2016

Year 9 Subject Information Handbook
Should you require any assistance, the following people are able to assist you with your enquiries.

Deputy Principal - Mrs Robyn Roberts
robyn.roberts@marymede.vic.edu.au

Head of Secondary School - Ms Julia Wake
julia.wake@marymede.vic.edu.au

Head of Teaching and Learning - Mrs Andrea Agnew
andrea.agnew@marymede.vic.edu.au
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## Subject Selection Timeline

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<td>Monday 3 August 2015 (P3)</td>
<td>Year 8 Assembly</td>
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<tr>
<td></td>
<td>Web Preferences open for subject selection</td>
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<tr>
<td>Monday 10 August, 2015</td>
<td>Online subject entry receipt due.</td>
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<tr>
<td>October 2015</td>
<td>Students advised of their subjects for Year 9 2015.</td>
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**NOTE:** Please note that the subject selection timeline is subject to changes.
The Structure of the Year 9 Curriculum 2016

In 2016, students in Year 9 will complete the following:

**Core Subjects- Year Long**

Period Allocation is 60 minutes

<table>
<thead>
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<th>SUBJECT</th>
<th>Time</th>
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<td>English</td>
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<td>Mathematics</td>
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<td>Science</td>
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<td>Humanities</td>
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<td>Religious Education</td>
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<td>Physical Education and Health</td>
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**Non-core subjects**

Students choose **FOUR** non-core subjects to study for the year.

All non-core subjects will be conducted for 6 x 60 minute periods per 10 day cycle for one semester.

Please note that if you choose Italian or Japanese you will need to study this subject for the whole year so this will take up TWO of your choices.

**Non-core subject Choices in 2016**

<table>
<thead>
<tr>
<th>NON-CORE SUBJECTS</th>
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<tr>
<td>Commerce</td>
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<td>Drama</td>
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<td>Food Technology</td>
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<td>Italian</td>
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<td>Japanese</td>
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<td>Product Design and Technology- Textiles</td>
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<td>Visual Communications Design</td>
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<tr>
<td>Product Design and Technology- Wood</td>
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<tr>
<td>Media</td>
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</tbody>
</table>
In order to comply with the requirements of the Victorian Essential Learning Standards and the National Curriculum (AusVELS), at Year 9 students are required to study a number of core subjects. These core subjects allow students to continue to develop important literacy and numeracy skills whilst allowing pathways into the Senior years.
Year 9 Religious Education
Length: One Year

Learning Area: Religious Education

Description
In Year 9 students continue to extend their knowledge and understanding of the core beliefs of Catholic Christianity. In keeping with the CEO Framework, the course touches on each of the five Strands for this subject relating to Scripture and Jesus; Church and Community; God, Religion and Life; Prayer, Liturgy and the Sacraments and Morality and Justice. As a compulsory part of the course, students will attend a Year 9 Reflection Day.

Content
Early in the year, students discover the variety of literary styles to be found in both testaments of the Bible. During Lent/Easter students are helped to recognise the personal message of this sacred season in class and through the Project Compassion program. Next, they revisit more deeply key Church Teachings such as the Ten Commandments, the Beatitudes and the Nicene Creed. This is followed with an exploration of the Catholic Church in Australia. They later investigate a unit which connects Mary, the First Disciple with our Christian expectation of service to and solidarity with others. The next unit continues this Gospel theme with a study of Redemption and Hope as a connection to their study of the Sacraments of Hope and Healing.

Assessment
Literary Forms Task
Characteristics of Catholicism Task
Mary, the First Disciple Task
Essays
There will be an examination at the end of both semesters

Subject Pathways
Year 10 Religious Education
Year 10 (Accelerated) Religion and Society Unit 1 & 2
Year 11 (Accelerated) Religion and Society Unit 3 & 4
Learning Area: English
Description
In Year 9, students develop and build the following skills in the English course: Reading, Writing, Speaking, Listening and Viewing. This course builds on the content and the skills developed within the English programs at Years 7 and 8 and provides an important step in the preparation of students for their study of English in Year 10 and VCE levels. Students study a range of fiction and non-fiction texts, contemporary Asian/Australian literature, poetry, short stories and media texts. They are introduced to the Elizabethan world of Shakespeare via a detailed study of a Shakespearean play. Students will also attempt a variety of tasks designed to improve oral expression.

Content
In Year 9, students investigate different styles of writing, learn and improve upon defined writing skills and develop oral presentation skills.

Reading:
While developing critical and analytical skills, students will have an opportunity to appreciate a variety of texts, including contemporary Australian and Asian literature, media texts, classic literature in the form of Shakespeare’s short stories, poetry and film. Students will respond to the texts studied both in writing and orally. Reading at Marymede is the wide reading programme undertaken each cycle.

Writing:
Students will write in a range of styles (including imaginative, persuasive and expository) and produce finished responses using a process of drafting, writing, discussion and reflection. Students also develop awareness of different styles of writing and improve skills in writing for different purposes and audiences. Students will complete further classroom-based activities to develop proficiency in spelling and grammar, complemented by online programme English Perfect.

Speaking and Listening:
Students will analyse and present persuasive arguments in written and spoken forms and extend their speaking and listening skills through formal and informal activities. Current issues in the Australian media introduce the students to writing and speaking persuasively and to develop oral expression skills, in the form of formal speeches, debates and discussions.

Assessment
In each semester, students submit a range of speaking presentations, listening tasks and a collection of different writing forms including; Text Responses, Craft of Writing, Language Analysis and presenting a point of view. Students sit a written English examination at the end of each semester.

Extension Activities:
SRA reading comprehension is undertaken by invitation. English Perfect World Championships are entered.

Subject Pathways
Students will be able to undertake the following VCE studies in the Senior Years: English or Literature
Learning Area: Humanities
Description
Students will undertake studies in each of the key areas of Humanities. In Year 9 they explore History, Geography and Economics.

Content
Each component of the course has a specific focus. History takes an Australian focus and explores how Australia developed in terms of social, political and cultural structures and traditions. Students examine the impact of European colonization of Australia, the events leading to WW1 and the impact of the war on Australia. Geography considers the environment, natural systems and human impact on these. Economics explores how the Australian economy functions in allocating goods and services between households.

Assessment
A variety of assessment tasks are used. These include:

History: An enquiry task on the transportation of convicts from Britain. A source analysis on WW1

Geography: A Biome and geospatial skills task
An enquiry into food security.

Economics: The application of demand and supply to mineral prices.

Subject Pathways
In Year 10 students can choose to study History (either 1939 to 2000 and/or The American Revolution), Geography, Issues in Running the Country or The World of Business and Finance.

These courses help students prepare to study any of the following VCE courses:
Accounting, Australian and Global Politics, Business Management, Economics, Geography, History, Legal Studies.
Year 9 Mathematics
Length: One Year

Learning Area: Mathematics
Description
This course is based on Level 9 of the Mathematics domain of AusVELS. The content strands taught include Number and Algebra, Measurement and Geometry and Probability and Statistics. A variety of teaching and learning strategies are employed, including cooperative learning, discovery-based learning, group work and problem solving. Concrete materials and technology further enhance the learning process. A CAS (computer algebra systems) Calculator forms an essential part of the Year 9 Mathematics program to allow students to develop a deeper understanding of many mathematical concepts. Students’ individual learning needs are taken into account when developing programs. Students are provided with tasks that are engaging and enriching, allowing them to demonstrate their depth of understanding.

Content
Topics covered include Algebra, CAS Calculator Introduction, Pythagoras’ Theorem, Statistics, Trigonometry, Revision Week and an examination to end semester 1. In semester 2 topics covered include Measurement, Financial Maths, a Problem Solving Assessment Task, Geometric Reasoning, Linear relations, Revision Week & an examination in November.

Assessment
Topic Tests, Assignments, Bookwork, Class Observations and Assessment Tasks are all used to formulate reporting of student progress. Topic test results are itemised in semester reports. Assignment tasks and class work requirements are communicated on the college digital network, ‘Simon’. At least one Assessment Task per semester is assessed against a criterion rubric which is communicated to students at the beginning of the task and results are itemized on semester reports.

Subject Pathways
Students will choose a VCE pathway based on their level of achievement, ability and interest in a particular branch of Mathematics. This decision will be made in conjunction with their teacher and the Careers Advisor.
Learning Area: Science

Description
The Year 9 General Science curriculum is based on AusVELS Level 9 Science. This course covers three interrelated strands - Science Understanding, Science Inquiry and Science as a Human Endeavour. The curriculum is predominately arranged as a series of independent units covering the areas of Biology, Chemistry, Environmental Science and Physics.

The Science course enables students to enhance their abilities of working cooperatively, responsibly and independently. It provides students with resources and skills to access and process scientific information. Hence, the course is centered around extensive practical work, encouraging students to learn by doing, with emphasis on safety, proper use of equipment, careful observation, enquiry and deduction.

Content
Units of work may include: Control and Coordination, Systems Working Together, Chemical Reactions, Energy Transmission, Heat and Electricity, The Dynamic Earth, Ecosystems. To satisfy the Information and Communication Technology competency, the programming of EV3 robots forms a part of the Year 9 Science course.

In Science, students learn that the nature of scientific thinking is not static and relies upon knowledge, understanding and skills that are built up over time, shared and reflected upon, while incorporating new ideas, thinking and experimental evidence. Where possible these are set in real life contexts and draw on current issues of interest to students.

Assessment
Each unit of work is assessed using tasks that may include one or more of the following:

- A report of a practical activity
- A modelling activity
- A scientific poster
- A reflective journal/blog related to selected activities or in response to issue
- A test comprising multiple choice and/or short answers.

Subject Pathways
Students who attain Level 9 in the Discipline Based Learning – Science of AusVELS, can progress to the ‘Core Science for VCE’ - a one semester compulsory Year 10 Science subject. Completion of the unit will give students the opportunity to complete one or more of the VCE Sciences – Biology, Chemistry, Physics or Psychology. The second of the Year 10 semester based Science subjects students may choose is ‘Core Science for Life’, however completion of this semester of work does not lead into any Science subjects beyond Year 10.
Learning Area: Health & Physical Education

Description
In this study, students will explore a range of traditional and non-traditional sports that will develop and refine their execution of a range of manipulative and movement skills during complex activities. Students will be encouraged to extend themselves physically by identifying skills and strategies to counter tactical challenges in game situations. Student will be required to become acutely aware of their physical fitness and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity. They will assume responsibility for the conduct of aspects of a sporting competition and training where roles are shared and there is a need for a display of appropriate sporting behaviour.

Content
Students will learn new sports that require the learning of new skills, or the adaptation of previously learnt skills in new contexts, and implement ways to improve the quality of their own performance. Students will be encouraged to develop proficiency in a range of high-level movement and manipulative skills, through involvement in a range of traditional and non-traditional sports. This may include Lacrosse, European Handball, Touch Football and Badminton. Students will be required to demonstrate increasing skills in planning, observation and analysis allow them to develop and evaluate ways of refining techniques and enhancing their own and others’ performance. Students will be introduced to some of the biomechanical principles of human movement and engage in a range of activities that focus on a diversity of health and skill related fitness components. Students may participate and assume responsibility for the organisation of a sporting competition or aspects of training. This may involve peer teaching or coaching, with a focus on skill development and improvement and communication and organisation.

Assessment
The award of satisfactory completion for this study is based on a decision that the student has demonstrated achievement of the set of outcomes specified for each unit. This decision will be based on the assessment of the student’s overall performance in each unit, based on the outcomes of both teacher and peer assessment.

Subject Pathways
This compulsory study will benefit students going into Year 10 where there are three options and particularly, students wishing to undertake the relevant VCE study of Physical Education and/or Health and Human Development or relevant industry approved VET program, including Certificate III in Community Services (Community Work), Certificate II in Hospitality (Operations), Certificate II in Fitness, Certificate II in Outdoor Recreation or Certificate II in Community Recreation.
**Year 9: Health**

**Length: One Year**

**Learning Area: Health & Physical Education**

**Description**

In this study, students will examine the nature of Independence, Relationships, Responsibility and Australia’s Health. The health content has been designed specifically to lay foundation knowledge and understanding for students wishing to undertake a post-compulsory pathway in undertaking VCE Physical Education and/or VCE Health and Human Development.

**Content**

Through a range of practical and theoretical activities, students will explore the nature of independence in terms of adolescence including relationships and the rights and responsibilities associated with increased independence. In reviewing Australia’s health, students will identify major causes of injury, illness and death in Australia, whilst considering the range of health needs of young people. Students will explore personal behaviours and community actions that affect the health status positively and negatively and how health data informs service provision and health products.

**Assessment**

The award of satisfactory completion for this study is based on a decision that the student has demonstrated achievement of the set of outcomes specified for each unit. This decision will be based on the assessment of the student’s overall performance in each unit, based on the outcomes of both teacher and peer assessment.

**Subject Pathways**

In Year 10 one of the HPE electives is Health in Australia. As part of the VCE students can choose to study Health and Human Development and/or Physical Education or a relevant industry approved VET program, including Certificate III in Community Services (Community Work), Certificate II in Hospitality (Operations), Certificate II in Fitness, Certificate II in Outdoor Recreation or Certificate II in Community Recreation.
**Year 9 Studio Art**

**Length:** One Semester

**Learning Area:** Visual Arts and Technology

**Description**

In Studio Art students learn to create their own artworks, based on inspiration from the work of professional artists. Students learn new skills and how to make effective artworks in a variety of mediums. Art appreciation is studied whereby students focus on viewing, discussing and writing about artists from different times and cultures. Students learn how to create work by following a critical development process. All practical work is based on theory and appreciation and is reflected in students’ visual diaries and research projects.

**Content**

Students complete a folio of artworks both 3D and 2D including drawing, painting, ceramic sculpture and other mediums. Students will make a painting based on the Impressionist style of Monet. They will learn about the period of both the French and Australian Impressionists and its impact on art history. New ceramic building techniques will also be developed. Students will study building designs from different times and cultures to create their own design which will be constructed using clay and glazes. In addition, students will further explore and develop drawing skills using a new range of art materials and methods.

**Assessment**

- Skills in painting, drawing and ceramics construction
- Research skills (artists and art styles)
- Writing skills (annotations and analysis)
- Quality of final artworks
- Effective use of critical design development skills

**Subject Pathways**

The Year 9 Studio Art program prepares students with skills, knowledge and techniques for progression into either or both of Year 10 units in Studio Art: 2 dimensions or Studio Art: 3 dimensions. It will also lead to Studio Arts at VCE.

**Year 9 Visual Communication Design**

**Length:** One Semester

**Learning Area:** Visual Arts and Technology

**Description**

Throughout the study of Visual Communication Design, students develop a range of designs in their portfolio that are presented as final pieces. We examine the way visual language is used to convey ideas in Communication, Environmental or Industrial design. Visual Communication Design relies on drawing and the design elements and principles as primary components to support concept development and the visualisation of ideas. Students learn creative, critical and reflective thinking skills (design thinking) that support their progress through the design process.

**Content**

Visual Communication Design teaches students about the role of the designer, the design process and how to develop new design skills. Students also complete a folio of designs that include freehand and instrumental drawing techniques. Short exercises introduce students to aesthetics though the designing of logos, posters and furniture. New materials are explored such as the use of design markers and computer aided design to present and refine design solutions. Students create their own visual communications based on set design briefs. Class discussions and exercises heighten student awareness of the needs of a client and how best to reach their target audience. The course also includes viewing, discussing and writing about design and designers from different times and cultures.

**Assessment**

- Final pieces based on Design Briefs
- Quality of drawing exercises using freehand and technical drawing systems.
- The quality of the design process: annotations; research; concept/visualisation sketches; development and refinement work and the resolution of ideas base on a design brief.

**Subject Pathways**

The Year 9 Visual Communication Design program prepares students with skills, knowledge and techniques for progression into Year 10 Visual Communication Design. It can lead to VCE Visual Communication Design.
Learning Area: Visual Arts and Technology
Description
In Year 9 Media, students learn about how television and print advertising influences and targets audiences. They also examine the Teen film genre and produce 2D digital animations.

Content
Students investigate the effects of advertising and evaluate the impact photo retouching has on body image and our perception of beauty in the media. This unit culminates with the creation of a magazine cover that communicates the issue of digital manipulation. Year 9 Media students study a Teen film and analyse the filmic conventions used in this genre. Students also understand how themes are shaped by history and reflected in the text. They then apply this knowledge to construct a trailer for their own Teen film idea. Later in the semester, students complete a production design plan that documents a concept for a 2D stop motion animation before creating the animated sequence they have developed.

Areas of Study
- Advertising
- Teen Film
- Animation

Assessment
- Task 1: Magazine Cover
- Task 2: Teen Film Trailer
- Task 3: Production Design Plan and 2D Stop Motion Animation

Learning Area: Humanities
Description
The course looks at a broad range of topics that introduce students to essential elements of how the commercial world works and impacts on the lives of Australians.

Content
There are three areas of study:
Personal Finance: Managing money, how personal bank accounts and insurance work, the role of financial advisors and how to Invest your money.

Economics:
Why we need to make economic decisions. How markets work. How Australia earns its living. The Economics of sport.

Business:
What businesses do. Types of businesses. The Business of AFL.

Assessment
Students complete four tasks.
- Manage a share portfolio using an online ASX simulation.
- Complete a report on the economics of a sports club.
- An assessment of the business model of a professional sports club.
- An economic report on another country.

Subject Pathways
In year 10 students can choose to pursue either or both of the Commerce options offered:

Issues in Running the Country: This course looks at economics and legal issues.

The World of Business and Finance: This course looks at business and accounting issues.

These courses help students prepare to study any of the following Commerce VCE courses: Accounting, Australian and Global Politics, Business Management, Economics, Legal Studies.
Year 9 Drama
Length: One Semester

Learning Area: Performing Arts
Description
Year 9 Drama focuses on creating, presenting and analysing performances. Students will work with playmaking techniques, such as improvising and research, to develop group performances presented to audiences. Students will explore a variety of performance styles and conventions such as Greek Theatre and Commedia dell'Arte. They will use Stagecraft, such as costume and props, to enhance their performance work and analyse a live theatre performance.

Content
- Ensemble work
- Performance analysis
- Script writing
- Learning dialogue
- Playmaking techniques
- Stagecraft

Assessment
- Ensemble performances
- Exploring and responding tasks
- Performance analysis
- Homework tasks

Subject Pathways
The Year 9 Drama course provides a foundation for the Year 10 Drama course and leads on to Units 1 & 2 and Units 3 & 4 Drama.

Year 9: Dance
Length: One Semester

Learning Area: Performing Arts
Description
In Year 9 Dance, students will work together as a class to create a dance based story that reflects their thoughts, ideas and aspirations, and perform the 3-7 minute dance to an audience. Students will study, perform and analyse different styles of dance from around the world including Broadway, Hip-Hop, and Bollywood. They will view and analyse a dance performance.

Content
- Basic dance technique
- Different dance styles
- Choreography
- Movement creation
- Dance Analysis

Assessment
- Whole class/group performance
- Small group/solo performance task
- Dance Analysis
- Exploring and responding tasks

Subject Pathways
The Year 9 Dance course provides a foundation for further studies in VCE/VET Dance.
Year 9 Italian
Length: Two Semesters

Learning Area: Languages other than English (LOTE)

Description:
Students will have the opportunity to extend their understanding of the Italian Language and Culture through a variety of activities including role plays, games and through the use of ICT. Topics studied and assessment tasks will focus on the practical application of Italian skills in real-life through topics such as food, shopping and travel. Students will consolidate their knowledge of Italian vocabulary and grammar through the use of various online learning programs including Kahoot.it and Language Perfect.

Content:
Travelling to Italy: Students will learn about travelling around Italy. They will plan an imaginary trip (with an unlimited budget) to Italy and produce a photo diary in Italian about their experience.

Italian Food: Students will learn about famous Italian dishes and the vocabulary and grammar for talking about food. They will focus on the Mediterranean diet. They will do a food trail in their local area and produce a photo diary in Italian on this experience.

Italian Music: Students will be introduced to Italian music. They will investigate different types of Italian music festivals and present information on different Italian singers and bands.

Italian film- students will study Italian cinema and watch 2 Italian films of different genres. They will learn about Italian film festivals and the elements of Italian film.

Primary School visit- Students will use their Italian language skills to devise a lesson to conduct in the Junior School area of the College.

Dante Alighieri- Students will be involved in learning an Italian poem and reciting it at the prestigious state competition – “Dante Alighieri Poetry Competition”.

Assessment:
- Speaking: eg. Role plays and dialogues
- Writing eg. Different text types- journal, brochures, email etc
- Listening and Reading quizzes and tests

*Please note it is compulsory for students to study year 9 and 10 Italian in order to be considered to participate in the Italian Study Tour offered by the College.

Subject Pathways
*Students must complete Italian in Year 9 to be able to undertake the subject in Year 10 and VCE.
Learning Area: Languages other than English (LOTE)

Description
Students will have the opportunity to extend their understanding of the Japanese Language and Culture through a variety of activities including role plays, games and through the use of ICT. Topics studied and assessment tasks will focus on the practical application of Japanese skills in real-life through topics such as food, shopping and travel. Students will consolidate their knowledge of Japanese script, vocabulary and grammar through the use of various online learning programs including Kahoot.it and Language Perfect.

Content:
Fashion and Shopping: Students will learn how to talk about clothes and accessories. They will write a fashion profile in Japanese about their favourite celebrity or sports star. Students will also participate in a shopping role play and learn about Japanese currency.

Travelling to Japan: Students will learn about travelling around Japan. They will plan an imaginary trip (with an unlimited budget) to Japan and produce a photo diary in Japanese about their experience.

Japanese Food: Students will learn about famous Japanese dishes and the vocabulary and grammar for talking about food. In groups they will produce a cooking video narrated in Japanese of them making a Japanese dish.

Katakana Alphabet: Students will be introduced to the Katakana alphabet and consolidate their understanding of it through games, Kahoot.it and practical application of Katakana skills eg. reading menus.

School life in Australia and Japan: Students will learn how to talk about their school life in Japanese. They will make a school timetable in Japanese and participate in a dialogue about their school life.

Assessment:
- Speaking: eg. Role plays and dialogues
- Writing eg. producing a profile of a celebrity and a photo diary
- Listening and Reading quizzes and tests

Subject Pathways
*Students must complete Japanese in Year 9 to be able to undertake the subject in Year 10 and VCE.

*Please note it is compulsory for students to undergo studies in year 9 and 10 Japanese in order to be considered for future Study Tours to Japan offered by the College.
Year 9 Music Performance A
Length: One Semester

Learning Area: The Arts

Description
In Music, students build on their performance skills both as a soloist and as a member of a group. Students study The Blues, popular chord structures, improvisation skills, theoretical knowledge and develop aural recognition skills. Students develop a variety of performance repertoire which will prepare students with the skills to undertake VCE and VET Music Performance in Years 11 and 12. Students undertaking elective music should be prepared to participate in co-curricular music groups to build on the skills acquired through the creative classroom projects.

Content

Area of Study 1
The Blues
Students are introduced to the 12 bar chord structure. They learn the importance of structure, repetition and sequence in musical composition. Students learn the major chords of A – D – E on the guitar and/or keyboard. They present this sequence both as a Sibelius Score and together in a group performance. Students work collaboratively, either in pairs or as part of a team to produce a short improvised tune to go with their chord structure. The notes are taken from the A blues Scale A-C-D-Eb-E-G. Students are assessed on their ability to play a simple improvised tune over the chord sequence.

Area of Study 2
4 Chord Song Phenomenon
Students explore the 4 chord song phenomenon and choose a song to learn e.g. Bruno Mars ‘Count on Me’, Jason Mraz ‘I’m Yours’, James Blunt ‘You’re Beautiful’, Black Eyed Peas ‘Where Is the Love’, The Cranberries ‘Zombie’ or other suggestions approved by the teacher. Students work in pairs / groups to prepare and perform their chosen 4 chord song to the class.

Subject Pathways

Area of Study 3
Musicianship
Through the Deborah Smith Level 2 book, students learn about Scale Note Labels, Scale Degrees, Tonal Names, Letter Names, Solfa, Rhythmic Shorthand, Simple Time, Interval Names, Number and Quality, Interval Lines, Harmony, Chords and Triads, Tonic Triads, Compound Time Signatures, Bass Clef, Major Triads, Triads in the C Major Scale, Primary Triads, Adding a Bassline, Visual Recognition of Key, Major and Perfect Interval recognition, Minor Intervals, Chord Progression Singing, Three Part Rhythmic Sight reading, Triads in the C Major Scale, Tones, Semitones in a Major Scale, The Interval Pattern of the Natural Minor Scale, The Harmonic Minor Scale and Accidentals.

Assessment

Outcome 1:
- The Blues Chords Structure (Sibelius Score and Performance)
- The Blues Improvised Performance

Outcome 2:
- 4 Chord Song Research Task
- 4 Chord Song Group Performance

Outcome 3:
- A selection of Musicianship & Aural Training Tasks
Year 9 Music Performance B  
Length: One Semester

Learning Area: THE ARTS  
Description  
In Music, students build on their compositional and performance skills both as a soloist and as a member of a group. Students use a known chordal pattern as a foundation on which to build their own melodic musical composition. Students develop theoretical and aural perception skills to enable the students to undertake VCE or VET Music Performance in Years 11 and 12. Students undertaking elective music should be prepared to participate in co-curricular music groups to build on the skills acquired through the creative classroom projects.

Content  
Area of Study 1  
Composition (Melody or Song)  
Students choose a well-known chord structure and use this as a stimulus for the development of their own composition. Students will create a simple tune to go with their chord structure as well as a variation for their chorus or other sections in the piece. They present this sequence as a group performance using this structure: Intro, Verse 1, Verse 2, Chorus, Verse 3, Chorus, Bridge, Chorus or a similar variation.

Area of Study 2  
Performance Folio  
Students present a performance program of 3 contrasting works to perform as a group and / or soloist. Students will research their chosen works and will be able to analyse and identify both instrumental and performance techniques associated with their chosen works for performance.

Area of Study 3  
Musicianship  
Through the Deborah Smith Level 2 book, students will develop theoretical and aural skills in a range of musical proficiency exercises including: Identifying written Intervals, Transcription of a Chord Progression in a Major Key, D and Bb Major, B and G Natural Minor, Triads in A Harmonic, Augmented Triads and the Pentatonic Scale.

Assessment  
Outcome 1:  
- Composition presented as a graphic score  
- Composition presented as a group performance

Outcome 2:  
- Performance Portfolio Presentation  
- Performance Portfolio Performance

Outcome 3  
- A selection of Musicianship & Aural Training Tasks
Year 9 Computing
Length: One Semester

Learning Area: Visual Arts and Technology

Description
Year 9 Computing units introduce students to complex ICT tools and techniques. The course focuses on developing computational thinking skills, and processes, techniques and digital systems to create solutions to specific problems, opportunities or needs. Year 9 Computing students will investigate how Information Technology can be used for visualizing thinking, creating and communicating. The course follows the Digital Technologies National Curriculum.

Content
In Year 9 Computing students learn about the information system; computer hardware, software, people, procedures and data. Students study how a computer works through the information processing cycle and learn about computer hardware through building a computer. Students will identify security and privacy issues, and collect, manage and organise data. Students will develop modular solutions to complex problems using an object-orientated programming language.

Assessment
- Ability to build a desktop computer
- The demonstration of computer awareness
- Ability to create a folio of spreadsheets/data visualisation
- Understanding of writing a computer programming language

Subject Pathways
Students can continue to build on their skills by choosing to undertake Computing in Year 10. Year 10 Computing progresses to VCE Computing.
Year 9 Product Design & Technology - Textiles
Length: One Semester

Learning Area: Technology

Description
Students will develop technical skills, techniques and processes associated with textile design and creation. Students will use a range of traditional and contemporary media, materials, equipment and technologies to create and produce textile products. In their visual diary, they will maintain a record of how ideas develop throughout the design process, learning to research ideas and gain inspiration from existing textiles products.

Content
Areas of study will be drawn from:

- Pattern Making
- Embroidery: hand embroidery
- Investigation into the work of designers

Learning tasks:

- Investigating, designing and producing
- Exploring and developing ideas
- Development of skills, techniques and processes to create textiles pieces
- Textile appreciation and analysis

Assessment
Students will be assessed across three areas.

The Design Process: Through the submission of their visual diary / design folios

Evaluation: Through annotations and product evaluation reports

Final products: Producing final products based on units of work studied in class

Subject Pathways
Students who wish to develop their interest in textiles and wish to undertake future studies in Textiles and Fashion Design are recommended to select this subject. The Year 9 Textiles course provides a foundation for Year 10 Product Design and Technology - Product Development Module A and Year 10 Product Design and Technology – Designing for a client Module B

Year 9 Textiles also leads on to Year 11 and 12 Product Design and Technology- Textiles or Studio Arts

Year 9 Product Design and Technology - Wood
Length: One Semester

Learning Area: Technology

Description
Product Design and Technology - Wood at Year 9 level focuses on learning about the design process and product design. Students learn to create their own designs and construct their ideas using various machines and tools in the workshop. They focus on viewing, discussing and writing about industrial designers and cabinet making traditions. Students learn about safe practice in current industry and how to use risk assessment within their own work environment.

Content
Areas of study will be drawn from:

- Product design: Following the design process
- Wood joins
- Technical drawing
- Investigation into the work of cabinet makers and industrial designers
- Risk Assessment

Learning Tasks:

- Investigating and designing - through the production of a design folio
- Producing
- Analysing and Evaluating – throughout the design folio and research assignments
- Developing skills and techniques
- Safety – Regular risk assessment

Assessment

- Topic test
- Safety assessment task
- Produced product
- Folio
- Industry Assignment

Subject Pathways

The Design and Technology – Wood program prepares students with skills, knowledge and techniques for progression into Year 10 Design and Technology: Design and Development A and Year 10 Design and Technology: Design and Manufacture Module B. Year 9 Wood can also lead to VCE Design and Technology – Wood.
Learning Area: Technology

Description
Students investigate how social factors influence the health behaviours of individuals and populations, and use national health promotion policies and documents to provide information to support their own, and others’ healthy lifestyle decisions. Students examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages of life. Students will analyse the links between diet and current community health issues and consider special dietary needs, and ways of improving their own diet.

Content
Students will use the design process as they work through a wide variety of activities and processes during this subject. Students will engage in a range of purposely developed tasks in which they will investigate, design, plan produce and evaluate. Each task is associated with a meaningful production activity that is unique and aimed at providing students with an expanse of culinary experiences. Throughout the course of this subject, students are required to employ various forms of critical thinking, such as problem solving, decision making, rationalization and use of graphic organizers to present information. The program has been devised to have students investigate, challenge and extend themselves in an environment that is conductive to learning and promotes creativity and individuality of expression.

Assessment
- Food for Celebration assignment (designing, producing, evaluating)
- Lunch-pack assignment (designing, producing, evaluating)
- Class tests

Topic Tests
Ability to follow the Design Process in the preparation, management and presentation of food.

The evaluation on all practical tasks including written production plans

Investigation reports of Cookery Methods and Emerging Trends in Food Production and Processing
The development of a variety of Design Briefs

Subject Pathways
Students who wish to develop their interest in food technology and wish to undertake future studies in Food and Technology and catering are recommended to select this subject. The Year 9 Food Technology course provides a foundation for Year 10 Food and Technology – Trends and Technology and Year 10 Food and Technology – International Cuisine. Year 9 Food Technology also leads to Year 11 and 12 Food Technology VCE courses.
Learning Area:
Vocational and Educational Training

Description
This course provides an opportunity to gain the basic skills and knowledge in the Engineering trades. Students will be able to experience Fabrication, Machining, Process and Drawing at a basic level. The course is made up of mandatory units and elective units.

Areas of Study
The course is a VET qualification at a Certificate 1 level. This area of study will provide a sound base for entry into the Certificate 11 in Engineering.

Assessment
The course is assessed by using theoretical and practical methods with the emphasis on the student being able to demonstrate the particular skill in a practical situation. Upon completion of the Certificate 11 students wishing to receive a study score must undertake scored assessment.

Pathways
- Certificate 11 in Engineering
- Certificate 111 and 1V in Engineering
- Diploma of Engineering
- Advanced Diploma in Engineering
- Vocational Graduate Diploma of Engineering
- Trade pathway in metal areas