



# JUNIOR YEARS 7, 8 AND 9 HANDBOOK 2024

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# JUNIOR YEARS INTRODUCTION

Hello and welcome to all students and families as you begin your education here at Bairnsdale Secondary College.

Year 7 is scary at times, with so many new experiences and settings to focus on at once. By the time you hit Year 8 and 9, you are sure to be 'all over it' and starting to look forward to the Senior Years.

Year 8 is designed to consolidate the foundations of secondary school - set the platform, if you like.

Year 9 sees the introduction of core and elective subjects. This is the chance to focus on Literacy, Numeracy, Science and Humanities (as core subjects), and start to specialise in the areas that you will have identified as "your thing" (for me that was always more PE and Outdoor Ed subjects!).

This handbook is designed to support you and your family in making excellent, considered, and informed choices. It will provide information about the structure of our programs and the career pathways to follow.

If you would like to read more, or investigate Year 10, turn to the Senior Handbook. That should lead you on the right path.

Families - please engage in this process and participate in your child's learning. There is no greater gift to a child than an excellent education. It will create a lifetime of choice and opportunity.

I wish you all well. For many reasons, this is a critical phase in the life of our young people, and we must work together to ensure the best possible outcomes.

Trudie Nagle

**Executive Principal**



# LEARNING AREAS AND CAPABILITIES

The Victorian Curriculum includes both knowledge and skills, which are defined by Learning Areas and Capabilities. The College’s curriculum design assumes that knowledge and skills are transferrable across all the Learning Areas in the curriculum. It is expected that the skills and knowledge defined in the Capabilities will be developed, practised, adopted, and demonstrated by students in their learning in all subjects they study at Bairnsdale Secondary College.

The design of the Victorian Curriculum includes the Learning Areas and Capabilities shown below:

LEARNING AREAS	CAPABILITIES
<p><u>The Arts</u></p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Media Arts</li> <li>• Music</li> <li>• Visual Arts</li> <li>• Visual Communication Design</li> </ul> <p><u>English</u></p> <p><u>Health and Physical Education</u></p> <p><u>The Humanities</u></p> <ul style="list-style-type: none"> <li>• Civics and Citizenship</li> <li>• Economics and Business</li> <li>• Geography</li> <li>• History</li> </ul> <p><u>Languages</u></p> <p><u>Mathematics</u></p> <p><u>Science</u></p> <p><u>Technologies</u></p> <ul style="list-style-type: none"> <li>• Design and Technologies</li> <li>• Digital Technologies</li> <li>• Food Studies</li> <li>• Textiles</li> </ul>	<p>Critical and Creative Thinking</p> <p>Ethical</p> <p>Intercultural</p> <p>Personal and Social</p>



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CAMPUS

YEAR 7

## HUB STAFF

ROLE	STAFF NAME
Assistant Principal	Alli Hopkins
Learning Hub Leader	
Year Level Coordinators - Year 7	Sam Poynton Julie Henley
Learning Specialists	<b>English:</b> Ellen Hutchinson <b>Numeracy:</b> Sarah Narramore
Year 7 - 9 Parent Liaison /Attendance/Enrolment/Transition Officer	Rebecca Armstrong
Hub Support	Lisa Evans

## CORE SUBJECTS - OVERVIEW

Students in Year 7 will complete a core curriculum, supporting them to establish a solid foundation across all areas of study. It will also provide opportunities for them to develop their own areas of interest by Year 9 when they can choose from a wide range of electives.

The units offered at Year 7 are listed below:

WHOLE YEAR UNITS	SEMESTER UNITS	TERM UNITS
English	Performing Arts	Woodwork
Mathematics	Art	Systems
Science		Textiles
Humanities		Food Technology
Health and Physical Education		

# YEAR 7 CORE SUBJECTS

## ENGLISH

The study of English in Year 7 is focused on the Victorian Curriculum Achievement Standards. Students engage with Reading, Writing, and Speaking and Listening strands throughout the year. By the end of the year, students will understand how texts are created to be dependent on audience and purpose. They can identify and understand characters, plot and thematic choices made by authors. A range of language features are studied, with a particular focus on how language is used to create an effect or impact an audience. Students study fiction and non-fiction texts, both written and multi-modal structures, and will write in a range of forms, including persuasive, narrative, poetry, and informative pieces.

## MATHEMATICS

In Year 7 Mathematics students will focus on Number and Algebra, Measurement and Geometry and Statistics and Probability. Students will use problem solving skills for a range of different equations including addition and subtraction of integers along with index notation and square roots. Students will solve fractions, decimals, percentages and their equivalence, use variables to represent arbitrary numbers and connect laws and properties to algebra, compare the cost of items to make financial decisions and plot points on a Cartesian plane and interpret and analyses. In Measurement and Geometry students will use formulas to find the area and perimeter of rectangles, classify triangles and quadrilaterals, state the types of angles formed by transversal crossing parallel lines, describe and sketch three-dimensional objects and calculate the volume of rectangular prisms. In Statistics and Probability students will identify issues involving the collection of discrete and continuous data from primary and secondary sources, construct stem-and-leaf and dot plots, identify or calculate mean, median, mode and range and determine the sample space for simple experiments with equally likely outcomes.

## SCIENCE

In Year 7 Science students explore the laboratory, Bunsen burners, and learn how to conduct experiments. The unit of Earth and Beyond is delivered through 3 topics – Forces, Space and Classification. Simple types of forces and the effect of balanced and unbalanced forces are examined in the Forces unit. Launching bottle rockets enables students to compare these forces and the impact of gravity. In the Space unit, students explore the solar system and learn about the causes of seasons, moon phases and eclipses. Different types of living things and how they are organised into different groups are explored in Classification. In Semester 2, students learn about water as an essential resource and how it is purified as in a unit on separating substances. Through discussion of these substances, students develop understandings about the differences between solids, liquids and gases and changes that can happen through different types of reactions. Finally, students investigate how animals interact in ecosystems by constructing food chains and webs and begin to understand how human behaviour has impacted the environment.

## HUMANITIES

Students begin the year with an introduction to History, focusing on why we study History through a unit on Ancient Australia. They then continue with an introduction to Geography, focusing on Water and its importance. Students finish Semester One with a unit on Ancient Egypt, consolidating History and Geography skills. Students begin Semester Two with a unit on Civics and Citizenship, learning what rights and responsibilities they have as citizens. They also learn about what makes a good leader. They complete a unit on Ancient China, comparing this ancient civilisation to those studied in Semester One. Year students will finish the year with a unit on Business and Economics, learning about needs and wants.

# YEAR 7 CORE SUBJECTS

## HEALTH AND PHYSICAL EDUCATION

Health and Physical Education focuses explicitly on developing movement skills and concepts students require to participate in physical activities with competence and confidence. The knowledge, understandings and skills students develop through movement in Health and Physical Education encourages ongoing participation across their lifespan and in turn leads to positive health outcomes. Movement competence and confidence is seen as an important personal and community asset to be developed, refined, and valued.

The Health and Physical Education curriculum is informed by a strengths-based approach. Learning focuses on the development of knowledge, understandings and skills students require to make healthy, safe, and active choices that will enhance their own and others' health and wellbeing. This incorporates the Resilience, Rights, and Respectful Relationships Curriculum, which develops students' social, emotional, and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes, subjective wellbeing, and helps young people recognise, reflect on, and moderate their own unhealthy behaviours.

## THE ARTS

### ART

Students create artworks in a broad range of methods such as drawing, painting, ceramics, and stencil printing. Students learn a range of art skills, techniques, and processes. They are introduced to the art elements and learn how to apply them to their artworks. Students plan ideas relating to a range of themes and styles and evaluate their finished works. They learn how to describe and analyse artworks, looking at how artists use the art elements and principles to create different styles. They discuss the ideas and meanings that are communicated in different artworks.

### PERFORMING ARTS

Students participate in various components of the Performing Arts. Students explore the elements of music and stylistic conventions through singing and playing percussion instruments, ukulele, guitar, and keyboard. They develop team skills through ensemble performance in class. Confidence and teamwork are developed through exploring the elements of drama performing improvisation, mime, and melodrama. Students apply performance styles and conventions to convey status, relationships, and intentions.



## TECHNOLOGY

### WOOD TECHNOLOGY

In Year 7 Wood Design students are introduced to the Product Design Process and provided with an overview of how the subject transitions throughout the subsequent year levels. Prior to being introduced to a range of practical skills, students will learn how to operate in a safe manner while working in a woodwork classroom. Students are also introduced to safe use of tools and equipment, prior to studying the basic wood joinery techniques required to be applied during the construction of a basic wooden product. Students will also learn how timber production can be sustainably sourced into the future.

### SYSTEMS ELECTRONICS

In Year 7 Systems Electronics, students are introduced to the basic components that are commonly used to produce an electronic circuit. Students also learn how to safely use a range of tools and equipment while building a basic electronic circuit. The study of systems electronics also investigates the way electricity is used, in a variety of contexts, to power products commonly used by consumers.

### TEXTILES

In Year 7 Textiles, students are introduced to the safe use of tools and equipment that are commonly used during the production of clothing. Textile focuses on the sustainable production of fibre, and how these fibres are transformed into products. Students will also learn how to apply the product design process during the production of a nominated product.

### FOOD TECHNOLOGY

In Year 7 Food Technology, students are introduced to health and nutrition through a range of learning opportunities designed to showcase the benefits of healthy food choices and will be provided with an overview of how the study of food transitions throughout the year levels. Students will also learn how to safely use a range of common kitchen utensils, while completing scheduled cooking tasks. Students will also learn the basic safe food preparation and food storage systems. A study focusing on the importance of the Australian Guide to Healthy Eating, and how it is applied to consumer food choice, will also be discussed in this subject.

# YEAR 8



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## HUB STAFF

ROLE	STAFF NAME
<b>Assistant Principals</b>	Kylie Greenaway Paul Martin
<b>Learning Hub Leaders</b>	Shane McFadyen Raelene Jeffrey
<b>Year Level Coordinators - Year 8 and 9</b>	Kelly Mills Alina Schneider
<b>Learning Specialists</b>	<b>English:</b> Ellen Hutchinson <b>Numeracy:</b> Sarah Narramore
<b>Year 7 - 9 Parent Liaison/Attendance/Enrolment/Transition Officer</b>	Rebecca Armstrong
<b>Hub Supports</b>	Steph Ellul Edyn Somerville

## CORE SUBJECTS - OVERVIEW

Year 8 students will complete an additional year consisting of a core curriculum. This will support students to establish a solid foundation across all Areas of Study. During the second half of Year 8, students will be ready to make informed choices about the electives that will best meet their needs at the Year 9 level. The units offered at Year 8 are listed in the table below.

WHOLE YEAR UNITS	SEMESTER UNITS	TERM UNITS
English	Media Design	Woodwork
Mathematics	Art	Metals
Science	Food Technology	
Humanities		
Health and Physical Education		
LOTE of choice (German/Japanese)		

## ENGLISH

Students build on the knowledge and skills taught in Year 7, while still focusing on the strands of Reading, Writing, and Speaking and Listening. They study creative, analytical, comparative, and persuasive forms and create texts in a range of forms, responding to various contexts. A major component of Year 8 English is studying the way humans are shaping and changing the planet, within which students analyse visual, written, and multi-modal texts to identify the ways in which authors aim to inform and persuade an audience. Students again study a range of fiction texts, with a focus on the Hero's Journey and stories that stem from early folk tales, with the aim of creating both narrative and analytical responses to text.

## MATHEMATICS

Students will further their knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. In Number and Algebra students will use efficient mental and written strategies to make estimates and carry out the four operations, identify and describe rational and irrational numbers, solve everyday problems involving profit and loss rates, ratios and percentages, simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions, solve linear equations and graph linear relationships on the Cartesian plane. In Measurement and Geometry students will convert between units of measurement for area and volume, calculate the area and perimeter of parallelograms, rhombuses, and kites, name the features of a circle, and calculate the circumference and area, identify the conditions for the congruence of triangles and deduce the properties of quadrilaterals. In Statistics and Probability students will explain issues related to the collect of sample data and discuss the effect of outliers, generate random samples from a population, model situations with Venn diagrams and two-way tables, choose appropriate language to describe events and experiments, determine complementary events and calculate the sum of probabilities.

## SCIENCE

In Semester 1 of Year 8 Science, we go through a Voyage into Life. We look at the smallest parts of molecules, atoms, and how they combine to form molecules and compounds. We explore different types of cells and the organelles that assist in their sustained life processes. Cells then combine into tissues; tissues make up organs; and organs working together make up systems of the body. We look at the different organs and systems of the body and the role they play in humans and other organisms. In Semester 2, we look at Earth's resources and how we obtain and use them. This includes exploration of the different layers of the Earth and rocks that are formed. We discuss the minerals resources we obtain from the Earth and how we mine and refine those resources. We consider energy, the different types and how energy is transferred or transformed. As a focus we explore energy efficiency in houses and appliances and relate them to concerns with non-renewable energy sources for our future.

## HUMANITIES

Students spend all of Semester One studying History and Civics and Citizenship. The historical focus shifts from the ancient world to the Middle Ages. Beginning with a unit on Vikings, students compare the different societal structures of Medieval Europe and Japan. The legacy left behind by these civilisations is also explored. Semester Two shifts focus to Geography and a unit on different landforms and landscapes, including a detailed study on Rainforests. They then finish their Geography study with a unit on Urbanisation. To finish Semester two, students complete a Business and Economics unit, building on skills they learnt in Year 7, and learning about entrepreneurship and business ethics.

## LOTE (LANGUAGE OTHER THAN ENGLISH) – JAPANESE OR GERMAN

### JAPANESE

Students use and gain fluency with the Japanese script Hiragana and develop the skill to recognise the Katakana and some Kanji. They develop vocabulary and grammar knowledge based on the topics of name, age, nationality, family, and animals. They used online tools for language revision at school and at home. Students study Japanese through language-based activities, games, projects, technology, cultural experiences, and film. Themes such as family, pets and animals, food, and calendar events and hobbies are developed. Students will also explore cultural elements such as Japanese yokai and traditional toys. Year 8 students also have the opportunity to visit Melbourne Zoo to study the topics of animals and food in context. They also can also choose to participate in a Japanese drumming incursion; a martial art which helps students work on the College values of respect, responsibility, and resilience.

### GERMAN

In Year 8 German students will be introduced to the language and culture of Germany through introductions and traditions. They will further develop their knowledge of German vocabulary and grammar through a range of topics such as family, food, weather, dates, and pets. They learn about customs and culture in German speaking countries, using songs, games, and short video clips, create posters and presentations to inform about family, pets and the weather and investigate a German company to develop understanding of the German people and their culture. Year 8 students also have the opportunity to visit Melbourne Zoo to study the topics of animals and food in context.

## HEALTH AND PHYSICAL EDUCATION

Health and Physical Education curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety, and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours, and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. This incorporates the Resilience, Rights, and Respectful Relationships Curriculum which develops students' social, emotional, and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms in children and young people has been shown to improve health related outcomes and subjective wellbeing. It also reduces antisocial behaviours including engagement in gender-related violence.

In Physical Education students are supported to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

## THE ARTS

### ART

Students explore and develop new art skills, techniques, and processes, from what they learnt in Year 7. They experiment with art elements and art principles and apply them to artworks. Students plan ideas relating to a range of themes and different media and evaluate their finished works. They learn how to describe and analyse artworks using appropriate art terminology. They interpret and discuss the ideas and meanings that are communicated within various art works.

### MEDIA DESIGN

This subject is a combination of Media, Visual Communication Design and Photography, so students gain some understanding of these subjects. Students work cooperatively as part of a team to produce media texts such as advertisements and short films. Individually they explore production elements of film. Students also learn what Visual Communication and Design is; techniques and conventions, applying these to projects completed in class. Freehand and instrumental drawing, computer drawing and rendering techniques are completed. Further, students learn the features of digital cameras and composition guidelines to make their photographs more interesting. Students are introduced to basic principles of digital imaging using Photoshop to produce creative black and white and coloured photos together with some coloured effects.

## TECHNOLOGY

### WOOD DESIGN

Students will build on the knowledge learnt in Year 7 Wood Design. In Year 8, students will apply the Product Design Process and practice the development of a design brief, focusing on the production of a wooden product. Students will be required to produce an overview of a product's context and define how constraints and considerations are applied to the products context. Students will then commence the production of a wooden product, based on the design features described in the design brief.

### METAL DESIGN

Students will be introduced to the safe use of tools, equipment and machinery used during the production of a metal product. Students will apply the Product Design Process and practice the development of a design brief, focusing on the production of a metal product. Students will be required to produce an overview of a products context and define how constraints and considerations are applied to the products context. Students will then commence the production of a metal product, based on the design features described in the design brief.

### FOOD TECHNOLOGY

Students will continue to build knowledge in the study of health and nutrition through a range of learning opportunities, designed to showcase the benefits of healthy food choices. Students will also learn how to design and produce a range of healthy meals, ensuring safe food handling and hygiene systems are appropriately adopted. An introduction to basic food science will demonstrate how the properties of food are altered during the cooking process.

# YEAR 9



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## HUB STAFF

The following College staff may be of assistance when planning your electives. We encourage you to contact any of our staff members directly on 03 5150 4800.

ROLE	STAFF NAME
<b>Assistant Principals</b>	Kylie Greenaway Paul Martin
<b>Learning Hub Leaders</b>	Shane McFadyen Raelene Jeffrey
<b>Year 8 - 9 Coordinators</b>	Kelly Mills Alina Schneider
<b>Learning Specialists</b>	<b>English:</b> Ellen Hutchinson <b>Numeracy:</b> Sarah Narramore
<b>Year 7 - 9 Parent Liaison /Attendance/Enrolment/Transition Officer</b>	Rebecca Armstrong
<b>Careers Officer</b>	Jaclyn Powell
<b>Hub Supports</b>	Steph Ellul Edyn Somerville

## CORE SUBJECTS - OVERVIEW

Students continue a core program in Year 9. This consists of English, Mathematics, and a semester each of Humanities and Science.

WHOLE YEAR UNITS	SEMESTER UNITS
English	Humanities
Mathematics: Standard Mathematics or Extension Mathematics	Science

Students choose 6 electives (3 per semester) to study in Year 9. The course counselling process supports students to select electives which are suited to their educational and career pathways.

# MY CAREER INSIGHTS - MY CAREER PORTFOLIO

My Career Portfolio is an online platform for all students from Years 7 to 12 in Victorian government schools to develop and store their Career Action Plan, as well as store other files related to their course and career planning throughout their secondary schooling.

Students can:

- create a Career Action Plan to keep track of what they enjoy about school, their interests, goals, and other important information
- safely and securely store files such as examples of their schoolwork, their Morrisby Online report, awards, resumes or references from employers, to use as they consider and plan their course and career choices
- access quality Career Resources to help them explore information about the world of work and about courses and careers that they are interested in

For more information visit: <https://mcp.education.vic.gov.au>

## MY CAREER INSIGHTS – MORRISBY CAREER DIAGNOSTIC TOOL

This program was introduced in 2019 for all Year 9 students in government schools. My Career Insights is a program aimed at helping students to better understand their strengths and interests, to inform their subject selections for senior secondary school and beyond.

My Career Insights – Morrisby Career Profile consists of two components:

1. an online assessment (Morrisby Online) undertaken by each student (completed in Term 2)
2. a follow-up interview with an external career consultant trained in Morrisby Online to explain the results and demonstrate ongoing use of the tool.

The results generated for each student include a range of suggested careers and pathways based on the student's strengths, interests, and preferences.

Once students complete the program, they are allocated a login-for-life to Morrisby Online. They can re-visit the results generated by the online assessments as they continue to explore career and pathway options throughout their senior secondary schooling and beyond.

Parent permission is required for students to undertake their Year 9 Morrisby Career Profile.

For more information visit: [www.morrisby.com.au](http://www.morrisby.com.au)

## ENGLISH

All Year 9 students will engage in a blend of English components which supports growth in each of the English strands of Reading, Writing, and Speaking and Listening.

In Language students will study print and non-print texts to learn how authors and directors construct texts and use language. They will learn how to summarise texts and study ways writers use punctuation, fonts, and layout for extra meaning. Students develop an understanding that Standard Australian English is an evolving, and ever-changing language.

Through the study of Literature students will analyse literary texts from different historical, social, and cultural contexts and express the understanding gained from these studies using different literary techniques. They will study language features, image and sound in literary texts and create their own literary texts using features studied. This incorporates the study of language use in different social situations.

The literacy component of English will allow students to use comprehension strategies to understand media and other texts. They will learn how to present points-of-view in imaginative, informative, and persuasive texts using visual, print and/or audio features. Students will review and edit their own and others' texts to improve expression, structure, and accuracy, and use software imaginatively to publish their work. They will listen to spoken texts constructed for different purposes and analyse how language features of these texts position listeners to respond, and use persuasive language techniques, including music and sound effects, to make a presentation.

## MATHEMATICS

### OPTION 1: MATHEMATICS (STANDARD)

In Number and Algebra students will:

- study direct proportion, graphs, equations, simple rate problems, index laws and scientific notation
- solve simple interest problems, expand algebraic expressions including binomials, collect like terms, sketch graphs, and solve linear equations.

In Measurement and Geometry students will:

- calculate areas of surfaces and composite shapes, volume of cylinders and prisms. They will work with very small- and large-time scales and intervals
- determine ratios of similar figures and solve problems involving Pythagoras' theorem and trigonometry.

In Statistics and Probability students will:

- list and assign probabilities for outcomes for two step chance experiments
- Identify categorical/numerical data, calculate relative frequency, population mean, median, mode and range
- construct back-to-back stem and leaf plots and histograms and describe the shape of data in terms of skew, symmetry, and shape.

### OPTION 2: MATHEMATICS EXTENSION

This subject focuses on preparing students to undertake Pre-Methods at Year 10 and then Mathematical Methods at Year 11. This unit covers material from both Year 9 and Year 10 Mathematics curriculum. Students who are enrolled in this subject will not complete Mathematics Standard. Over the year, students will study the following:

In Number and Algebra students will study:

- real numbers including irrational numbers and common surds, scientific notation, factorials and rounding off to a given decimal place
- natural integers, rational and irrational numbers and algebraic formulas and equations
- linear, quadratic, reciprocal and exponential functions, and graphs
- algebraic properties and techniques for solving a range of equation types
- applications of simple and compound interest

In Measurement and Geometry students will:

- solve surface area and volume problems for a range of prisms, cylinders, and composite objects
- investigate applications of congruence and similarity
- solve right-angled triangle problems including for direction and angles of elevation and depression

In Statistics and Probability students will:

- describe the results of two and three step chance experiments with and without replacements and assign probabilities of outcome and calculate relative frequencies of outcomes
- compare data using the mean, median, mode, IQR and range
- investigate Bivariate Data

## HUMANITIES

Students completing this unit will investigate the making of the modern world from 1750 to 1918. This period includes the nature and significance of the Industrial Revolution, the development of Australian self-government and democracy, the Gold Rush, the key aspects of World War One and the Australian experience of the War.

Students will also study:

- the contribution to Australia of significant people such as Peter Lalor, Lachlan Macquarie, Sir Henry Parkes, and Banjo Patterson
- how the Australian economy is managed, particularly within the international economic context
- geographic concepts, including changes to the Australian environment, the role of agriculture in Australia's development and social, political, and economic interconnections between Australia and the rest of the world.

## SCIENCE

Students completing Year 9 Core Science will investigate how all strands of Science (chemical, physical, biological and earth science) are combined within the field of Forensics. Students will investigate the requirements for life and how the human body reacts during a stressful event. They will apply a range of scientific investigative techniques to analyse a variety of forensic evidence and draw conclusions.

Students will:

- examine how scientific knowledge is used in real life to solve problems
- expand their knowledge of different branches of Science such as physics, chemistry, and biology
- investigate a variety of scientific occupations related to the four areas of Science
- study how discoveries and developments in Science have contributed to new technology in a variety of scientific fields
- collect, analyse, and interpret appropriate scientific data by researching case studies and conducting laboratory experiments.

# YEAR 9 ELECTIVE SUBJECTS

KLA AREA	SUBJECT
THE ARTS	2D Art
	3D Art
	Arts Software
	Digital SLR Photography
	Drama
	Media
	Music
	Visual Communication Design
HUMANITIES	Enterprising People
	Australian Studies
LANGUAGES	Japanese (Whole Year – 2 Units)
	German (Whole Year – 2 Units)
HEALTH AND PHYSICAL EDUCATION	Competitive Sports
	Outdoor Education
	Health and Personal Fitness
	Health
SCIENCE	Biological Systems
	Chemistry
	Elementary Physics
	Intro to Psychology
TECHNOLOGY	Metals: Creative Design
	Wood: Interior / Exterior Furniture Design
	Textile: Modern Design
	What's on the Menu
	Wide World of Foods
INFORMATION TECHNOLOGY	Designing for the Web
	Mastering Multimedia

## 2D ART

Students completing this unit will create two dimensional artworks in a variety of media and techniques. Their completed folio may consist of drawings, paintings, printmaking, mixed media, and collages.

Students will:

- explore how artists create their individual style as starting points for their own work
- trial a range of techniques and processes to establish the most effective ways of presenting artworks and their ideas
- maintain a visual diary to show the development of their ideas
- make informed choices about the use of Art Elements and Principles to create effective communication in their art
- discuss and analyse artworks from different cultures to interpret their meaning using appropriate Arts language.

## 3D ART

Students completing this unit will create three dimensional artworks using a variety of media and techniques. Sculptures may be created in clay, wire, papier mâché recyclable materials, cardboard, and stone.

Students will:

- explore how artists create their individual style as starting points for their own work
- learn a range of techniques and processes to establish the most effective way of presenting their sculptures
- make informed choices about the use of Art Elements and Principles to create effective communication in their art
- maintain a visual diary to show the development of their ideas including technical trials, annotation, and process notes
- discuss and analyse artworks from different cultures to interpret their meaning using appropriate Arts language.

## ARTS SOFTWARE

Students explore a range of software programs, including Illustrator, Animate, Photoshop, Audacity, Google SketchUp, Movie Maker, Indesign, which are used in a variety of subjects within the Arts.

Students will:

- learn software applications through a variety of topics such as drawing game characters and cartoons, animation, illustration, digital painting, advertising, skate-park design, web-page design and photo manipulation
- use hardware such as scanners, digital drawing tablets, video and still cameras
- create images with consideration given to design elements and principles
- maintain a visual diary containing a record of skills, progress of work and development of ideas
- use appropriate Arts language to discuss, investigate and evaluate designs created.

## DIGITAL SLR PHOTOGRAPHY

Students completing this unit will learn how to get the best out of semi-professional digital SLR cameras using all the basic and advanced features.

Students will:

- use accessories such as telephoto and macro lenses, tripods, and professional studio lights
- use fast and slow shutter speeds to record movement
- apply manual focusing and spot metering
- explore white balance and ISO settings
- investigate burst mode, multiplicity photography and more
- explore a range of topics and ideas including their own
- enhance their images using Photoshop
- investigate the work of professional photographers to look at different styles and techniques.

## DRAMA

This course is designed to build skills, knowledge, and experience in Drama as a creative and performing art. The program is developmental, moving from improvisation and practical voice to physical skill learning. Students will explore many different styles of theatre such as physical theatre, gothic horror, and comedy from a theoretical and practical perspective.

Students will:

- learn how to use their expressive skills (voice, movement, facial expression, and gesture) to create character and improve their performance skills
- use a range of play-making techniques including improvisation, responding to stimulus material, and working with scripts
- regularly perform drama in small groups in front of classmates
- learn to work in groups and provide one another with feedback on performance making techniques.

## MEDIA

Students create and analyse print, film, and audio products such as advertisements, zines, documentaries, short and feature films. The way individuals consume and produce media content will also be studied.

Students will:

- explore design skills and production skills, such as film editing
- critically examine social media's and news media's uses and practices
- work cooperatively in teams to produce media texts where challenges are resolved in a sensible, fair, and effective manner.



## MUSIC

Year 9 music focuses on developing the skills and knowledge to perform, compose and arrange music. Students will develop solo skills on a chosen instrument as well as performing together in groups. Musical knowledge is acquired through writing and arranging music for your group. The ability to play an instrument prior to joining the class is not a requirement for the subject, however, the subject will provide enrichment for students in the instrumental music program. Students not already in the instrumental music program will choose from guitar, bass, drums or voice.

Students will:

- study a chosen instrument
- perform in groups
- learn to compose music-instrumental and/or song writing
- compose music through use of ICT
- investigate various styles and genres of music
- learn to analyse written music

## VISUAL COMMUNICATION DESIGN

Students create designs using manual drawing methods and computer drawing programs for specific purposes such as building and home design, product design, logos, and packaging. Finished products will be in both two and three-dimensions.

Students will:

- be introduced to the types of two and three-dimensional drawings used in the building industry and their conventions
- explore ways of presenting and producing product designs with consideration to the design elements and principles
- develop their drawing skills, including observation, perspective, and computer drawing
- follow the design process and keep records in their visual diary
- use appropriate Arts language to investigate and evaluate design.

## ENTERPRISING PEOPLE

Students will learn what it takes to become a successful small business owner or entrepreneur.

Students will:

- examine case studies of successful businesspeople and investigate how their personal skills have contributed to success in business
- investigate the types and purposes of communication (including marketing and advertising) that are used to promote brands and products
- participate in a business simulation that will allow them to experience elements of small business management including planning, advertising, and operation.

## AUSTRALIAN STUDIES

In this study, students will build knowledge on the following content: Aboriginal Australia, the exploration of Australia, Australia prior to Federation, Australia's place in the world, 20th Century life in Australia and the changing nature of Australian geography, society, and culture.

Students will:

- explore how the Gippsland Lakes were formed and how this water system has supported human settlement from ancient times to the present day
- develop an understanding of Australian history at a local level by studying significant local events, people, places, use by local Aboriginal people and changes since European settlement
- explore the concepts of power in society, belief systems, globalisation and cause and effect.

## JAPANESE

This subject runs for the whole year. It is expected that students who select this subject have successfully completed Year 8 Japanese and have an interest in developing language skills.

In Semester 1, students will:

- improve language abilities through a variety of activities including language games, singing Japanese songs, listening to conversations, and speaking
- be given the opportunity to communicate and develop friendships with Japanese people
- consolidate their understanding of Japanese sentence structures to develop flexibility with language
- gain a better understanding of Japanese culture through cultural events, craft activities, educational videos, and information technology such as netbooks and other devices
- improve numeracy and interpersonal skills through the development of surveys conducted and reported on in the Japanese language.
- learn important vocabulary and grammar patterns in Japanese through a range of topics such as hobbies and daily routines
- reflect on and evaluate skills required to learn a language.

In Semester 2, students will:

- improve language abilities through a variety of activities including language games, singing Japanese songs, listening to conversations, giving weather reports, and creating diaries/books
- go on excursions to experience Japanese activities, shops and restaurants
- be given the opportunity to communicate and develop friendships with Japanese people
- gain a better understanding of Japanese culture through craft, educational videos, and information technology such as netbooks and other electronic devices
- increase vocabulary and grammatical patterns in Japanese through a range of topics such as school life and Japanese traditional housing
- use thinking skills to reflect on and evaluate learning
- gain a better understanding of sentence structures to develop flexibility and creativity with language.

## GERMAN

This subject runs for the whole year. It is expected that students who select this subject have successfully completed Year 8 Japanese and have an interest in developing language skills.

In Semester 1, students will:

- develop their knowledge of German vocabulary and grammar through a range of topics such as food, school, sport, eating out and towns
- learn about and investigate customs and culture in German speaking countries, focusing on topics including sport and food in Europe
- create poster to inform about school and society
- investigate social development in Germany through a film study about Berlin after World War Two.

In Semester 2, students will:

- develop their knowledge of German vocabulary and grammar through a range of topics such as health and sport
- learn about and investigate customs and culture in German speaking countries, focusing on topics including shopping and tourism in Europe
- be given the opportunity to go on an excursion to learn about German culture and meet other learners of German in the area
- develop spoken German through role play and performing in a German play.

## COMPETITIVE SPORTS

Students completing this unit will:

- engage in a range of team and individual based sports such as netball, football, rugby, and volleyball
- develop skill performance, teamwork, and their ability to understand the sports from the perspective of a coach, umpire, and leader
- develop a preliminary understanding of anatomy, issues in sport, injury prevention and acute responses to exercise.

Students completing this unit for one semester will participate in 3 practical sessions per week engaging in team and individual sports, and one session per week exploring the theory behind the practical component of our classes. Students will learn about different body systems, coaching/leading others in practical classes and completing the written requirements for the unit.

## OUTDOOR EDUCATION

This is an introductory subject designed to give students an understanding of what Outdoor Education is, how to be safe in the outdoors and how to engage in a range of practical experiences. Students will apply what they have learnt in an outdoor setting on single day and overnight expeditions. Practical experiences may include surfing, canoeing and an overnight hike.

Students completing this unit will:

- engage in a range of outdoor recreational pursuits whilst employing safety and minimal impact strategies
- identify and understand the importance of teamwork and communication in practical situations
- develop a greater understanding and appreciation of the outdoors
- explore human impacts on coastal and bush environments
- develop First Aid and CPR knowledge
- develop skills in Navigations and map reading using compasses in outdoor settings.

*Students choosing this elective should be aware they are expected to attend all excursions.*

## HEALTH & PERSONAL FITNESS

Students completing this unit for one semester will participate in two practical sessions per week engaging in different types of fitness sessions, mainly in our new gym and weights room. During the two theory sessions per week, students will explore training principles, training programs, fatigue, and recovery. They will then plan and follow their own training program.

Students completing this unit will:

- engage in training programs both inside and outside of the gym
- gain an understanding of diet, nutrition, measuring fitness and setting SMART goals
- learn how being active contributes to their overall health and wellbeing
- work to improve a range of fitness components including endurance, flexibility, and strength
- develop knowledge of body systems including cardiorespiratory and musculoskeletal systems
- understand acute and chronic adaptations to training.

## HEALTH

The Year 9 Health elective is designed to give students an excellent base of knowledge to prepare them for VCE Health and Human Development. Students who are considering pursuing VCE Health and Human Development would benefit from this elective. This subject aims to build awareness of the factors impacting the health of Australians. Students will be encouraged to work collaboratively with others as well as improve their individual research skills. There will be opportunities to undertake work with community groups and undertake in-depth investigations of health issues relevant to adolescents.

Students completing this unit will investigate:

- dimensions of health and wellbeing
- health status indicators
- nutrition and healthy eating
- body systems
- diseases and illnesses
- Australia's healthcare system
- disadvantaged population groups
- indigenous Australians' health.

## BIOLOGICAL SYSTEMS

Students develop their understanding of life processes around them. They will learn how organisms interact with humans and their environment. Students will explore scientifically how human and environmental systems respond to, and are shaped by, the flow of energy within them.

Students will:

- consider how most life forms ultimately depend on sunlight and the process of photosynthesis within plants
- investigate the impact on populations and communities within ecosystems by both natural and human-influenced forces
- use data from their own laboratory and field experiments, and research to consolidate their understanding of the interactions of living things
- investigate the systems that make up organisms, and how these internal systems are integrated to balance inputs and outputs to sustain life.
- consider how we take advantage of system responses to develop disease control mechanisms such as vaccinations.

## CHEMISTRY

Students will apply knowledge and skills established in Junior Science to plan and conduct a range of experiments to further their understanding of Chemistry.

Students will:

- learn that elements are organised in the periodic table
- understand that chemical reactions involve atoms of different elements rearranging to form new substances and be able to describe reactions using word equations
- recognise the 'conservation of mass' in simple chemical reactions
- explore ways that elements react and combine in simple reactions, including metals with acids and bases and carbonates.
- classify different reactions as 'endothermic' or 'exothermic'.

## ELEMENTARY PHYSICS

Students will explore different forms of energy. They will bridge their understanding between scientific discoveries and technology.

Students will:

- examine how energy can be transferred through different mediums
- investigate the transfer of energy through electric circuits and electromagnetic radiation
- explore the wave model for the transfer of energy including light, sound, and water waves
- undertake practical activities to generate data to enhance their understanding of Physics.

## INTRODUCTION TO PSYCHOLOGY

Students undertaking this unit will learn about the brain and how all our thoughts, feelings and behaviours can be traced back to the functions of the nervous and hormonal systems. They will investigate factors that influence each human's individuality and social interaction, as well as how individuals perceive the world.

Students will:

- examine how the nervous and hormonal systems coordinate to ensure survival in everyday life and during stressful events
- investigate the biological basis of behaviour and describe the processes of sleep, learning and memory
- analyse factors that make each human unique, including personality and intelligence, and link the development of these to experiences in a person's environment
- investigate how we perceive the world and how we analyse visual inputs, and how our perception is affected by genes and the environment.



## METALS: CREATIVE DESIGN

Students participating in this unit will:

- use the metal lathe and other metal workshop tools and equipment to construct and design several projects
- communicate achievement and design options through various techniques
- investigate materials and equipment associated with the metals workshop/industries.

## WOOD: INTERIOR / EXTERIOR FURNITURE DESIGN

Students undertaking this unit will construct basic articles of furniture suitable for the home interior/exterior. They will explore different joining techniques and suitable finishing techniques suitable for all extremes.

Students will:

- respond to design briefs to create projects using a variety of materials
- work to design and construct products using timber
- assess and evaluate their work using appropriate language and terminology
- develop an undertaking in design activities and exercises
- undertake investigations into materials and make informed decisions about their appropriate use and practicality for a situation
- analyse the appropriateness of using different materials including emerging materials for specific purposes
- learn to use different tools, equipment, and materials to construct products.

## TEXTILES: MODERN DESIGN

Students will work with a range of tools, equipment, and materials to create and produce garments. In this unit there is an emphasis on Textiles techniques.

Students will:

- investigate the structure of fabrics and work with both woven and knitted fabrics
- Work with design briefs to make decisions on design problems, including suitable fabric choices
- focus on the understanding and use of commercial patterns for garment production
- investigate methods of displaying and illustrating design ideas
- adopt safe work practices using a range of tools, equipment, and materials to create, plan and produce items for a specific need.

## WHAT'S ON THE MENU

Healthy eating is the basis for maintaining a healthy life, but healthy food does not have to be boring. This unit looks at fun and tasty food that can contribute to our daily diet.

Students will:

- use the Australian Dietary Guidelines to assist them in making healthy choices
- work individually and in teams to create a variety of dishes, and reflect on the reasons behind their choices
- develop creativity and design skills through the decoration of a themed birthday cake.

## WIDE WORLD OF FOODS

Students undertaking this unit will:

- explore foods of the world that have shaped Australia's diverse cuisine
- create a portfolio of recipes, design briefs and information about the wonderful taste sensations on offer throughout the world
- produce a variety of dishes which reflect the cuisines of countries around the world.

## DESIGNING FOR THE WEB

Students will:

- develop skills in the use of computer software for web development, including web authoring and image manipulation applications
- create interactive elements to use in their websites, including slideshows and animations
- learn how to manipulate elements of websites by looking at the language behind web development to make a more dynamic and interactive visual representation.

## MASTERING MULTIMEDIA

Students will:

- develop skills in the use of a range of multimedia software applications and apply these skills to designing and creating their own animations and presentations
- create presentations for a range of devices including mobile devices, internet, and computer
- learn how to use tools available on the internet to create and present a range of multimedia such as animation and movies
- collaborate in an online forum to showcase their work and understand the importance of real-time editing
- use devices such as drones and digital cameras to create original sound, image, and movie data files.



## Respect, Responsibility, Resilience

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