. Communicating in a language other than English.
2. Intercultural knowledge and language awareness.

### ASSESSMENT

The assessment for this subject will include various activities that assess the four language skills: reading, writing, listening and speaking. There will also be a variety of cultural tasks that the students will undertake.

### SEMESTER 2

This unit is a continuation of Unit One. Topics studied in Unit One are reinforced and expanded.
PERFORMING ARTS

MUSIC

ROCK N ROLL – PRR09
This unit will explore the major contemporary 20th century music form: Rock ‘n’ Roll. Conventional forms, history and prominent exponents of this genre will be explored. In the context of Rock ‘n’ Roll movements the unit will focus on five key areas: Instrumentation & tone colour; Pitch (melody & harmony); Duration (pulse, beat, meter, rhythm); Interpretation; Historical context of this popular genre. This will be achieved by re-enforcing the elements of music reading and writing skills that were covered in Year 8 Music. Sections of this Unit may contribute to the Certificate II in Music.

LEARNING STANDARDS
Creating and making
1. Within and across areas of specialisation, students create arts works devised from a range of abstract ideas and/or stimuli, demonstrating development of a personal style.
2. Justify and refine the content and aesthetic qualities of their works.
3. Individually design and produce arts works influenced by the style of particular artists or cultures.
4. Vary the content, structure and form of works to suit purpose, audience and/or the conventions of a specific style, and demonstrate proficiency and technical competence in the use of skills, techniques and processes.
5. Effectively use a range of media, materials and technologies.

Exploring and responding
1. Critique a range of contemporary, traditional, stylistic, historical and cultural examples.
2. Critically analyse, interpret and describe the stylistic, technical, expressive and aesthetic features of works created by a range of artists.
3. Describe ways that their own and others’ arts works communicate and challenge ideas and meaning.
4. Use appropriate musical language and refer to specific examples.
5. Comment on the impact of musical works, forms and practices.

ASSESSMENT
1. Aural and theory comprehension.
2. Musicology
3. Composition
4. Performance
**THEATRE TROUPE – PTT09**

This unit focuses mainly on the teacher and whole class writing and performing a play for a Drama Festival. The students get to write, design costumes, find songs, do make-up, work with lighting and sound for their show. The whole class then spends a day at the Karralyka Centre rehearsing their work before performing at night to friends and family. It is a wonderful, exciting project. Other parts of the course include work on voice, body language and stagecraft.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating and making</td>
<td>1. Ensemble Performances</td>
</tr>
<tr>
<td>1. Within and across areas of specialisation, students create arts works devised from a range of abstract ideas and/or stimuli, demonstrating development of a personal style.</td>
<td>2. Stagecrafts</td>
</tr>
<tr>
<td>2. Justify and refine the content and aesthetic qualities of their works.</td>
<td>3. Workbook</td>
</tr>
<tr>
<td>3. Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures.</td>
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<tr>
<td>4. Vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style, and demonstrate proficiency and technical competence in the use of skills, techniques and processes.</td>
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<tr>
<td>5. Effectively use a range of media, materials and technologies.</td>
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</tr>
<tr>
<td><strong>Exploring and responding</strong></td>
<td><strong>1.</strong> Ensemble Performances</td>
</tr>
<tr>
<td>1. Critique a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.</td>
<td>2. Stagecrafts</td>
</tr>
<tr>
<td>2. Critically analyse, interpret and describe the stylistic, technical, expressive and aesthetic features of works created by a range of artists.</td>
<td>3. Workbook</td>
</tr>
<tr>
<td>3. Describe ways that their own and others' arts works communicate and challenge ideas and meaning.</td>
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<tr>
<td>4. Use appropriate arts language and refer to specific examples in the arts works they are analysing.</td>
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</tr>
<tr>
<td>5. Comment on the impact of arts works, forms and practices on other arts works and society in general.</td>
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</tbody>
</table>
**SCIENCE**

**HORTICULTURE AND VITICULTURE – SHV09**

This unit focuses on the classification of plants (and other living things) into different groups, the way we classify and how botanists go about it. This unit also looks at the structure of plants and how these function assist the plant. Students will explore these through practical experiments and the development and maintenance of a garden plot.

### LEARNING STANDARDS

1. Establish and maintain a garden plot and maintain a weekly journal of all activities.
2. Explain the biological basis of classification of organisms into major groups.
3. Relate the structure and organisation of different cells to their function.
4. Explain how plants obtain, transport and use nutrients.
5. Describe the reproductive organs and reproductive methods of plants.

### ASSESSMENT

1. Garden Skills
2. Assignments
3. Topic Tests covering various outcomes of this unit.
4. Practical Reports

**SCIENCE, TECHNOLOGY AND DESIGN – STD09**

This unit uses a hands-on approach to investigate a number of applications of Science and Technology. Students will investigate bridge construction and will be set the challenge to design a bridge using readily obtainable material. They will investigate the different types of simple machines using various Lego kits. An introduction to robotics will involve the use of Lego Robolab. Students will also construct and test a simple electric motor. A study will be made of Space travel and rocket flight through the construction and flying of a model rocket.

### LEARNING STANDARDS

1. Design and construct a working model of a bridge and identify the various bridge types.
2. Identify simple machines and their applications by dismantling an old appliance.
3. Construct and use Lego Mindstorms kits to solve simple problems.
4. Investigate the history of space exploration including rocket flight.
5. Construct and fly a model rocket.

### ASSESSMENT

1. Dismantling an appliance – Report
2. Bridge Construction Report
3. Lego problem solving Report
4. Tests
5. Rocket Construction Report
TECHNOLOGY

TEXTILES

MY HOUSE RULES – TMH09
Fast track yourself to the end of school; you’ve got your licence and your ready to move on. Friends, places to live, housemates, budgets, home decorating, cooking for one or hosting a party, where do you begin? Start with applying your food and textiles technology skills as you prepare for living on your own. Using the latest technology you will produce a variety of nutritious two course meals for the busier lifestyle and use your creativity to liven-up a new room, through the production of soft furnishings.

LEARNING STANDARDS
Investigating and designing
1. Prepare a design brief for variety of client groups to satisfy these needs.
2. Develop solutions to the design brief.
3. Identify a range of criteria for evaluating their products.

Producing
1. Carry out a range of processes accurately, consistently safely and responsibility using a variety of complex tools and equipment.
2. Explain decisions about the suitability of the materials and techniques used.
3. Produce a production plan with logical sequences of production stages.
4. Make products and explain any modifications.

Analysing and evaluating
1. Evaluate the finished product using the previously established criteria.
2. Critically analyse the product and make appropriate suggestions for improvements.
3. Draw conclusions of the impact of their design on others.

ASSESSMENT
1. Investigation & Design: Storyboard
2. Production 1: Food Productions
3. Productions 2: Textiles Productions
4. Evaluation: Bookwork

INFORMATION TECHNOLOGY

INTRODUCTION TO PROGRAMMING – TIP09
It is a prerequisite that students have good mathematical and logical skills to attempt this unit. This unit introduces students to basic programming concepts using Visual Basic. Skills taught include Visual Basic controls, setting properties and coding, variables, performing calculations and IF statements. Students are presented with a variety of problems to solve using the skills acquired.

LEARNING STANDARDS
1. Use ICT for visualising thinking
2. Use ICT for creating
3. Use ICT for communicating

ASSESSMENT
1. Folio of Practical Work
2. Assignments
3. Tests

Students will need to install at home the latest version of Visual Basic Software (free of charge)
Students will explore a number of food models and use the information gathered when preparing a variety of interesting dishes. They will investigate modern food trends in Australia and the influences of other cultures on our eating. Students are given the opportunity to investigate food patterns and traditions of another country of their choice.

Frequent practical sessions will reinforce knowledge that is covered and enable students to experience varied foods from other countries and develop skills in food preparation and service.

**LEARNING STANDARDS**

**Investigating and designing**
1. Prepare a design brief for variety of client groups to satisfy these needs.
2. Develop solutions to the design brief.
3. Identify a range of criteria for evaluating their products.

**Producing**
1. Carry out a range of processes accurately, consistently safely and responsibility using a variety of complex tools and equipment.
2. Explain decisions about the suitability of the materials and techniques used.
3. Produce a production plan with logical sequences of production stages.
4. Make products and explain any modifications.

**Analysing and evaluating**
4. Evaluate the finished product using the previously established criteria.
5. Critically analyse the product and make appropriate suggestions for improvements.
6. Draw conclusions of the impact of their design on others.

**ASSESSMENT**
1. Written Activities.
2. Assignment on their country of choice
3. Productions: A variety of dishes from different countries plus Pasta Design brief.
4. Practical Exam.
TOYS BY DESIGN – TTB09

Experience the pleasure of designing and constructing your own personal working toys.

This unit focuses on investigating, designing, producing and evaluating various types of toys. Students are encouraged to be creative in their designs as well as developing the necessary skills required to safely produce a range of toys for themselves and others. The materials used will include wood, metals and plastic integrated with mechanisms to make the toys mobile. Students will self evaluate their products and compare them with commercially produced toys.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Investigating and designing</strong></td>
<td>1. Design folio: Research and documentation prior to production.</td>
</tr>
<tr>
<td>1. Prepare a design brief for variety of client groups to satisfy these needs</td>
<td>2. Production: Finished products that meet the needs of a brief.</td>
</tr>
<tr>
<td>3. Identify a range of criteria for evaluating their products</td>
<td>4. Safe work procedures</td>
</tr>
<tr>
<td><strong>Producing</strong></td>
<td></td>
</tr>
<tr>
<td>1. Carry out a range of processes accurately, consistently safely and responsibility using a variety of complex tools and equipment.</td>
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<tr>
<td><strong>Analysing and evaluating</strong></td>
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<td>3. Draw conclusions of the impact of their design on others</td>
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</tr>
</tbody>
</table>
## VISUAL ARTS

### ART – DRAWING, PAINTING AND SCULPTURE – VAD09

Throughout this unit students gain skills in working with sculptural mediums. They gain basic hand building skills in working with clay, paper mache, chicken wire and plaster. They will observe artworks that have been produced by famous sculptors to gain an understanding of the aesthetics they can achieve in their own works. These skills enable them to produce a folio of three-dimensional objects.

<table>
<thead>
<tr>
<th>LEARNING STANDARDS</th>
<th>ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop skills in sculptural construction using a variety of techniques.</td>
<td>1. Folio of Three-dimensional Artworks</td>
</tr>
<tr>
<td>2. Make artworks that explore themes, ideas and artistic styles.</td>
<td>2. Analysis of Artist’s Work</td>
</tr>
<tr>
<td>3. Present artworks appropriate to chosen styles and forms.</td>
<td>3. Semester Examination</td>
</tr>
</tbody>
</table>
## Summary of Electives

### Block A - Semester Electives

Students are to choose three units from Block A in Year 9. Over two years, students are to undertake a minimum of one unit from any Health & Physical Education, Performing Arts, Technology and Visual Arts. It will be necessary to select an additional reserve unit. **NOTE: Youth Health is a compulsory unit in Year 9 and accounts for the Health and PE Unit.**

<table>
<thead>
<tr>
<th>Health &amp; PE</th>
<th>English</th>
<th>Performing Arts</th>
<th>Science</th>
<th>Technology</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>HYH09</td>
<td>ECW09</td>
<td>PTD09</td>
<td>SFS09</td>
<td>TMP09</td>
<td>VRA09</td>
</tr>
<tr>
<td>Youth Health - Compulsory</td>
<td>Creative Writing</td>
<td>To Do or Not to Do</td>
<td>Forensic Science</td>
<td>Meal Planning &amp; Entertaining</td>
<td>From Realism to Abstraction</td>
</tr>
<tr>
<td>HGP09</td>
<td>EPS09</td>
<td>PAI09</td>
<td>TDT09</td>
<td>VDP09</td>
<td></td>
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<tr>
<td>Girls Only PE</td>
<td>Public Speaking</td>
<td>Act 1, Scene 1</td>
<td>Dress to Impress</td>
<td>Drawing, Painting &amp; Print Making</td>
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<tr>
<td>HOE09</td>
<td>PCM09</td>
<td></td>
<td>TS509</td>
<td>VME09</td>
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<tr>
<td>Outdoor Education</td>
<td>Creative Movement</td>
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<td>Product Design - Wood</td>
<td>Media - Web Design</td>
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<td>TCP09</td>
<td>VMM09</td>
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<td></td>
<td>Computer Pix and Webs</td>
<td>Media (Film Making)</td>
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<td></td>
<td>VVD09</td>
<td>Visual Design &amp; Communication</td>
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<td>VAP09</td>
<td>Art &amp; Photography</td>
</tr>
</tbody>
</table>

### Block B - Elective Units

Students choose ANY two units from this Block (one per Semester). Students who intend to study a language beyond Year 9 must select LOTE – Italian or Japanese for both Semester 1 & 2.

<table>
<thead>
<tr>
<th>Health &amp; P E</th>
<th>Humanities</th>
<th>LOTE</th>
<th>Performing Arts</th>
<th>Science</th>
<th>Technology</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>HPP09</td>
<td>HOP09</td>
<td>L1109</td>
<td>L1109</td>
<td>SHV09</td>
<td>TMH09</td>
<td>VAD09</td>
</tr>
<tr>
<td>Peak Performance</td>
<td>Our Planet our Future</td>
<td>Italian Semester 1</td>
<td>Theatre Troupe</td>
<td>Horticulture &amp; Viticulture</td>
<td>My House Rules</td>
<td>Art – Drawing, Painting &amp; Sculpture</td>
</tr>
<tr>
<td>HSC09</td>
<td></td>
<td>L1209</td>
<td>PAA09</td>
<td>STD09</td>
<td>TIC09</td>
<td></td>
</tr>
<tr>
<td>Super Coach</td>
<td></td>
<td>Italian Semester 2</td>
<td>Theatre Troupe</td>
<td>Science, Technology &amp; Design</td>
<td>International Cuisine</td>
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<tr>
<td></td>
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<td>LJ109</td>
<td>PRR09</td>
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<td>TTB09</td>
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<tr>
<td></td>
<td></td>
<td>Japanese Semester 1</td>
<td>Rock N Roll</td>
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<td>Toys by Design</td>
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<td>LJ209</td>
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<td>TIP09</td>
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<tr>
<td></td>
<td></td>
<td>Japanese Semester 2</td>
<td></td>
<td></td>
<td>Introduction to Programming</td>
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</tr>
</tbody>
</table>

Please ensure selections are submitted by the specified due date. Students who enter their selections after the due date further risk not receiving their first preferences.