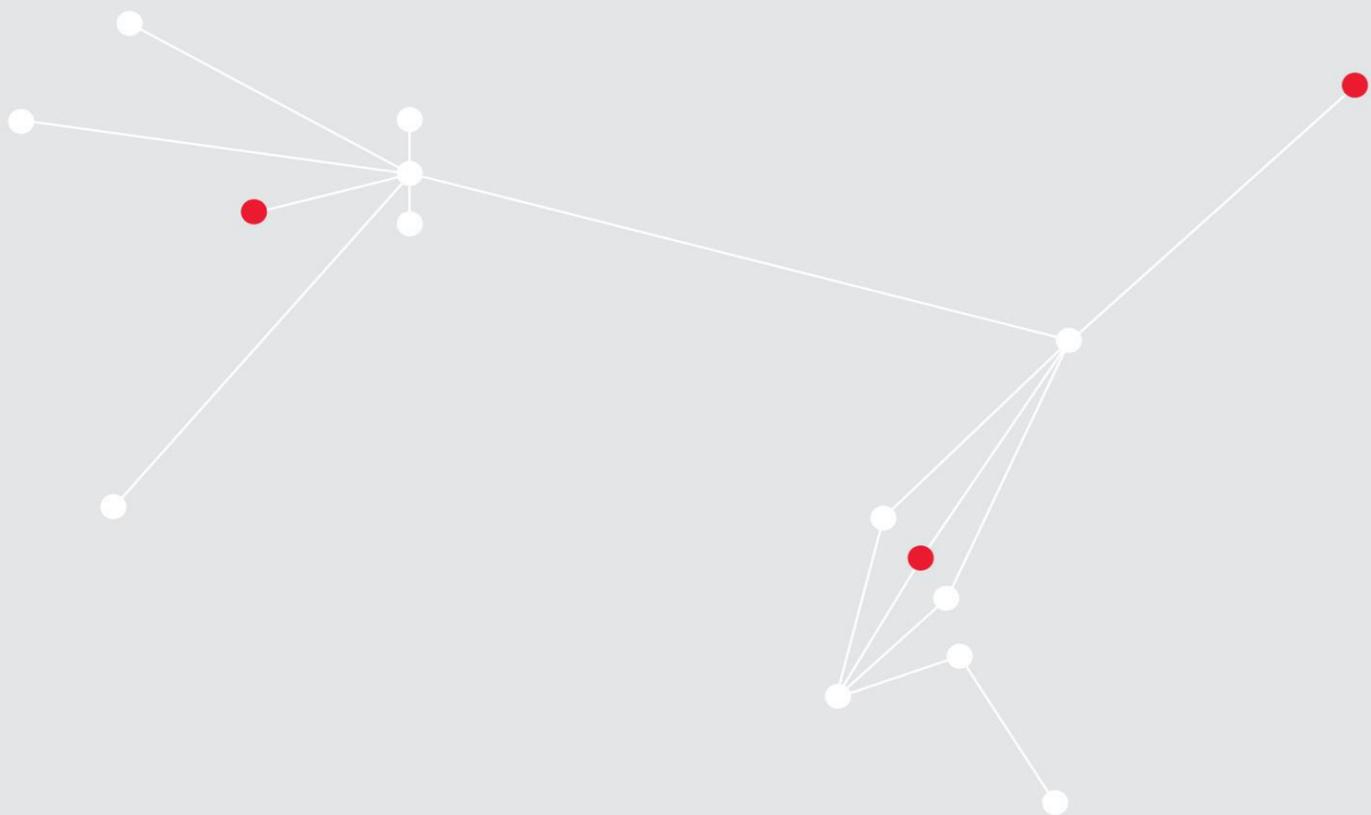


Eltham High School  
Year 9 Subject Handbook  
2022



## 2022 Year 9 Handbook

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## Section 1 – Overview

### Introduction

Year 9 is a very exciting year at Eltham High School. It provides you with an opportunity to ‘live’ our school values. As a student you are able to choose your subjects from a wide range of studies on offer. Your choices will allow you to explore, investigate, create, discuss, debate, write and perform as you navigate your learning journey throughout the year.

We believe it is important that you can undertake a course which not only suits your interests and talents, but also stretches and challenges you in areas which you may not have previously considered. Now is the time to test out the full range of studies that are on offer here at Eltham High School as you begin to look ahead to Senior School in Year 10 and beyond.

All students should find a range of subjects to engage and challenge them within this handbook. They have been designed by teachers with Year 9 students in mind. You now need to read the descriptions carefully and begin to design your course for next year. I encourage you to discuss your plans with your teachers, your family and your peers.

As a school we trust that undertaking a course developed from subjects within this handbook and enriched through participating in some of the many co-curricular and leadership opportunities available in areas throughout the school will allow you to live the values of the school in an authentic way.

What course will you take? Which Cornerstone Study will you challenge yourself with? Which of your talents will you express and expand on through the elective program? There will be as many different answers to these questions as there are students in Year 9. We encourage you to seek support with any questions you may have regarding the process of moving towards Year 9 and look forward to working with you as you take on this next stage in your learning.



**Vincent Sicari**  
Principal

## Learning Pathways

At Year 9, key skills and knowledge that have been learnt in Year 7 and 8 continue to be progressively developed in both elective and compulsory subjects.

Year 9 students have choice in their learning through a broad elective program, aimed at building their independence and allowing them to explore a wide variety of subjects.

As well as breadth, students have opportunities to undertake studies in depth. This utilises the skills of inquiry developed in Year 7 and 8 and builds on strong knowledge and skills that can be applied to a range of future pathways.

The table below provides the broad outline of the Year 9 course:

English and Mathematics	These are full year subjects and are compulsory for all students. Students also have the opportunity to undertake additional Mathematics and English elective subjects.
Science	Students undertake Science for one semester and may also undertake additional Science electives.
Arts & Technology	Students must undertake at least one Arts and at least one Technology elective in their course.
Health and Physical Education	All students undertake Physical Education and Personal Development for one semester. They may also choose additional Physical Education and Health electives.
Humanities	As a compulsory part of their course, all students study a semester of History and a semester of 'Geography & Economics'. In addition to this students can choose from a range of Humanities electives.
Languages	Students are strongly encouraged to continue their study of either Indonesian or French in Year 9. This language study is undertaken in both semesters 1 and 2.
Cornerstone Studies	Cornerstones are subjects focused on engaging students with significant ideas and concepts and involve a major independent project or investigation. All students undertake at least one Cornerstone study as part of their course.
Involve	Involve is a program designed to support students in their learning journey across the course of the year and is a compulsory element of all students' course of study.

Compulsory subjects in the Year 9 course are comprised of four, five or six 72 minute periods across a ten day cycle.

Elective studies are offered for a range of lengths including two, four and five 72 minute periods per ten day cycle. These are detailed fully in the subject descriptions.

The Involve program runs for one 72 minute period per 10 day cycle.

Students are encouraged to read the subject descriptions carefully and to consult with teachers and Key Learning Area Coordinators when they are considering their options.

## Key Learning Area Coordinators:

Critical Inquiry - Ms Amelia Brear [brx@elthamhs.vic.edu.au](mailto:brx@elthamhs.vic.edu.au)

English - Ms Lee McQueen [mcq@elthamhs.vic.edu.au](mailto:mcq@elthamhs.vic.edu.au)

Humanities - Mr Rashad Seedeem [see@elthamhs.vic.edu.au](mailto:see@elthamhs.vic.edu.au)

Languages - Ms Catherine Considine [coi@elthamhs.vic.edu.au](mailto:coi@elthamhs.vic.edu.au)

Mathematics – Ms Kayla Bertoncini [bet@elthamhs.vic.edu.au](mailto:bet@elthamhs.vic.edu.au)

Physical Education/Health - Mr David Allender [all@elthamhs.vic.edu.au](mailto:all@elthamhs.vic.edu.au)

Science - Mr Kit Shea [shz@elthamhs.vic.edu.au](mailto:shz@elthamhs.vic.edu.au)

Technology - Mr Robert Coventry [cov@elthamhs.vic.edu.au](mailto:cov@elthamhs.vic.edu.au)

The Arts - Ms Lisa Foote [foo@elthamhs.vic.edu.au](mailto:foo@elthamhs.vic.edu.au)

## Assessment and Reporting

Formative and summative assessment will occur on an ongoing basis through the semester for each subject.

Exams are held during Term 4 for Year 9 students in English, Mathematics, Languages (where applicable) and Critical Thinking. The focus for exams at Year 9 is to introduce students to the exam format and to begin to build their skills in both preparing for and undertaking exams. Where exams are held, they are compulsory and information is distributed regarding the exam periods and expectations each year via Compass and the school newsletter.

In Middle School student progress is reported through four reports each year, with all reports being available on Compass. These include Interim Reports during Terms 1 and 3 and summative reports at the end of each semester. In addition to this student performance on Common Assessment Tasks in all subjects is made available to parents through Compass progressively across the semester.

Student Progress Interviews are held towards the end of Terms 1 and 3 and provide parents with the opportunity to meet with teachers to discuss students' progress.

Interim reports may be issued at other times of the year and parent and student interviews requested where a student's progress is of concern. These may be requested by parents, students or teachers via the Middle School Office. 'At risk' letters will also be issued at key points throughout the year to students who are in danger of not achieving satisfactory results in a subject or subjects. These are an important indication that further consultation is required and support strategies may need to be put in place to ensure that the student can achieve a successful outcome.

## Involve

The Involve program promotes and enhances student's connectedness to the school and the broader community, addressing student well-being and academic achievements as they progress through the school. Students in Year 9 will be in a group which will meet consistently throughout the year under the guidance of their teacher.

While students in Year 9 Involve continue developing academic and social goals there is an emphasis on exploring ways to make a difference through volunteer opportunities in the community. Students will investigate one of these and present their findings and then undertake some community work.

The Involve program will allow students to begin developing their pathway into Senior School and undertake skills related to Work Experience. Year 9 Involve will also include lessons around well-being and mental health.

## **Support and Expectations**

Support is available to Year 9 students through their classroom teacher, their Involve teacher and through their Middle School coordinator.

Students at the Year 9 level are expected to achieve satisfactory performance in all their studies. Students not doing so will have their cases reviewed by the Middle School Coordinators and where there are serious concerns regarding the student's progress a parent interview will be arranged. Strategies for support will be put in place and it may also be necessary to seek the advice of the Assistant Principal / Principal in certain cases.

Home study is an important part of a student's development; many Year 9 subjects have coursework that necessitate students doing work out of school hours. Departmental Guidelines indicate that Year 9 generally requires up to one hour per week night, with some home study required on weekends during peak periods.

An important focus of home study at Year 9 is to develop strong habits of independent learning, planning, time-management and organisation amongst students. Parents can support this through being clear about the school's expectations for home study, and discussing issues and concerns with their children and the school.

It is advised that students establish a home study plan in Middle School to ensure a regular commitment. Assistance in establishing such a plan is available from the Involve teacher, Level Coordinators or classroom teachers.

Care should be taken to ensure that undue pressure is not placed on students at this level, and that a balance is maintained between the demands of study and recreational pastimes. The benefits of co-curricular activities go well beyond the nature of the activity itself and extend to improving students' motivation, organisation and connection to both the school and their peers. Students have a wide range of co-curricular activities open to them across all areas of the school and they are strongly encouraged to engage in them.

## **Careers Education / Work Experience**

Many Year 9 subjects incorporate aspects of career education. These include practice in writing job applications, giving talks to improve oral communication skills, having visiting speakers in the school, learning about trade unions, small business studies, etc.

Work Experience is an important opportunity undertaken by Year 9 students. Work experience is generally undertaken for one week and occurs in December. More information will be provided to students through both the Involve program and the Work Experience Coordinator. Details of the Work Experience program will also be included in Eltham High School Community Newsletter.

## **Year 9 Personal Challenge Camp**

The Year 9 Camp is specifically designed for Year 9 students and is an important part of the overall educational and personal development of students at this level.

The 3 day camp is held in May and consists of a range of activities designed to provide a personal challenge for students and develop their teamwork and leadership skills. The approximate cost for the camp is \$400, and this will be confirmed in 2022.

## Course Charges

Some subjects have a charge associated with them. School Council approves all course charges. The charge is the difference between the basic materials/services provided from government funding and the higher cost materials and activities which are required for more specialised subjects available in the elective program. School Council is mindful of the costs involved in undertaking subjects that have an associated charge, and all attempts are made to keep costs to a minimum.

A list of the course charges for specific subjects is in Section 3 of this document.

Please note: Where subjects having a course charge are selected for study, parents should be prepared to meet these payments at the start of the relevant semester.

Changes have been introduced to the Education Maintenance Allowance. Families that have qualified for this in the past are advised to contact the Business Manager for further details. If you are experiencing financial hardship, payment arrangements are available. Please contact the School Business Manager for a confidential discussion.

## Section 2 – Course Descriptors

### Course Planning Overview

The structure of the curriculum at Year 9 is designed to ensure that students are provided with a rich variety of learning experiences across all learning areas, while at the same time allowing students to express themselves through offering them a large amount of choice.

When reading the subject descriptions and planning their course, students should note the following guidelines:

- Some elements of the Year 9 course are compulsory subjects for all students: English, Mathematics, Physical Education & Personal Development (PEPD), History, Geography & Economics, Science and Involve.
- All students must undertake at least one Cornerstone subject and at least one subject from each of the Arts and Technology Learning Areas.
- Beyond these compulsory elements of the Year 9 course students are free to complete a range of electives, from any area, in any combination they choose.

Students should use the course planning template (included [at the end of this handbook](#) and available on the school website) to plan their course before entering it using the online selection form. Students are required to select a range of reserve electives in case they are unable to be placed in all of their first preferences.

A summary list of the year 9 electives is [at the end of this handbook](#).

## Subject Outlines – Cornerstones

Cornerstone Studies are designed for Year 9 students to continue to develop a range of important skills and capabilities for success in their learning as they move towards Senior School. These include strong planning and time management skills, the ability to communicate and collaborate, critical thinking skills and the ability to reflect on their own progress.

These subjects are designed to allow students to engage with fundamental or ‘cornerstone’ ideas and concepts that will provide an important foundation and support for many areas of study that they will encounter in Senior School. Having an understanding of major movements in Art, History, Science, Technology and Culture will allow students to create a context for subjects they will encounter in later years. Cornerstone subjects are not limited to a particular discipline or learning area but instead cut across and make connections between and across learning areas.

Finally, Cornerstone subjects are designed to be an engaging, challenging and provocative element of Year 9 students’ courses allowing them to explore an area of individual interest in an authentic way. A major component of all Cornerstone subjects will be an extended, individual project, task, investigation or inquiry. This project will enable students to respond to the significant ideas they encounter in the course as well as providing the context for the skills for learning that are an important component of the subject.

**All Year 9 students need to undertake a Cornerstone Study as part of their course.** A summary of and descriptors for the Cornerstone subjects available is listed below:

### Cornerstones:

Periods per 10 day cycle:	Electives Offered:
4 Period Electives	<ul style="list-style-type: none"> <li>• What is this thing called Art?</li> <li>• Home and Place</li> <li>• Ideas That Changed the World</li> <li>• Wild Wild Web - WWW</li> <li>• Big History</li> <li>• Strong Women – Big Ideas</li> <li>• Philosophy and Pop Culture</li> </ul>

### What Is This Thing Called Art?

This unit is designed as an introduction to some major ideas and assumptions that inform the study and practice of visual and performing Arts. It raises a number of answers to the questions “What is Art?” and “What is the value of Art?” This subject will support students who are moving towards a wide range of pathways in Senior School both within and outside the Arts Learning Area.

The key questions will be explored through looking at underground art, political art, major movements in art and how art and artists have been represented in differing ways over time. These ideas will be explored in a range of ways with a strong focus on engaging with major art, artists and controversies involving art throughout history.

It will challenge students to investigate and respond to these questions in a range of ways with a special focus on a major artistic project or research inquiry which all students will design and complete over the duration of the subject.

## Big History

Big History starts with the Big Bang and compresses 13.7 billion years into a one semester course. Students encounter space dust before humans, and Homo sapiens before the warring tribes of French, Germans or Australians. Its mission is to try to explain the remarkable success, and looming problems, of the human race.

Big history requires students to examine big questions:

- How has the Universe and life within it grown more complex over the past 13.7 billion years?
- How do we know what we know about the past?
- How can we judge claims about the past?
- Why does what we “know” change over time?
- How do events during the early days of the Universe, the Solar System, and the Earth shape what we are experiencing today?

Students get to participate in the important and exciting work of exploring, developing, and testing big answers and will respond to the ideas in the course through a major investigation, inquiry or project.

## Home and Place – Exploring Australian Identity

This course explores Australian Identity and the concepts of home and place through the study of Australian Art and Text.

Students examine Indigenous and non-Indigenous Australian Culture comparing the diverse formations of identity and learn about the social, historical and cultural contexts which have shaped their own identity and the identities of their fellow Australians.

Two particular areas of focus will be Yolngu culture (through further extending the Eltham High School relationships with our two partner schools in Gapuwiyak and Gurrumala and deepening our knowledge of East Arnhem Land) and Wurundjeri culture (the history and culture of the local indigenous people). Students are required to complete a journal of responses to the material presented and to analyse their responses.

All students will also undertake an extended inquiry into a particular aspect of Australian Identity that is of personal interest to them. Students will explore this aspect of the course through an Action Research project that will be presented to the class. This could be done through art making, writing or construction of a product, and a response that indicates that some sound research has been done. Students also have to demonstrate that they have given the project a significant amount of personal thought, including the recommendation of further action to be taken.

## Wild Wild Web – WWW

Today, information and communication technologies are transforming the way we interact with one another in every facet of our lives. The question remains; is this technology developing and changing faster than we can evaluate its effects on our society? Are the overall consequences of these changes negative, or do they provide more of us with an opportunity to engage in global collaborations and conversations than ever before? How does technology transform us and who will we become?

This subject is designed to allow students to explore a range of tech-based issues such as:

- Does internet-based collaboration create a global community that shares skills and resources?
- How has communication changed over time with the development of the world and technology?
- How will artificial intelligence be incorporated into society in the future and what are the moral implications?

Students will engage with the key issues, questions and ideas in the course through developing, inquiring into and responding to their own individual research question.

## Ideas That Changed the World – Cultural and Technological Evolution

In this course students will focus on some of the ideas that changed our understanding of the world, and the theory underpinning them.

This subject will allow students to investigate key concepts and ideas linked to evolution and the disciplines of Biology, Chemistry, Physics and Mathematics. As well as exploring the theory of evolution, it will also look at the evolution of ideas and knowledge over time. By exploring these key shifts, students will not only have an appreciation of the history of science but also of some of controversy and conflict that has surrounded these changes also.

Students will consider change over time and how new knowledge has been accepted and/or rejected in our society. In particular students will consider the importance of evidence based decisions and ethics in quest for new knowledge and development.

As well as undertaking key common modules, all students will have the opportunity to engage in an extended, student led inquiry project which will allow them to follow a particular area of interest.

## Strong Women – Big Ideas

This course will examine some of the remarkable ideas promoted by women and how they have led to advancements for humankind in the areas of: Social and political rights, science and technology, as well as art and culture.

Students will also be asked to consider some of the barriers faced by women when promoting new ideas and how women have fought successfully to have new and radical ideas heard and accepted by their societies.

As well as undertaking key common modules, all students will have the opportunity to engage in an extended, student led inquiry project which will allow them to follow a particular area of interest. Whilst researching one particular movement students will:

- examine how women have successfully advocated to be heard.
- establish the value of new ideas to humankind as a species.
- examine how we determine whether a society is considered progressive or repressive.
- analyse the social trends and anomalies regarding gender politics throughout history.

## Philosophy and Pop Culture

This subject is designed to give students an opportunity to consider and evaluate key philosophical questions in the context of pop culture. Students will be introduced to interesting and critically engaging philosophical questions (Do we have free will? Can we ever be morally 'right'? What is happiness?) and then will read, watch and/or listen to different examples of pop culture (short stories, comics, film, TV or music) to see how others dealt with these questions. Students will develop important philosophical and analytical skills through examining possible scenarios when taking a philosophical position in an argument to its logical conclusion. Students will study and consider how writers, film-makers, TV show-runners, musicians, comedians and comic book artists have explored these questions and compare them to their own opinions and perspectives.

Students will explore a variety of philosophical inquiries that could include ethics, existentialism, the debate on free will, the meaning of life, time or even nature vs nurture. Students will be introduced to these ideas, different philosophical perspectives from past philosophers, pop culture examples and then they will be required to form and defend their own opinions.

Students will explore these issues through a wide range of resources, accounts and media and will engage in independent research as well as collaborative work and group discussion. This subject will support the pathways of students interested in studying Philosophy, Media and English.

## Subject Outlines – The Arts

An extensive and exciting program is offered in both the visual and performing arts providing the opportunity for all students to develop interesting and well-balanced educational programs.

A wide range of elective subjects are offered to students to build on the initial skills that they have developed in the Year 7 and Year 8 Arts program.

In the visual arts, students have the opportunity to continue the acquisition of skills and the development of personal forms of expression through a wide range of subjects. These units are primarily practical in content with an emphasis on exploring and developing ideas as well as presenting a folio of finished works.

The performing arts includes Music and Drama. They encourage students to develop their practical skills through rehearsal and recitals. These skills are enhanced by theoretical knowledge and interpretive understanding.

Electives have been offered for a range of period lengths to allow students to tailor their course to suit their own individual learning needs. As part of creating a course that includes breadth, **all students are required to undertake at least one five period or four period subject from the Arts learning area.** A summary table as well as individual subject descriptors is included below:

### Arts Electives:

Periods per 10 day cycle:	Electives Offered:
5 Period Electives: <i>(All students must complete at least one 5 or one 4 period elective as part of their course.)</i>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Drama - Playmaking</li> <li>• Photography</li> <li>• Visual Communication Design</li> <li>• Year 9 Music</li> </ul>
4 Period Electives	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Architectural Design</li> <li>• Film Production (Suspense)</li> <li>• Painting</li> <li>• 3D Art</li> </ul>
2 Period electives	<ul style="list-style-type: none"> <li>• Digital Illustration</li> <li>• Drama – Intensive Performance</li> <li>• Music – Performance Workshop</li> </ul>

### 3D Art

Students will explore, develop and create artworks that use a variety of materials to make three dimensional artworks or sculptures. They will learn about different materials, techniques and methods of construction and research the work of different artists to gain inspiration and build their knowledge of sculpture as an art form in different cultures and contexts. Students will experiment with natural and found materials, wire, armatures, clay, plaster and recycled materials in creating their forms.

Assessment: Visual Diary, Finished Artworks and Written Tasks.

### Architectural Design

Students will explore the visual language of architectural design. They will draw and design house plans, elevations and three dimensional representations. In doing so they will follow the design process whereby they will work to a brief, conduct research, generate ideas, develop solutions and present their designs in a range of formats. Students will develop skills in freehand drawing as well as computer aided drawing using programs such as Illustrator and Google Sketch Up. They will

have the opportunity to investigate processes and practices used by Architects when working with clients. Students will investigate the work and practices of Australian and International Architects.

## **Art**

This is a general art course in which students explore traditional and contemporary art making. Students will gain and improve skills in drawing, painting, printing, collage as well as sculpting and contemporary art methods.

Through practical and theoretical investigation students learn about the major art historical movements and art making techniques and styles. Students will be introduced to Australian and International Art history. This subject is designed for students to be introduced to and explore a wide range of ideas, artworks, styles and techniques.

## **Film Production (Suspense)**

Want to create nail-biting suspense? Want your audience hanging on tenterhooks? This course looks to the experts to gather some tips and techniques for creating edge-of-your-seat tension in Dial S for Suspense. Hitchcock, the master of suspense, will be studied as well as the techniques used in suspense scenes from famous films.

Students will create a suspenseful short film using the techniques they have learnt.

Production skills developed include an awareness of story and character and how to effectively exploit the language of film using dramatic music, low-key lighting, slow motion, extreme close ups and sound editing to create tension. Students will distribute their short films via video sharing websites such as YouTube and Vimeo.

## **Drama - Playmaking**

This unit is designed for Year 9 students to engage in making a play suitable for a chosen audience. Students will be responsible for writing, directing, costumes, publicity, sound and lighting. They will experience all aspects of mounting a production, culminating in the performance of their piece. The unit is designed to give students an overview of the nature of theatre, the roles within a production. The unit will allow students to pursue their particular interests within the playmaking process.

## **Drama – Intensive Performance**

This unit is designed for Year 9 students who are members of the Drama Ensemble to experience the creation of an ensemble performance working both within these two periods and in a specific after school workshop. It is intended to extend to students the opportunities previously afforded by the Monash University Short play festival (which no longer operates) and the Artist in Residence program in 2014, the opportunity to engage with performance at an artistically challenging level, to experience the creation of ensemble based non naturalistic Drama with the aim of public performance.

## **Drawing**

This is an art course with a focus on drawing. Students explore traditional and contemporary drawing methods and artistic concerns – They learn about drawing techniques, compositions and styles. The practical art-making consists of planning and creating a range of drawings of different genres (i.e. portrait, figure, still life, landscape, architecture).

Students will be using diverse drawing methods and materials (i.e. grey leads, coloured pencils, charcoal, pastel, conté and contemporary art-making implements) in response to given themes or concepts. Students will be introduced to Australian and International Art history with a focus on drawing. They will gain an understanding of social, historical and cultural contexts in which artworks and drawings were/are made and how artworks communicate ideas.

## Digital Illustration

Students will explore the communication of images for print and the web. This will include hand drawing using various materials as well as illustrating using computer technology. They will be introduced to the key areas of illustration: design, layout, conceptual development, image and text. Students will also be involved in making, critiquing and resolving their work. In addition they will also view and analyse the work of other Illustrators.

As the focus for this subject is digital illustration, it is expected that students have a stylus.

## Music Performance Workshop

This is a pure performance subject that gives musicians the opportunity to develop their own personal performance plan by which they will be assessed. Students set their own performance goals as soloists and/or members of a group, and will be supported in achieving their goals through structured rehearsal and regular performance. This subject is open to musicians of any style, and focuses on personal improvement through meeting a series of challenges and achieving goals.

## Music

This elective is for musicians who want to take their playing, listening and composing to the next level through a combination of classroom aural and theory tasks and multiple solo/group performance contexts.

Students spend the first term developing a solo performance, while participating in whole class large ensemble performances of contemporary and classical works. In the second term students form small ensembles and choose their own repertoire with guidance from instrumental and classroom teachers; they apply the ensemble skills they have learned to their own rehearsals and perform in an end of semester lunchtime concert. Students investigate their solo repertoire and band repertoire through listening, reflection and analysis, and continue work on the aural and theoretical skills that they will need in both Year 10 and VCE music.

## Painting

This is an art course with a focus on painting. Students will explore and document the development of ideas, skills and techniques in a visual diary as well as through producing a folio covering a range of styles such as realism, expressionism and abstraction.

These styles will be interpreted in a variety of media such as pastel, watercolour, gouache, acrylic and oil. Students will enhance their appreciation of art by analysing and interpreting the qualities in paintings and in examining the roles of artists in different societies.

## Photography

This course covers black and white darkroom techniques including Pinhole cameras and Photograms. Students explore a variety of image making techniques and learn about the history and development of photographic processes. Students are also introduced to the DSLR camera and begin to use Photoshop to manipulate their images. Students submit a range of practical work with accompanying theory exercises focusing on the analysis and interpretation of artworks. Students learn about the elements and principles of art and how to identify and interpret their application. There is also plenty of scope for students to follow their own passions for subjects and styles. As well as the course charge for this subject, students will need to purchase their own darkroom paper, which is available from the school. Film will be supplied. Cameras may be borrowed through the school on an overnight/weekend basis. All students need a large capacity USB device for saving and transferring their photography files.

## Visual Communication Design

Students will develop a visual language to communicate messages, information and ideas. They will follow the design process to generate ideas and solutions to design tasks. Students will develop skills in freehand, technical and digital drawing as well as image-generation methods such as digital photography, printmaking and collage to visualise ideas and concepts with a range of

media such as pencils, markers, paint and digital imaging. Information and ideas will be communicated in a range of presentation formats which may include; symbols, packages, diagrams, illustrations and concept designs. Students research both Australian and International designers and the role of visual communications in different cultural contexts.

## Subject Outlines – Technology

At Eltham High School Technology emphasises engagement in designing, creating and evaluating processes, products and technological systems using a range of materials as a way of developing creativity and innovation. This is achieved through a diverse range of subjects, all of which build on skills and knowledge in Year 7 and Year 8. Technology subjects provide clear pathways into Year 10 and beyond into VCE.

Design, creativity and innovation are an important component of a balanced course for Year 9 students and are essential elements for success in many areas. For this reason **all students are required to complete at least one Technology subject as part of their course**. A summary table as well as individual subject descriptors is included below:

### Technology Electives:

Periods per 10 day cycle:	Electives Offered:
4 Period Electives <i>(All students must complete at least one 4 period Technology elective as part of their course)</i>	<ul style="list-style-type: none"> <li>• Contemporary Jewellery</li> <li>• Design, Bake and Decorate</li> <li>• Electronics</li> <li>• Fashion and Textile Design</li> <li>• Food for Life</li> <li>• Game Design</li> <li>• Product Design – Wood</li> <li>• Product Design- Metal Technology</li> <li>• Website Design</li> </ul>

### Contemporary Jewellery

Contemporary Jewellery is a course designed for students who would like to enhance their metalwork skills with a focus on jewellery making. This course will allow students to explore and use a variety of materials to both design and create different items of jewellery. Students will work their way through the design process from conception, research, investigation, production and evaluation. Contemporary jewellery will encourage students to work with different materials from refined metals, plastics, plastics, glass, stones, through to recycled materials. Through the design and production process students will be given the opportunity to create and manufacture a number of unique jewellery pieces.

### Design, Bake and Decorate

This subject is designed to engage students in the techniques and skills required to decorate a variety of commonly baked products. It incorporates elements of design and the design process. Students will have the opportunity to create fondant models following a theme and to apply piping techniques to selected items. Students will also improve their general skills and knowledge of baking and be introduced to a range of techniques and types of icing commonly utilised by pastry chefs. It is envisaged that as well as small food items such as cupcakes and biscuits, a fully decorated small cake will be produced.

Assessment will take the form of a workbook portfolio of design options, decorating activities and the production of a themed cake.

Students who undertake this subject will acquire practical decorating skills and also be able to creatively solve problems in order to achieve required designs.

This subject will involve 3 classes a fortnight.

### **Electronics**

This area of study covers the knowledge and skills related to a range of activities associated with the use of analogue electronic components and circuit boards as a practical introduction to electronics. Students develop skills in design, fabrication (using a variety of materials including acrylic plastic), marking out, cutting and drilling, soldering, wiring and assembly.

A strong emphasis is placed on the importance and need for planning, the development of effective procedures and practices, safety in the workshop (including the safe use of hand and power tools) and production evaluation. Production work includes an emergency flashing light that requires students to etch and build a completed circuit board and the installation of the circuit board into an appropriately built casing. Students will also construct a speaker including its casing, and test the performance of the speaker with the audio output of a laptop or their phone.

### **Fashion and Textile Design**

Fashion and Textile Design is for students who have an interest in Fashion and Textiles. Students will learn how to use the sewing machine and how to follow a basic commercial pattern to create garments. They will be exposed to a range of sewing processes, fabric care and labelling, print and decorative techniques for textiles with emphasis on the importance of experimenting with a variety materials and techniques.

This subject offers a creative outlet whilst supporting students in the learning of skills and technologies relevant to fashion and textile design based industries. Students will consolidate their understanding of the role of fashion and textile design in the everyday and its relevance to their lives beyond the school. This area of study can be continued in Year 10 by selecting the elective Product Design Fashion and into VCE.

### **Food for Life**

The focus of this food unit is for students to develop the knowledge and food preparation skills required for good health while also engaging with key food sustainability issues which impact both our future and present food supply.

Students will follow the design process to create and produce meals that reduce food wastage and reduce negative social and environmental impacts of specific food production systems and industries. Students will investigate the impact of sustainable foods, food miles and factors that influence current food habits and trends. The course is designed to equip young people with improved culinary skills to maximise the use of ingredients and easily produce home meals from scratch.

Students who undertake this subject will become conscientious and informed producers and consumers of food. This subject will involve one practical and one theoretical class each week.

### **Game Design**

Students will design and make a game using Adobe Flash. With some focus on design, students will look at what elements go into a 'good' game. They will research and analyse existing games and use this to inform the creation of their own game.

Students will go through a pre-production, production and post-production stage. Before making their game, they will workshop and develop concepts and decide what genre and type it will be (platformer, single player, multi-player, etc). Students will learn to use coding in Flash during the production stage. They will also create and/or source the components for the game, from the

characters to the sound. During the post-production stage, students will test each other's games and provide feedback giving the opportunity for further improvement.

### **Product Design - Wood**

Students design and produce a wooden product according to the needs of a client. Students create a design folio from an individual scenario solving a design problem from a client. They will then learn advanced joint construction that could be used in their production piece. Various approaches to solving the design problem will be explored and displayed within a design folio. Students develop skills in marking out, hand tools, power tools and static machines.

Throughout the semester students apply appropriate, efficient and safe working method with materials, tools, equipment and machinery. Students focus on designing, producing, investigating and then evaluating their finished piece according the clients needs. This area of study can be continued in Yr 10 – Product Design Furniture Construction, and leads on to Product Design & Technology in VCE.

### **Product Design - Metal Technology**

This area of study covers the broadening of knowledge and skills, learnt in Year 8, related to a range of activities associated with the use of non-ferrous metals. Students design their own projects with a strong emphasis placed on the importance and need for planning, the development of effective procedures and practices, safety in the workshop and production evaluation.

The learning outcomes include an analyse of the appropriateness of using particular materials, including emerging materials for a particular purpose, preparation of detailed design proposals, make products using complex equipment and analyse the product effectiveness. The learning outcomes will be achieved through the completion of the following learning activities: an investigation of appropriate materials to suit the product, appropriate joining methods, comprehensive sketches and drawings, appropriate joining methods production work emphasising the safe and correct use of hand and power tools and an evaluation of the production activities.

### **Website Design**

Students will build a basic website using Adobe Dreamweaver. During this unit, they will be taught fundamental coding skills using HTML and CSS. Students will first focus on designing their website and develop an understanding of website design. Through coding, they will learn how to change the design and appearance of their website. Students will also learn the importance of file management in website design and how templates are utilised to form the website's underlying structure.

## **Subject Outlines – English**

### **English**

In Year 9, the English course is focussed on building students' knowledge and skills in the areas of:

- Reading and Responding to Texts
- Analysing and Presenting Argument

Students are exposed to the world of literature, as they read and view a variety of texts, with a particular focus on introducing new literary forms and genres, including poetry from Edgar Allen Poe, Judith Wright, and W.H Auden, Hunt for the Wilderpeople (dir. Taika Waititi), and William Shakespeare's Romeo and Juliet. They examine how texts are shaped by the time, place and cultural setting in which they are created. Students develop their own literary pieces as they respond both analytically and creatively to what they have read.

To develop their awareness of the way language is used to influence audiences, students study a range of topical issues from the Australian media, as well as produce their own persuasive texts.

They continue to develop their literacy skills in the areas of spelling, punctuation and grammar, as well as using evidence to support their analytical responses to passages, and text response essays.

In addition to Year 9 English, students are encouraged to choose from a range of elective options listed below:

### English – Electives

<b>Periods per 10 day cycle:</b>	<b>Electives Offered:</b>
5 Period Electives	<ul style="list-style-type: none"> <li>• Creative Writing</li> </ul>
4 Period Electives	<ul style="list-style-type: none"> <li>• English Enrichment – Classic to Contemporary Literature</li> <li>• Writing for the Digital Age</li> <li>• Building English Skills</li> </ul>
2 Period electives	<ul style="list-style-type: none"> <li>• Book Talk</li> </ul>

### Book Talk

This subject is designed for students who love reading books and exploring the rich ideas found in them. The foundations of the course are accelerated reading, and literary analysis through discussion.

The course emphasises student choice, as they are encouraged to bring their own texts and reading history into the classroom to share with their peers.

This subject focuses on extending students' English skills by providing them with the tools to move beyond surface reading to deep, close reading. It also seeks to challenge the breadth of students' reading choices, as the course is designed to engage students in the vast literary world through the study of different genres and text types.

### Building English Skills

This subject is designed for students looking for support in English. It caters to those who need to build on the foundational skills required to experience success in English. Group activities and resources provide students with a supportive environment to develop their knowledge of key literacy skills, including:

- spelling
- grammar
- punctuation
- paragraphing

Students will work to consolidate their skills in the areas of reading and viewing, speaking and listening, with a particular focus given to students writing. Practical activities will enable students to improve the quality of their English work, but also their writing across all subject areas.

### Creative Writing

This course gives students interested in creative expression the opportunity to extend their ideas, develop their writing skills, and have their work published.

Students learn the fundamentals of fictional pieces including narrative, setting, characterisation, themes and symbolism. Students learn the literary features of particular genres and authors by unpacking some iconic literary works. Interactive workshops foster their creative thinking during

the writing process – from developing an original idea, all the way through to editing the final piece for publication.

Students will become authors of a range of different text types such as scripts, stories, poetry, dramatic monologues and dialogues, 'zines', lyrics and reviews.

### **English Enrichment**

This subject is designed for students looking to extend themselves in English. It offers passionate readers and writers the opportunity to develop sophisticated language skills and a nuanced knowledge of literature, from classic to contemporary works.

Students are challenged to explore ideas and language through the close reading of various text types such as novels, plays, poetry, and short stories. In response to these, they produce both analytical and creative writing.

Students will develop a critical understanding of literary features and forms, and practice unpacking and analysing these. Students experience seeing the world through the author's eyes, by considering the ways in which writing reflects authors' values, and the social and cultural context they lived in.

### **Writing for the Digital Age**

This subject is a hands-on communication unit that gives students the writing skills for modern journalism. Students learn the conventions of editorial and informative writing, while website workshops give them the tools to publish their work on digital mediums.

The practical activities in this course are designed to give students experience in interviewing, editing, layout design, advertising and publishing. In unpacking model pieces of contemporary importance, students develop a critical understanding of how language is used in the media to influence their readership, which they in turn apply to their own informative and persuasive pieces.

It has a focus on improving students' English skills through engagement with their broader community, as students are given the opportunity to write on contemporary issues that they feel passionate about. Students become published authors, as they share their work with the whole school on the intranet and with the entire world via the internet.

## Subject Outlines – Health & PE

### Physical Education and Personal Development

All students will participate in the core subject of Physical Education and Personal Development. In the course of the semester they will undertake a 10 week Health program.

The aim is to allow students to participate in learning activities that enable them to establish personal identity and discuss relationships. They will learn about strategies for supporting themselves and others who may be experiencing health issues. The emphasis is on understanding the body systems (circulatory, muscular, skeletal and nervous), analysing physical activity levels of populations and individuals against the National Physical Activity Guidelines, identifying the benefits of physical activity and assessing personal fitness. Students will investigate the use of substances such as alcohol, tobacco and other drugs, diet and exercise in order that students can make informed decisions in relation to personal health issues.

**Coursework:** Detailed and up to date notebook, participation in group work, written assignments and research assignment.

**Assessment:** Based on participation in all activities, written assignments, tests of factual information, notebook requirements fulfilled.

In addition to this course, they are encouraged to choose from a range of elective options from the Health and Physical Education Area. A summary of these options as well as descriptions of the subjects listed below:

#### Health and Physical Education Electives:

Periods per 10 day cycle:	Electives Offered:
4 Period Electives	<ul style="list-style-type: none"> <li>• Active Girls</li> <li>• Health and Human Science</li> <li>• Boys Team Sports</li> <li>• Intensive Training and Coaching – Basketball</li> <li>• Intensive Training and Coaching – Volleyball</li> <li>• Fitness and Training</li> </ul>
2 Period electives	<ul style="list-style-type: none"> <li>• Recreation Activities</li> <li>• Duke of Edinburgh Award</li> </ul>

#### Active Girls

This unit is being specifically offered to create new opportunities for girls in Physical Education by allowing them to actively participate in a supportive, non-threatening environment. The subject will focus on a broad range of activities including self defence, racquet sports, fitness activities and dance. The subject will also take a sociological look at how sport and physical activity impact upon women

Experienced qualified instructors are contracted for specialised activities such as dance, step aerobics and self-defence.

Students will need to be appropriately dressed (i.e. clothes and footwear). There is a focus on active involvement and in all aspects of the class as well as maintaining good sporting attitude and behavior. A workbook is to be maintained including personal evaluations, hand-outs, tests and assignments.

## **Boys Team Sports**

This unit covers a series of team sports that can be pursued in the immediate community. They encourage the students to work together in a team situation so as to develop both socially and physically. The students will participate in sports such as basketball, indoor and outdoor soccer, baseball, volleyball, football, soft lacrosse, cricket and hockey.

Physical skills and theory knowledge will be tested. Students are required to maintain a logbook of their involvement in practical sessions. Students will be assessed in a range of ways including practical involvement, application and attitude. Students are also required to complete an assignment tracing the historical development of a team game.

## **Duke of Edinburgh Award**

This subject is designed to support students to gain their Bronze Duke of Edinburgh Award. This internationally recognized award explicitly aims to develop leadership, teamwork, communication, resilience and confidence. Students are required to meet minimum time commitments in the areas of physical recreation, skill development, community service and adventurous journeys. Students will be supported by their teacher to plan and meet the mandatory components of the award, and will meet all requirements for the Adventurous Journey. This subject will require students to engage in a range of independent tasks outside of class time in order to complete their Bronze Award. It is assumed that students who enrol in this subject will enrol in the Award and will participate in the two 2-day bushwalks. The cost of these components is included in the course fee. More information about the Award can be found at <https://www.dukeofedvic.org.au/>

## **Fitness and Training**

This subject is designed to enable students to develop an understanding of the body systems and their role during exercise. It will provide students with the knowledge of sports specific fitness components, assessment procedures and training methods which can be implemented to develop these components. It will give the students an opportunity to customize an individual training program in order to improve their personal fitness. This subject is suited to students who are interested in personal fitness, but also those who are looking towards a pathway of study involving Physical education at the Senior School level.

## **Health and Human Science**

This subject is designed to educate students on the roles of a range of body systems and the interrelationship between them and the impact on individual health. It will provide students with knowledge in relation to a range of diseases at an individual, community and global level.

As well as exploring key physiological aspects of Health and disease, students will also engage with a range of current health issues (such as obesity, diabetes, mental illness) and the impact that they have on society.

This subject is suited to students who wish to learn more about health and health issues and is designed to support students with a pathway of study involving Health at the Senior School level.

## **Intensive Training Course – Basketball**

This unit offers students the opportunity to further develop their Basketball knowledge and ability through both practical and theoretical methods. Students will participate in intensive training in all aspects of the sport. Areas to be covered include pre and post testing of skills and intensive skill development, fitness training specific to the needs of volleyball, tactics and game systems, refereeing and coaching.

Students will design a program to improve movement performance in athletes of a specific age group, evaluate the fitness demands of Basketball and implement a fitness training program to improve the fitness of athletes. They will also evaluate and implement individual and group tactics and team systems in games.

Students will be required to present a lesson plan for the development of a particular skill, including coaching points, skill practices and modified games.

### **Intensive Training Course – Volleyball**

This unit offers students the opportunity to further develop their volleyball knowledge and ability through both practical and theoretical methods. Students will participate in intensive training in all aspects of the sport. Areas to be covered include pre and post testing of skills and intensive skill development, fitness training specific to the needs of volleyball, tactics and game systems, refereeing and coaching.

Students will design a program to improve movement performance in athletes of a specific age group, evaluate the fitness demands of volleyball and implement a fitness training program to improve the fitness of volleyball athletes. They will also evaluate and implement individual and group tactics and team systems in games.

Students will be required to present a lesson plan for the development of a particular skill, including coaching points, skill practices and modified games. As part of the course students will undergo a referee training course and assessment to achieve a “State B grade” volleyball referee’s qualification.

### **Recreational Activities**

Recreational Activities is being offered to provide an opportunity for students to undertake a variety of recreation based activities within the school and community environment. Students will engage in a variety range of recreation activities offered at school and in the community, developing skills, knowledge and behaviours for enhancing safe participation.

Students will develop an understanding of the range of recreational activities available to them at school and within the community.

Students will develop proficiency in movement and manipulative skills in activities such as Lawn Bowls, Squash, Golf, Roller skating and Racquet sports.

Through practical engagement in a range of recreational activities students will develop skills, knowledge and behaviours which enable safe participation in activities. They will also develop their health and fitness through practical involvement in these activities.

## Subject Outlines – Humanities

**At Year 9 all students undertake compulsory study in the Humanities across the year. This consists of a Semester of History and a semester of Geography and Economics.**

The Humanities take as their subject matter human behaviour. They provide unique ways to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems, related to other groups of people and interacted with their physical environment.

The Humanities encourage use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

Within the Humanities Learning area, students are also able to select from a wide range of elective options. These options provide access to a number of subject areas which are new to Year 9 students and which continue on as pathways into Senior School. A summary of these elective options as well as subject descriptions is listed below:

### Humanities Electives:

Periods per 10 day cycle:	Electives Offered:
5 Period Electives	<ul style="list-style-type: none"> <li>• America and the New World</li> <li>• The Age of Shakespeare</li> <li>• Dollars and Sense</li> </ul>
4 Period Electives	<ul style="list-style-type: none"> <li>• An Unequal World</li> <li>• Business Management</li> <li>• Racism and Justice</li> </ul>
2 Period Electives	<ul style="list-style-type: none"> <li>• Media and the World</li> </ul>

### An Unequal World

In this subject students explore various forms of global inequality, such as disparity in levels of health, wealth and education (in other words the gap between the rich developed countries and the poor developing countries). Students will examine cause and effect relationships, and investigate practical approaches that can be taken by individuals, organisations and governments to address issues on global, national and local levels. They will consider how their actions can have global ramifications, and how they can themselves make changes to the world that they live in.

This subject engages students with some of the most pressing issues that we face today as global citizens. It will also support students as they move towards pathways such as Geography and Politics in Senior School

### America and the New World

This subject engages students in a study of major themes and events in United States history which covers the period of time from the colonies to the civil rights movements of the 1960's. Topics will be chosen from: Settlement of the colonies, slavery, cattle trails and cowboys, the civil war, the roaring twenties and the depression, the sixties and civil rights. It will make connections for students between many of these important historical events and the culture, society, values and government of our own contemporary world.

As well as supporting students to develop the skills and knowledge for strong historical inquiry and investigation, it will also support and connection to a wide range of Senior School pathways in the Humanities.

### **Business Management**

This subject is designed to engage students with the world of business, and important concepts in successful business management. Students will begin looking at the motivation behind starting a business, the importance of evaluating business performance and the basic accounting and legal requirements of owning and operating a small business in Australia.

Students will then explore the business environment through real-life case studies, simulations and enterprising activities that investigate the benefits of having a competitive advantage and the idea behind innovation and how can it be used to drive change. This unit includes theory based assessment tasks with the possibility of practical based ones and requires students to work collaboratively as well as individually.

On completion of this course, students may look to undertake either Year 10 Economics and Business studies or alternatively an enhancement at VCE level of Unit 1 Business Management.

### **Dollars and Sense**

Knowing how to effectively manage your personal finances is an essential skill everyone should learn before leaving school. In Value and Worth students will understand the importance of managing personal finances, budgeting and spending wisely. Students will look at different types of investing, such as Property, Shares and Superannuation, and the risks and returns involved. By looking at the role of an Accountant, students will be introduced to the basic recording and reporting of financial information for a small business. This will incorporate an introduction to the accounting equation, the types of assets, liabilities and owners' equity held by a business through the completion of basic balance sheets, and income statements.

On completion of this course, students may look to undertake either Year 10 Accounting or Year 10 Economics and Business studies, or alternatively an enhancement at VCE level of either Unit 1 & 2 Accounting, Economics and/or Business Management.

### **Media and the World**

Media and the World is a subject that combines elements of the Humanities, English and Media to develop an understanding of how contemporary news is created in a rapidly advancing world.

Students will learn about the delivery of news through mediums, such as the threat of fake news, online and independent sources of news, and social media. The rise of 'bystander journalism' will be examined when we look at how social media has turned ordinary citizens into deliverers of information.

In this subject students will objectively analyse pieces of news media, create news texts of their own, engage with online news sources and monitor and develop a greater understanding of current international events in the news. As well as providing a focus for important current events, this subject will provide students with knowledge and skills to support a range of Senior School pathways such as English, Media and Global Politics.

### **Racism and Justice**

This subject is designed to extend students' knowledge of both history and the justice system of different countries with a focus on the treatment of racially alienated groups in society. Students will consider the role of history and how the processes of social change and concentration of power are exercised through the writing of laws. As such, students will study major events, changes in social attitudes, political shifts and conflicts that have occurred to shape society. Students will examine legal systems and specific legal cases to evaluate to what extent racism was a factor.

Students will focus on three different societies and their respective legal systems: (i) Australia's treatment of Indigenous people; (ii) United States' treatment of African-Americans; and (iii) The Apartheid System in South Africa.

Students will explore these issues through a wide range of resources, accounts and media and will engage in independent research as well as collaborative work and group discussion. This subject will support the pathways of students interested in studying both History and Legal Studies.

### The Age of Shakespeare

This course is a combination of Literature and History. Students will read and analyse three of Shakespeare's plays and consider them against the backdrop of Elizabethan and Jacobean times. The focus will be on helping students to feel comfortable and familiar with Shakespeare's language; on developing their own opinions about the plays and supporting those opinions with evidence. Students will explore Shakespeare's theatre and play going in Elizabethan London; they will develop their knowledge of this often turbulent period: the threat of the Spanish Armada; and Guy Fawkes and the Gunpowder plot.

Assessment will involve an organised and complete workbook, creative and analytical tasks and a PowerPoint presentation on one aspect of the history of the period.

## Subject Outlines – Languages

To participate fully in our increasingly multi-cultural and international world, all students are urged to carefully consider the study of a second language. The Year 9 units of Languages - French and Indonesian - are designed to enable students to use language to interact with others, to develop an awareness of the structure of language, and to gain insight into and appreciation of another culture. This is achieved through dealing with the functions of language in various activities, roles and settings. The linguistic elements of language are developed through the study of topics and through different types of texts. At Year 9, language study (Indonesian or French) is offered as an elective subject. Students must undertake their language study all year. Year 9 French and Indonesian comprise: one semester of a 5 period class and the other a 4 period class. This includes weekly interaction with an additional Indonesian or French native speaker.

Once a student discontinues the study of a language, it is extremely difficult to resume it at later years of school. For this reason, Eltham High School encourages students to maintain a language in their course for as long as possible. For students with particular strengths in Languages enhancement pathways are available however, due to the progressive nature of the study this should be done in close consultation with the Languages Coordinator.

The study of language is beneficial for not only VCE but also for a range of tertiary pathways and a wide variety of careers. Eltham High School provides a range of activities to support Middle School Languages. These include:

- International Study tours are offered in alternate years to either France or New Caledonia and Indonesia;
- A variety of linguistically and culturally stimulating excursions and incursions are offered to students in Year 9 Languages.
- Participation in the Language Perfect World Championships and the opportunity to sit for the Australian Language Certificate;
- Native Speaker support is provided each semester to provide conversation support for students in small groups each semester.

NB: Students selecting Languages - French and/or Indonesian in semester one will continue with study in semester two, as Languages is offered only as a whole year course.

## **Year 9 French (9FRN French A and 9FRE French B)**

**Students must select both French A and B to enroll in the subject for the whole year.**

Year 9 French is offered as a continuation of the study of the language from Years 7 and 8. The French program continues through to Units 1- 4 in VCE.

The study of French is thematic, employing a variety of styles and forms of language use. Grammatical structures, vocabulary, expression and cultural aspects are dealt with in an integral manner during the course.

Topics studied in Year 9 include: Holidays, Food and Drinks, Transport and Shopping, School Life, The Environment, Clothes and Fashion, French Tourist Sites.

As a part of their study, students complete small research projects and have the opportunity to participate in a range of culturally and linguistically stimulating activities such as film festivals, French theatre shows, and French song competitions. Students are also expected to participate in the Language Perfect World Championships.

Students will cover the various discourse forms used in personal, informative and imaginative language through listening and speaking, reading comprehension, and written tasks.

Assessment will be based on the level of competence attained in using the French language in prescribed situations and activities, as well as the level of awareness of French culture.

Assessments cover learning strands of listening, speaking, reading and writing.

## **Year 9 Indonesian (9IND Indonesian A and 9INO Indonesian B)**

**Students must select both Indonesian A and B to enroll in the subject for the whole year.**

The study of Indonesian at Year 9 continues from previous study of the language at year 7 and 8. The subject further develops the students' capacities to communicate in the language and deepens their intercultural knowledge and language awareness. The Indonesian program continues through to units 1- 4 in VCE.

Indonesian in Middle School is thematic, incorporating a variety of forms (grammar, vocabulary, expressions and cultural aspects). Coursework will cover various discourse forms used in personal, informative and imaginative language through listening, speaking, reading and writing.

Students will also have the opportunity to participate in Film and Food Days, run Language Workshops for primary school students at Eltham Primary, participate in Language Perfect World Championships, learn to play angklung, an indigenous instrument, create batik and learn Indonesian traditional dances. In addition to our regular incursions and excursions students have the opportunity to travel to Indonesia every second year, engaging in home-stay experience, teaching students English and visiting the many cultural travel sites such as Yogyakarta, Bali and Jakarta.

## **Subject Outlines – Mathematics**

### **Year 9 Core Mathematics**

In Year 9 all students study Mathematics through a Core Mathematics class. Both support and extension work is made available to students to support their pathway into Mathematics at Year 10.

The course provides students with a wide variety of mathematical experiences. These experiences vary from practical applications to more abstract problem solving situations.

Areas studied include: Real Numbers, Money and Financial Mathematics, Linear and Non-linear relationships, Patterns and Algebra, Using units of Measurement, Geometric reasoning, Pythagoras and Trigonometry, Chance and the representation and interpretation of Data.

**Outcomes:** Skills practice and standard applications: For each topic students must satisfactorily complete textbook exercises, assignments and homework tasks covering questions from the above topics. Students should be able to define and explain key ideas and apply a range of related mathematical procedures.

**Assessments** in Year 9 Mathematics through a range of tasks including skills practice and applications, tests and assignments and examinations.

In addition to the Year 9 Mathematics, there is also a number of Mathematics electives which are summarised and described below:

### Mathematics Electives:

<b>Periods per 10 day cycle:</b>	
2 Period electives	<ul style="list-style-type: none"> <li>• Building Maths Confidence</li> <li>• Mathematics Investigations</li> </ul>

### Building Maths Confidence

Confidence has been identified as a big factor in successful progress in Mathematics in later years. Building Maths Confidence caters for students who would like to improve their understanding and build their confidence when working on the mathematics that is required in their Core Year 9 Mathematics class.

Students step back to examine the foundations of some of the compulsory Year 9 topics in greater detail, providing a chance to make more useful connections between skills and knowledge that may not have been apparent in Years 7 and 8. Throughout the unit, students continue to build their numeracy skills and confidence working with numbers.

Students are also required carry out work to find and understand resources and strategies that can help them in their work, in order to increase their ability to work independently with their Mathematics.

### Mathematics Investigations

Maths is an enormous subject, with all sorts of interesting ideas and theories that don't quite fit into the compulsory curriculum. Mathematics Investigations allows students who are interested in what else Maths has to offer to discover a range of new concepts and ideas. These include different geometries and number systems, networks, game theory, logic, and answer a diverse range of questions such as 'How long is a piece of string?', 'How do you count to infinity?', or 'How do you wallpaper your palace?'

Students have time to focus on developing their problem solving skills and to improve their understanding and use of mathematical proof, both of which provide an excellent foundation for higher level study of the subject in the Senior School. Mathematics Investigations also provides an element of individual choice, with the opportunity for students to independently investigate ideas that interest them further.

## Subject Outlines – Science

### Science

**Students undertake a compulsory semester of Core Science at Year 9.** The semester covers the topic areas of Biology, Chemistry and Physics. Emphasis is placed on developing scientific concepts and critical thinking, as well as improving practical skills and experimental techniques.

In addition to Year 9 Core Science, students are encouraged to undertake Science electives of their choice. A summary of the electives offered, as well as descriptors for the subjects is listed below:

### Science Electives:

Periods per 10 day cycle (Weeks A and B)	
5 Period Electives	<ul style="list-style-type: none"> <li>• Earth and Stars</li> <li>• Forensic Science</li> </ul>
4 Period Electives	<ul style="list-style-type: none"> <li>• Biotechnology</li> <li>• Science and Technology</li> </ul>

### Biotechnology

This unit aims to introduce students to the revolutionary field of Biotechnology and the applications of this new technology to real life conundrums. Areas of study will include genetics and inheritance, cellular processes, genetic engineering and its industry applications. Assessment for this subject includes written practical reports, tests and multimodal group presentations. This subject is a good pathway to potentially access VCE Biology later on.

### Earth and Stars

In this unit students will expand their knowledge and understanding of distance, time and space through the study of the Earth, the Solar System and the Universe. Students study geological aspects of Earth and investigate historical and current space exploration. Students will be assessed through a variety of tasks including a presentation on the International Space Station (specific topic to be negotiated), a poster presentation on comets and meteorites, and constructing a three-dimensional model of a topographic map.

### Forensic Science

In this unit students will learn how to apply scientific knowledge to establish an accurate description of a sequence of events as they might apply to a scene of a crime. Students will need to interpret evidence without bias and to be able to explain findings clearly on the basis of established scientific procedures and tests. Students will be assessed through research assignments, tests and practical activities. This elective provides a potential pathway for students looking to undertake Chemistry and/or Biology at VCE level

### Science and Technology

This unit allows students to explore the progress of Science and Technology through time. Beginning with the Stone Age, students examine the advances made through the Industrial Age into the Information Age. Specific topics include: catapults, steam engines, aeroplanes, rockets/missiles and concludes with the construction and programming of robots. From these applications the social, economic and ethical contexts of scientific advancements will be further explored. Students will be assessed through practical activities, group projects and unit tests. This elective provides an excellent pathway for students looking to undertake Physics at VCE level.

## Section 3 – Course Charges and Forms

### Year 9 subject Charges

Active Girls	\$115
Architectural Design	\$25
Art	\$40
Contemporary Jewelry (Includes.tour)	\$95
Design, Bake and Decorate	\$95
Digital Illustration and Design	\$20
Drawing	\$30
Duke of Edinburgh Award	\$375
Earth and Stars	\$20
Electronics	\$70
Fashion and Textile Design	\$55
Food for Life	\$95
Horticulture	\$20
Intensive Training (Basketball)	\$30
Intensive Training (Volleyball)	\$30
Languages – Native Speaker Program **	TBC
Product Design – Metal	\$90
Painting	\$30
Photography #	\$55
Product Design – Wood	\$90
Recreational Activities	\$175
3D Art	\$40
Visual Communication and Design	\$30
# some material and accessories will also need to be purchased	
** TBC based on numbers and funding	

## Year 9 Course Planning Sheet

Use to assist in planning the subjects that will make up your course

Periods Per Cycle	Semester Unit	Semester Unit	Requirements
1	Involvement	Involvement	Studied all year: <ul style="list-style-type: none"> <li>• Mathematics, English, Involvement</li> </ul> All students must choose at least one of each the following electives for a semester: <ul style="list-style-type: none"> <li>• Cornerstone (4 periods)</li> <li>• Technology elective</li> <li>• Arts elective</li> </ul> All students complete one semester of the following core units. Additional electives from these areas can be added to the course : <ul style="list-style-type: none"> <li>• Personal Development (4 periods)</li> <li>• Science (5 periods)</li> <li>• History (5 periods)</li> <li>• Geography &amp; Economics (5 periods)</li> </ul> <b>Note:</b> students are not able to determine which semester they will undertake specific electives and subjects in — this is determined by the timetable.  The placement of subjects on this planning template is indicative only.
4	PE & Personal Development	Cornerstone: Elective	
4	Elective	Elective	
4 or 2 + 2	Elective	Elective	
	Elective	Elective	
5	History	Science	
5	Elective	Elective	
5	Geography and Economics	Elective	
6	Mathematics	Mathematics	
6	English	English	
Reserve Choices. Choose 2 per period length.	2 Period	4 Period	5 Period
	2 Period	4 Period	5 Period

FACULTY	2 period electives	4 period electives	5 period electives
English	<ul style="list-style-type: none"> <li>Book Talk</li> </ul>	<ul style="list-style-type: none"> <li>Writing for the Digital Age</li> <li>English Enrichment – Classic to Contemporary</li> <li>Literature</li> <li>Building English Skills</li> </ul>	<ul style="list-style-type: none"> <li>Creative Writing</li> </ul>
Health and PE	<ul style="list-style-type: none"> <li>Recreation Activities</li> <li>Duke of Edinburgh Award</li> </ul>	<ul style="list-style-type: none"> <li>Intensive Training and Coaching – Volleyball</li> <li>Intensive Training and Coaching – Basketball</li> <li>Health and Human Science</li> <li>Fitness and Training</li> <li>Boys Team Sports</li> <li>Active Girls</li> </ul>	
The Arts	<ul style="list-style-type: none"> <li>Digital Illustration</li> <li>Drama – Intensive Performance</li> <li>Music – Performance Workshop</li> </ul>	<ul style="list-style-type: none"> <li>Drawing</li> <li>Film Production – Suspense</li> <li>Architectural Design</li> <li>Painting</li> <li>3D Art</li> </ul>	<ul style="list-style-type: none"> <li>Music</li> <li>Visual Communication and Design</li> <li>Photography</li> <li>Drama – Playmaking</li> <li>Art</li> </ul>
Languages		<ul style="list-style-type: none"> <li>Year 9 Languages subjects run for 5 periods in one semester and 4 periods in the other. Students are expected to undertake the subject all year.</li> <li>French</li> <li>Indonesian</li> </ul>	
Humanities	<ul style="list-style-type: none"> <li>Media and the World</li> </ul>	<ul style="list-style-type: none"> <li>An Unequal World</li> <li>Business Management</li> <li>Racism and Justice</li> </ul>	<ul style="list-style-type: none"> <li>America and the New World</li> <li>Age of Shakespeare</li> <li>Dollars and Sense</li> </ul>
Critical Inquiry		<ul style="list-style-type: none"> <li>Wild Wild Web</li> <li>What is This Thing Called Art?</li> <li>Ideas that Changed the World</li> <li>Big History</li> <li>Home and Place</li> <li>Strong Women, Big Ideas</li> <li>Philosophy and Pop Culture</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Maths Investigations</li> <li>Building Maths Confidence</li> </ul>		
Science		<ul style="list-style-type: none"> <li>Science and Technology</li> <li>Biotechnology</li> </ul>	<ul style="list-style-type: none"> <li>Forensic Science</li> <li>Earth and Stars</li> </ul>
Technology		<ul style="list-style-type: none"> <li>Contemporary Jewellery</li> <li>Design, Bake, and Decorate</li> <li>Electronics</li> <li>Fashion and Textile Design</li> <li>Food for Life</li> <li>Game Design</li> <li>Product Design – Wood</li> <li>Product Design – Metal</li> <li>Technology</li> <li>Website Design</li> </ul>	