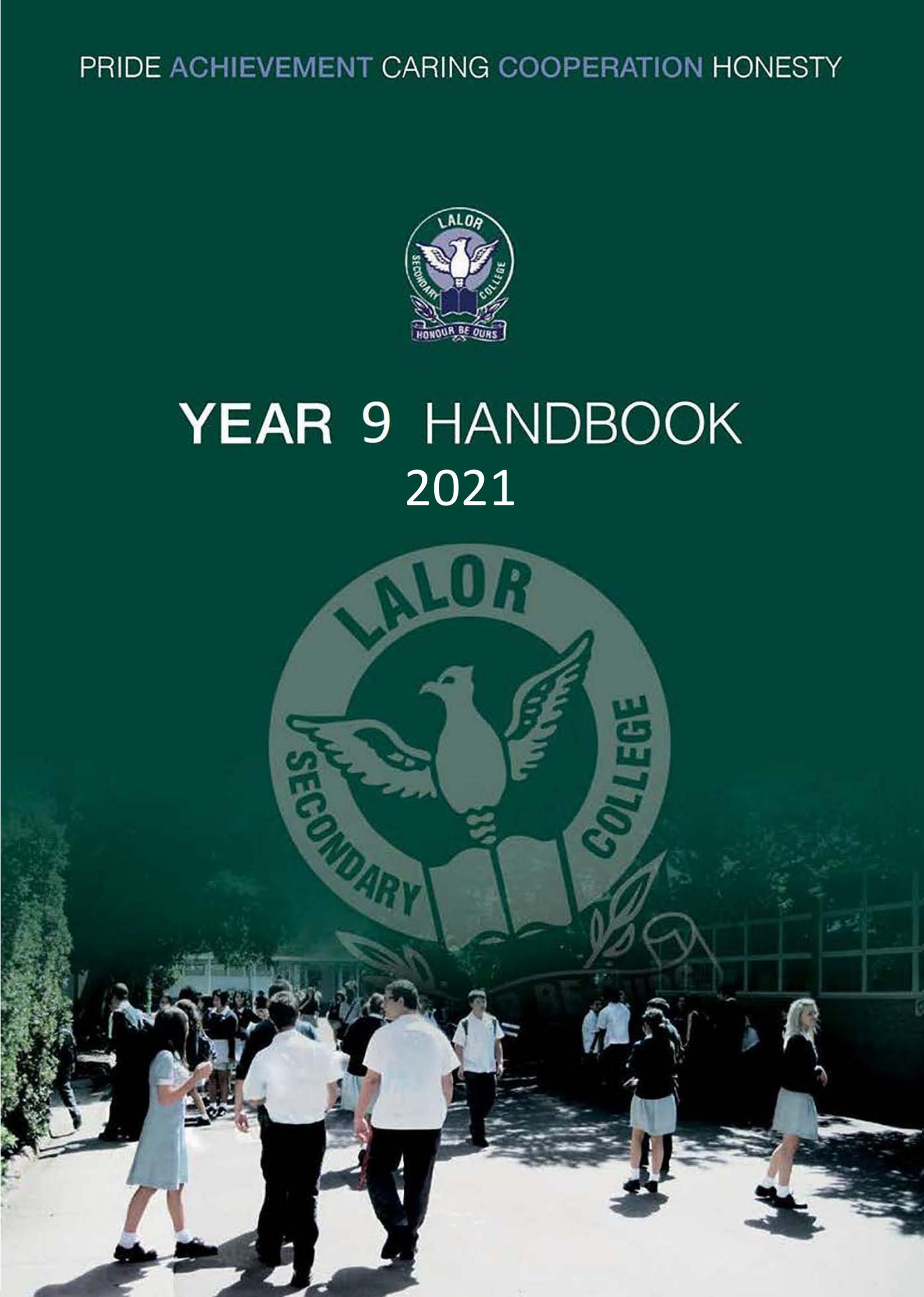


PRIDE ACHIEVEMENT CARING COOPERATION HONESTY



# YEAR 9 HANDBOOK 2021







# LALOR SECONDARY COLLEGE

YEAR 9 HANDBOOK  
2021

## Mission

The community of Lalor Secondary College acknowledges the ability and right of all students to learn and to experience success. All students are encouraged and challenged to reach their full potential. The College provides students and staff with a safe and nurturing environment.

## Vision

Our vision for Lalor Secondary College is to be a vibrant school; a school where learning is valued and students empowered to become lifelong, socially responsible learners; where a challenging and diverse curriculum caters for the variety of learning styles; where the varying talents of students and staff are recognised and celebrated; where excellence and effort are rewarded.

## College Values

**PRIDE**  
**ACHIEVEMENT**  
**CARING**  
**COOPERATION**  
**HONESTY**

# College Values

VALUES	ATTITUDES	BEHAVIOURS
PRIDE	<ul style="list-style-type: none"> <li>• Being loyal</li> <li>• Doing my personal best</li> <li>• Being passionate</li> </ul>	<ul style="list-style-type: none"> <li>• I am proud of my work</li> <li>• I am passionate about everything I do</li> <li>• I take pride in what I participate in</li> <li>• I am proud of my school</li> <li>• I dress appropriately and with pride</li> </ul>
ACHIEVEMENT	<ul style="list-style-type: none"> <li>• Being committed</li> <li>• Being persistent</li> <li>• Always striving to do my best</li> <li>• Having aspirations</li> <li>• Aiming for excellence</li> </ul>	<ul style="list-style-type: none"> <li>• I am committed</li> <li>• I am doing my best</li> <li>• I am organised</li> <li>• I complete all my work</li> <li>• I celebrate achievement</li> <li>• I am responsible</li> <li>• I am motivated</li> <li>• I am rational</li> <li>• I see mistakes as an opportunity for improvement</li> </ul>
CARING	<ul style="list-style-type: none"> <li>• Being respectful</li> <li>• Having positive relationships</li> <li>• Being helpful</li> <li>• Using manners</li> <li>• Showing friendship</li> <li>• Having a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>• I am attentive</li> <li>• I am helpful to others in need</li> <li>• I show respect to others and show them that they are being noticed</li> <li>• I choose my attitude</li> <li>• I am a good listener</li> <li>• I am sensitive to others' needs</li> <li>• I behave consistently to build richer relationships</li> <li>• I am respectful</li> <li>• I am tolerant</li> <li>• I am friendly</li> <li>• I am appreciative</li> <li>• I make others comfortable</li> <li>• I am encouraging</li> <li>• I accept others for who they are</li> <li>• I consider others' feelings and needs</li> <li>• I treat others in a caring manner</li> <li>• I am polite</li> </ul>
COOPERATION	<ul style="list-style-type: none"> <li>• Being tolerant</li> <li>• Being respectful</li> <li>• Having understanding</li> <li>• Working as a part of a team</li> </ul>	<ul style="list-style-type: none"> <li>• I work together with teachers and peers</li> <li>• I follow instructions</li> <li>• I accept other people's opinions</li> <li>• I accept decisions</li> <li>• I work in a team to achieve common goals</li> <li>• I work with others' willingly</li> <li>• I listen to others ideas/opinions</li> <li>• I am reliable</li> </ul>
HONESTY	<ul style="list-style-type: none"> <li>• Being truthful</li> <li>• Showing trust</li> <li>• Being reliable</li> <li>• Having integrity</li> </ul>	<ul style="list-style-type: none"> <li>• I have integrity in what I do</li> <li>• I have morals</li> <li>• I am loyal</li> <li>• I do not speak about others behind their back</li> <li>• I am trustworthy</li> <li>• I am responsible</li> <li>• I am honest</li> <li>• I am truthful</li> </ul>

# Contents

College Values	3	Specialist Subjects	21
Principal's Message	6	Health and Physical Education	21
Important Programs at the Year 9 Level	7	– Advance	21
Year 9 Course Information	9	– Sport Education	22
English	10	The Arts	23
– English	10	– Architecture and Industrial Design	23
– English as an Additional Language (EAL)	10	– Digital Design	23
Mathematics	11	– Electronic Music Production	24
– Mathematics	11	Technology	25
– Foundation Mathematics	11	– Mechatronics and Engineering Systems	25
Science	12	– Product Design and Technology	25
Humanities	13	– Cake Decoration	26
– Year 9 Humanities	13	– Food Technology	26
The Arts	14	– Digital Technology	27
– 2D Art	14	– Digital Technology – Hands-on Digitech	28
– 3D Art	14	Humanities	29
– Art in Fashion	15	– American History	29
– Visual Communication Design	15	– History's Mysteries	29
– Drama	16	Science	30
– Dance	16	– Forensic Science	30
– Music Expression, Performance & Investigation	17	– Engineers without Borders (STEM)	30
– Film and Television	17	Mathematics	31
Languages	18	– Applied Maths	31
– Languages	18	English	31
Health and Physical Education	19	– English in Love	31
Explore	20	– Literature	32



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**Principal**

Mr Corey Jewell

**Assistant Principal (Later Years)**

Ms Julie Ryan

**Assistant Principal (Middle Years)**

Ms Laura Forster

**Assistant Principal (Junior Years)**

Mr Timothy Cottrell

**Year 9 and 10 Sub-school Leader**

Mr Chris Danher

**Curriculum Leader**

Ms Kate Norman

Lalor Secondary College was established in 1963. It is a co-educational Year 7-12 school situated in the City of Whittlesea and serves the communities of Lalor, Thomastown, Epping, South Morang, Mill Park and Reservoir. Set on approximately 4 hectares the college has excellent facilities and spacious grounds.

In 2021 the college will have an enrolment of approximately 1100 students representing more than 40 ethnic groups with approximately 60% from non-English speaking backgrounds.

The College provides a broad, inclusive and comprehensive Curriculum designed around the Victorian Curriculum to ensure the needs of all students are met.

The College provides a number of pathways at the senior level of the school including a comprehensive range of VCE subjects, VCAL and VET programs.

A partnership between parents, staff and students is encouraged through informal and formal communication.

# Principal's Message



As a member of the Lalor Secondary College community for the past 20 years I have great confidence in the educational opportunities that we provide to all of our students. I know that Lalor Secondary College is a vibrant school where learning is valued and students are empowered to become lifelong, socially responsible learners, so that they are caring and confident contributors to the global community of the 21<sup>st</sup> Century.

The school's core values of Pride, Achievement, Caring, Cooperation and Honesty are embedded in our wellbeing and teaching practices, as well as our Student Code of Behaviour. High expectations and well developed policy and practices ensure a calm teaching environment that allows the focus of the classroom to be centred around the teaching and learning. The high expectations are driven by a student culture where students motivate and inspire each other to achieve excellence in the academic field, applied learning field or through the extra-curricular program.

The extra-curricular program is supported by both student and staff led clubs. Some of these include the Science and Maths clubs, Art Club, Anime Club, Horticulture Club, Sports Program, House Program, Music Program, Year 12 Mentor Program, Walking Club, Mindfulness Club, Breakfast Club and Chess Club. This also includes a unique partnership with ABCN that provides numerous leadership opportunities to our students that supports the student leadership structures of the College. The school has an established and dedicated Wellbeing Team that delivers a coordinated approach to the Student Wellbeing Programs that have been embedded into the school curriculum and culture. Some of these programs include 'Yoga Thursdays', Peer Support, After School Homework Club, Animal Assisted Therapy and the Pre-Orientation Program. The College also offers distinctive educational programs such as the Years 7 to 10 differentiated Maths program, Years 7 to 10 Literacy Support Program, High Potential Learning Program, Years 7 to 12 Languages program offering Macedonian, Greek, Italian and French and an extensive elective program in Years 9 and 10.

Our school community acknowledges the ability and the right of all students to learn and to experience success in the classroom. The College delivers a rigorous and comprehensive educational program built around the Victorian Curriculum in Years 7 to 10, where a challenging and diverse curriculum caters for a variety of learning styles. The varying talents of students at years 7 to 10 are recognised and celebrated and excellence and effort are rewarded throughout the College at regular intervals throughout the year. The program offered at Years 11 and 12 provides opportunities for students to excel in VCE, VCAL and VET, which is long established through results that are above the state average. The school has a strong pathways program that ensures a high retention from Year 7 to Year 12 and assures all students in Years 9 to 12 receive counselling in choices of study and focuses on providing an individual pathway for every child.

The school recognises that the final years of schooling are a challenging time for students and parents, however the College has well established programs that offer wellbeing support to students through a teacher-student Mentor program, pathways and career support, stress management sessions and study skills presentations. The rigorous nature of the academic program means students are provided the opportunity to excel, whether in VCE or VCAL, and academic excellence is the expectation from all within the College.

The information in this handbook will provide more explicit detail to assist you with your upcoming choices. If you require any further information or clarification to assist you with your choices, please do not hesitate to contact the relevant staff member or myself.

**Mr Corey Jewell**  
College Principal

# Important Programs at the Year 9 Level

The Year 9 program emphasizes independent life skills and encourages participation through a diverse range of activities.

## Year 9 Explore Program

Designed to cater for the wellbeing, needs and interests of Year 9 students, Explore is an integral part of the Year 9 Curriculum. The program will encompass enrichment activities such as:

- City Experience, taking place during the final week of Year 9, this involves students researching aspects of city life and travelling to and within the City
- Pathways and Career information and advice including subject selection and preparation for Year 10 work experience
- Guest speakers, incursions and excursions
- Classroom based learning focusing on personal and interpersonal development, local and global connectedness

The program is designed to develop independence, confidence and life skills based around the four key themes: self, local community, global community and careers.



## Year 9 Camp

In previous years this has been in the form of an educational tour for those wishing to attend. The purpose of the camp is to provide a challenging, engaging learning opportunity. The venue for the camp varies.

## Community Services

Students in Year 9 have an opportunity to become involved in community programs through the Advance program and participation in activities organised for the Explore program.

## Differentiated Mathematics Program

As part of the differentiated Mathematics program, students are placed into classes based on their ability. These include Foundation Maths, General Maths and Maths Methods. Each of these classes is designed to assist students improve their mathematical skills and knowledge.

Foundation Maths is designed to develop key numeracy skills and apply them to real life situations. This course gives students the opportunity to achieve success whilst enhancing their mathematical understanding.

General Maths and Maths Methods both cover the Year 9 Mathematics skills required by the Victorian Curriculum. Those students in Maths Methods will have their learning enriched through use of more complex applications of these concepts. Students who require extension will be challenged.

## Literacy

The BOOST Program aims to provide additional support to those students identified as requiring extra assistance to improve their literacy skills. The goals of the program include:

- Students learn to build their personal set of reading comprehension strategies, so they can be used spontaneously and selectively.
- Students improve knowledge of spelling and letter patterns, of sentence and paragraph structures and of networks of concepts.
- Collect and monitor the evidence of student's improved literacy learning.
- Increasing students' self-esteem, confidence and motivation.

## Library Resource Centre

The core role of the Library Resource Centre is to support and enrich the educational program of Lalor Secondary College. It does this by providing an abundance of current and relevant resources in a wide variety of formats and levels. The Library staff work to provide a learning environment that encourages independent lifelong learners.

To enable the Library Resource Centre to fulfil its central educational role in the school, Teacher-librarians provide programs in Literature, Information Literacy and I.C.T.



## Library Hours

Monday	8:20am to 4pm
Tuesday	8:20am to 3:00pm
Wednesday	8:20am to 4pm
Thursday	8:20am to 4pm
Friday	8:20am to 4pm

*Note: The library is closed at Recess every day.*

## Borrowing

All students may borrow up to four books at a time. Items vary in borrowing times up to two weeks. Students may renew items by bringing them into the Library. Also, students are asked to present their Student ID Card whenever they need to access and or borrow resources.

## Printing and Photocopying

Printing and photocopying can be done in colour and black & white. All students are provided with a \$5 credit at the beginning of the school year for printing and photocopying purposes. Students are expected to purchase more printing credits from Reception.

## After School Homework Program (ASH)

The reasons students give for not completing homework are varied and may include the following: not having a homework routine, lack of a quiet place to study, or not understanding the work set. To help address these issues, Lalor Secondary College, in collaboration with The Smith Family and Whittlesea Community Connections deliver a weekly after school homework program in the Library Resource Centre.

The After School Homework Program (ASH) runs most Tuesdays throughout the course of the year between 3:00pm - 4:00pm. Students have the option of leaving early and are not required to stay for the length of the program. Teachers and trained volunteer tutors attend each session to assist students with work. Students have access to computers, internet, and library resources. Students are also encouraged to bring their digital devices for educational purposes. Staff from the Wellbeing Team provide supervision and assist students in getting themselves organised to complete work.

ASH is open to students in all year levels; however parent/Guardian/Carer consent is required for students who want to attend the program. Forms are available from the General Office or the Welfare Office.

# Year 9 Course Information

The Year 9 Curriculum at Lalor Secondary College is designed to provide opportunities for students to explore. It aims for students to succeed by offering a wide range of subject choices and pathways into future courses and career options.

All students will complete subject selection online and print out their selections, which must be signed by a parent or guardian. Staff at the College are available to discuss any concerns or clarification about the Year 9 program.



## Core Subjects

- English/English as an Additional Language
- Mathematics (differentiated program)
- Science
- Humanities
- Health and Physical Education
- Arts-based Core
- Languages
- Explore

The Year 9 program is designed to allow students to maximise their opportunities to succeed by offering choice within the Arts based core.

## Arts based core (choose one subject per semester from the following):

- 2D Art
- 3D Art
- Music Expression, Performance & Investigation
- Drama
- Dance
- VCD
- Film and Television
- Art in Fashion

## Languages – compulsory two semesters continued from Years 7 and 8 from the following:

- Macedonian
- Greek
- Italian
- French

## Specialist Subjects

Students are able to choose from a range of subjects dependent upon their interests and abilities. Specialist subjects also provide pathways for future progression and choice.

Specialist subjects run for a semester and students chose two semester length subjects from the range offered below.

*(Please note: Advance Program runs for 2 semesters).*

- Advance (Two Semesters)
- American History
- Applied Maths
- Architecture and Industrial Design
- Cake Decoration
- Digital Design
- Digital Technology – Hands-on Digitech
- Digital Technology – Web Design

- Electronic Music
- Engineers Without Borders (STEM)
- English in Love
- Food Technology
- Forensic Science
- History's Mysteries
- Literature
- Mechatronics and Engineering Systems
- Product Design and Technology
- Sports Education – choice of one sport per semester
  - Girls netball and hockey
  - Boys hockey and football
  - Boys volleyball and soccer
  - Girls volleyball and soccer
  - Mixed tennis and basketball

## Subject Fees

Some subjects have fees associated with them that covers consumables and materials. Please note that at the time of publication these fees were correct, however, they may be subject to change dependent on the provider/supplier.

# English

“Books are the carriers of civilization. Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill. They are engines of change, windows on the world, lighthouses erected in the sea of time.”

*Barbara W Tuchman*

## Two Semesters

### Learning Focus

English in Year 9 seeks to further develop the skills of reading, writing, listening and speaking, and understanding the English language. It aims to enhance reasoning and analytical abilities and encourage reading for pleasure, understanding and language enrichment.

Students interpret a variety of texts with an emphasis on the development of more complex responses to literature. Students use writing to explore different perspectives and to extend their skills in writing for different purposes and audiences.

Students demonstrate oral fluency via formal speech making, debating and presentations on contemporary issues. They also critically evaluate how the spoken language influences audiences through the study of persuasive techniques.

Emphasis is placed on the accurate use of language conventions and on extending vocabulary.

### Areas Of Study

1. Texts (Literary and Visual)
2. Writing
3. Issues
4. Addressing an Audience

### Assessment Tasks

1. Text Response
2. Writing Folio
3. Oral Presentation
4. Exam

# English as an Additional Language (EAL)

## Two Semesters

### Learning Focus

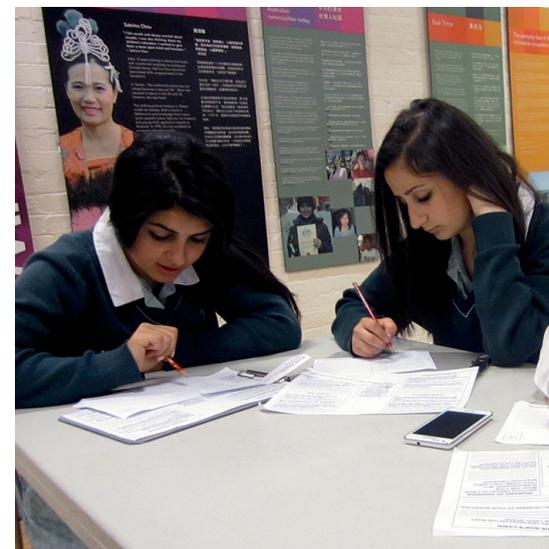
EAL classes provide intensive English tuition for students who have come to Australia from another country and are learning to use English as their main language. Students need to understand and control the English language as a means of learning. Students' understanding of English will develop through reading, writing and speaking and listening. Study of novels, short stories, plays, poetry and issues in media are the main foci in EAL. Attention is given to correctness of spelling, punctuation and grammar and the development of oral skills.

### Areas Of Study

1. Text Study
2. Writing
3. Issues

### Assessment Tasks

1. Text Response
2. Writing Folio
3. Oral Presentation



## Key Learning Area: Mathematics

# Mathematics

“The essence of mathematics is not to make simple things complicated, but to make complicated things simple.”

*S. Gudder*



### Learning Focus

#### Semester One

In Semester One the students continue to develop their number skills, focusing especially on Proportion and Rates, Index Laws and Scientific Notation. They also start to develop their understanding of simple interest and apply Mathematics to real life situations. They will be introduced to Pythagoras and trigonometry. They will use their knowledge of ratios to develop scale drawings and scale factors. They will continue to develop the knowledge and understanding of algebraic concepts to include working with graphs and using Index Laws in algebra. All the concepts will be developed through known and unknown situations bringing skills they use in a classroom to situations where they would be used in real life.

#### Semester Two

In Semester Two students continue to develop their understanding of topics such as Measurement, Probability and Statistics. Within measurement they develop the skills of area to include complex composite shapes, surface areas of cylinders and prisms. In Probability students look at two step chance experiments, tree diagrams and Venn diagrams. Statistics focuses on presenting data in back to back stem and leaf plots, histograms and ensuring the right terminology is being used to compare data sets.

#### Areas of Study

Semester One	Semester Two
Financial Maths	Measurement
Algebra	Linear Relationships
Pythagoras & Trigonometry	Probability
	Geometry

#### Assessment Tasks

1. Topic Tests
2. Inquiry Projects
3. Semester Exams

## Foundation Mathematics

As part of the differentiated Maths program at Lalor Secondary College, Foundation Mathematics is designed to assist selected students to develop and improve key numeracy skills through their application to real life situations. Topics studied will include Number Skills and an introduction to Financial Maths, which will be the focus for Semester One. Students will work on the application of the four number operations to real life situations. Semester Two will see other topics such as Money Matters including tax and interest, Measurement including area, perimeter and volume by themselves but also linked to costing and comparing DIY projects. Probability will cover the calculation of the chance of different situations occurring. Statistics will look at how data can be presented and how to understand graphs, especially those that the media are showing.



## Key Learning Area: Science

# Science

“The Whole of Science is nothing more than a refinement of everyday thinking.”

*Albert Einstein*

### Learning Focus

#### Semester One

Science at Year 9 will focus on the two strands: Science Understanding and Science Inquiry Skills. In Semester One the students will continue to develop their Science understanding, focusing on Ecosystems, including energy transfers and the effect of human interference on different ecosystems. Students investigate plate tectonics, including understanding the way the world looks and why this is the case. They examine the structure of the atom, developing the understanding of what makes up everything around us including nuclear radiation and decay. Within each topic they will be able to experience ‘real world’ situations and examples to develop their science understanding, knowledge transference and how science links to the world in which we live.

#### Semester Two

Science at Year 9 will focus on the two strands: Science understanding, Science as a Human Endeavour and Science inquiry skills. In Semester Two students build on the concepts they have developed in Semester One with particular focus on control regulation, electricity and electromagnetism in a reaction. The students will also further their understanding through an Inquiry task to develop their understanding. The biology focus for the Semester will be on body coordination and how humans are able to control our internal environment to survive in different situations. With regards to electrical energy, students develop an understanding of series and parallel circuits including practical uses of different circuits.

### Areas of Study

Semester One	Semester Two
Ecosystems	Control and Regulation
Plate Tectonics	Electricity
Chemical Reactions	Electromagnetism
Matter	

*Please Note: Topic sequences can change from time to time when the opportunity to work in cross faculty themes and topics arise.*

### Assessment Tasks:

1. Topic Tests
2. Practical Reports
3. Inquiry Tasks

**Cost:** \$7 for Science Practical Book, payable at the College Office

## Key Learning Area: Humanities

# Humanities

“It is a convenient truth: You go into the humanities to pursue your intellectual passion; and it just so happens, as a by-product, that you emerge as a desired commodity for industry.”

*Damon Horowitz*

### Learning Focus

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

The Geography component provides a study of geographical units that explore biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. This course of study also investigate geographies of interconnections, with a focus on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an ‘economy’ and explore what it means for Australia to be part of the Asia region and the global economy.

Students also study Australia’s political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government

and decision making processes. This unit of study includes an investigation of the features and principles of Australia’s court system, including its role in applying and interpreting Australian law.

### Areas Of Study

The areas of study will include the following units that address the study of History, Geography, Business and Economics and Civics and Citizenship:

Movements of People	Biomes and Food Security
Making a Nation	Geographies of Interconnections
World War 1	Laws and the Role of Government

### Assessment Tasks

Assessments may take the following forms and will consist of at least three pieces of formal assessment per semester:

1. Essay
2. Document analysis
3. Fieldwork Report
4. Inquiry led research
5. Test or case study

**Cost:** \$3 for fieldwork booklet, payable at the General Office



Two subjects (one per semester) from the following options must be selected for the Arts based core.

## Key Learning Area: The Arts

### 2D Art

“Art is not what you see, but what you make others see.”

*Degas*

#### One Semester

##### Learning Focus

The Year 9 core choice 2D Art program encourages students to express their individual ideas creatively. It provides them with the opportunity to experiment and create artworks within the areas of drawing, painting, printmaking and mixed media. It develops student's practical skill and theoretical knowledge by studying artworks of Australian and International artists. This elective is particularly suitable for students who are keen to study Studio Arts at the VCE level. Students may choose to undertake the 3D Art elective, which complements the coursework completed in 2D Art.

##### Areas Of Study

1. Art Production
2. Art Appreciation

##### Assessment Tasks

1. Folio One
2. Folio Two
3. Short Answer Responses

##### Cost

\$15.00 per semester



### 3D Art

“The aim of art is to represent not the outward appearance of things, but their inward significance.”

*Aristotle*

#### One Semester

##### Learning Focus

The Year 9 3D Art program aims to inspire students to create artworks in primarily 3-dimensional form. Students will work in a range of materials, specifically clay, as well as recycled and found materials. Students will use research and drawing as starting points to develop their initial ideas, then work individually and collaboratively to create their 3D artworks. They will apply glazes where appropriate to decorate the surfaces of their designs which may be functional or non-functional.

##### Areas Of Study

1. Art Production
2. Art Appreciation

##### Assessment Tasks

1. Folio One
2. Folio Two
3. Short Answer Responses

##### Cost

\$15.00 per semester



# Art in Fashion

## One Semester

### Learning Focus

The Year 9 Art in Fashion course examines the impact Art has had on fashion. Students follow the design process to design contemporary clothing as well as accessories. Students explore sewing, fabric printmaking and garment construction, as well as fashion trends and designers both past and contemporary.

### Areas Of Study

1. Studio Production
2. Studio Practice
3. Analysis

### Assessment Tasks

1. Folio One
2. Folio Two
3. Short Answer Responses

### Cost

\$15.00 per semester



# Visual Communication Design

“Design is not just what it looks like and feels like. Design is how it works.”

*Steve Jobs*

## One Semester

### Learning Focus

The Year 9 Visual Communication Design program introduces students to the concept of developing effective designs in order to communicate information visually. They will learn how to use freehand and technical drawing techniques, as well as aspects of the design process to find solutions to design problems as outlined in a brief.

### Areas Of Study

1. Industrial Design
2. Communication Design
3. Environmental Design

### Assessment Tasks

1. Folio of industrial designs
2. Folio of communication designs
3. Folio of environmental designs

### Cost

\$15.00 per semester



# Dance

“Dancing in all its forms cannot be excluded from the curriculum of all noble education; dancing with the feet, with ideas, with words, and, need I add that one must also be able to dance with the pen?”

*Friedrich Nietzsche*

## One Semester

### Learning Focus

The Year 9 Dance course is an introduction to the expansive world of dance. It will focus on the development of dance and performance skills and incorporate a variety of styles. Students will gain knowledge and develop performance based skills. Students will then apply their knowledge to a prepared ensemble performance. They will also learn about the safety elements in dance practice and performance. Students must be aware that there is also a theoretical component to the subject in addition to practical components.

### Areas of Study

1. Safety in Dance
2. Dance History
3. Styles of Dance
4. Practice and Performance

### Assessment Tasks

1. Assignment on Dance Styles/Era
2. Performance (Ensemble/Group)

### Cost

\$20.00 per semester



# Drama

“I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being.”

*Oscar Wilde*

## One Semester

### Learning Focus

The Year 9 Drama course focuses on developing students' expressive and performance skills by introducing them to a range of dramatic styles and techniques. Theatre styles from all over the world will be explored through practical workshops and research tasks. Students will maintain a drama journal to reflect and record their observations, experiences and generate ideas.

### Areas of Study

1. Mime
2. Melodrama
3. Slapstick Comedy

### Assessment Tasks

1. Group performances
2. Research Assignment
3. Reflective journal

### Cost

\$20.00 per semester



# Music Expression, Performance and Investigation

“Music can change the world  
because it can change people”

*Bono, U2*

## One Semester

### Learning Focus

Students explore how different cultures from around the world in different time periods express their identity through musical performances and compositions. Students will develop an understanding of their chosen musical influences by analysing the musical elements of their selected genre as well as the contextual and social influences of their chosen style of music. They will study performance techniques used by influential artists and employ these techniques in their own performances and compositions. Through Inquiry-Based Learning, students will explore the following essential questions:

- How do musician prepare for an engaging and creative performance?
- How do musical elements characterise the style or genre of music?
- How does one express their cultural identity through music?

Through the development of their own personal style of music performances and/or compositions throughout the course, students will also develop key skills in music theory and composition using music technology.

### Assessment Tasks

1. Maintain a digital Listening and Practice Journal
2. Prepare for a solo or group performance of three pieces
3. Undertake formative theory and aural assessments

# Film and Television

## One Semester

### Learning Focus

The course aims to provide students with an understanding of the media through television and film.

Each medium is analysed to determine major concepts and students will undertake practical work.

The aim of the course is to introduce students to the technical and creative process of media production and familiarize students with media equipment.

### Areas of Study

1. Sitcoms
2. Media Production Process
3. Media Production

### Assessment Tasks

1. Sitcoms Test
2. Media Production Process
3. Media Production

### Cost

\$20.00 per semester

## Key Learning Area: Languages

# Languages

“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart”.

*Nelson Mandela*

*Students continue with the Language option studied in Years 7 and 8.*

### Cost:

\$15 for Greek school produced resource

\$11 for Macedonian school produced resource

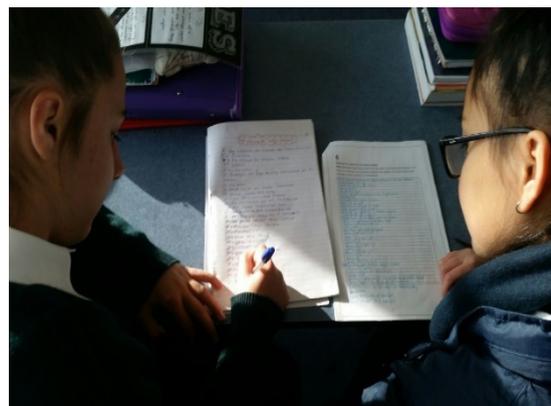
## Two Semesters

### Learning Focus

The College provides an extensive language program with French, Greek, Italian and Macedonian being offered.

It is compulsory for all students to undertake a language in Year 9. The language program provides for both advanced (Pathway 1) and beginner students (Pathway 2).

Through a thematic approach, the language courses aim to develop and/or further improve students' confidence, fluency and understanding of the specific language they are studying.



### Areas of Study

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

### Assessment Tasks

1. Oral Task
2. Written Task
3. Comprehension Task



## Key Learning Area: Health And Physical Education

# Health And Physical Education

“Movement is a medicine for creating change in a person’s physical, emotional and mental states.”

*Carol Walsh*



## Two Semesters

### Learning Focus

In Year 9 Health and Physical Education, students will develop proficiency in a range of high level movement and manipulative skills, and implement ways of improving the quality of their performance during games, physical activity and sports. Students will also examine physical, social and mental health, as well as personal development across the various stages of the lifespan.

### Semester One

#### Areas of Study

Practical	Theory
1. Athletics	1. Ethics, Decision Making and Risk Taking
2. Fitness	2. Fitness, training and biomechanics.
3. Team Sports	3. Drugs
4. Minor Games	4. Grief and loss

#### Assessment Tasks

1. Practical Performance (Term 1 & Term 2)
2. Semester Test
3. Semester Assignment

### Semester Two

#### Areas of Study

Practical	Theory
1. Team Sports	1. Sexual Health
2. Table Tennis	2. Relationships and Safety
3. Minor Games	
4. Self Defence	

#### Assessment Tasks

1. Practical Performance (Term 3 & Term 4)
2. Semester Test
3. Semester Assignment

#### Cost

Self-Defence Course: \$15.00



# Explore

## Two Semesters

Year 9 is 'A Time to Explore.' This subject allows students to investigate various topics and pathways to reach their career goals and become a responsible, caring and informed citizen and learn skills to aid their learning and prepare them for their future.

During Term One, students look inward towards themselves in the 'Self and Mental Health' unit. They review the role of emotions and memories, and how these shape the individual. A guest speaker from Beyond Blue talks to the group about the importance of reaching out and being a good friend.

Term Two sees students explore a range of local community issues, and work groups to plan to overcome what they see as being an important issue in their own community. Students conduct interviews with members of the public at a range of local community areas to plan a course of action that can be sent as a letter to the local Member of Parliament.

Term Three allows students to view a range of presentations from the Year 9 Explore teachers on a global front. Topics such as Global Warming, Fake News, Pandemics and Global Healthcare Systems form the basis of student work, where they independently analyse and create a presentation of their choice to be presented to peers as well as members of the greater College community.

Finally Term Four sees students gain skills and opportunities to become work ready in preparation for their Year 10 Work Experience. Guest speakers, presentations and workshops aim to have students develop their interpersonal skills and resilience. They analyse possible future careers, create a cover letter and resume in readiness for Work Experience and possible part time work outside of their schooling.

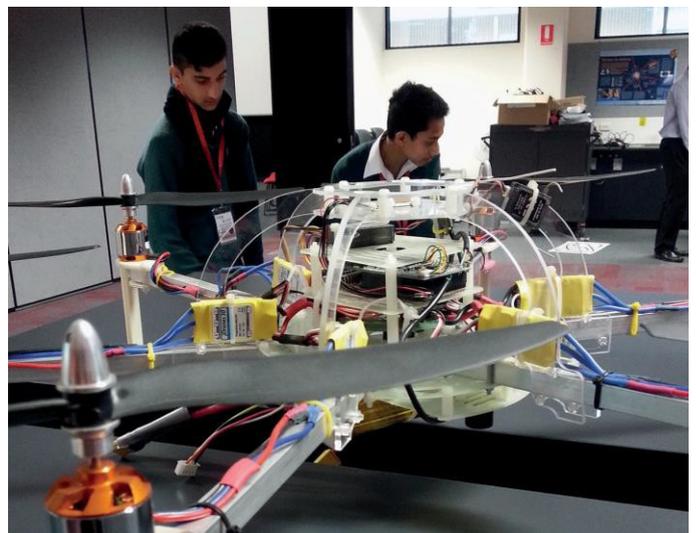
## Areas Of Study

1. Self and Mental Health
2. Local Community
3. Global Community
4. Careers

## Assessment Tasks

1. Inquiry Assignments
2. Reflections
3. Research Projects

**Cost:** \$10 per semester



# Specialist Subjects

Key Learning Area: Health And Physical Education

## Advance

“I am of the opinion that my life belongs to the whole community and as long as I live, it is my privilege to do for it whatever I can.”

*George Bernard Shaw*



### Two Semesters

#### Learning Focus

The Advance course aims to make the connection for young people as to how they can make positive impacts. This is achieved through connecting with not only themselves, but also connecting with the local, national and global communities, as well as considering the environment and their peers. The course emphasises a strong partnership between our school and the local community. The program provides opportunities to build on their strengths and capacities by working with local groups and understanding their context.

As part of the program the students complete a First Aid course as well as the Duke of Edinburgh Award at the bronze level which involves: planning and participating in an expedition (compulsory overnight camp – two nights); community service involvement; mastery of a skill and physical recreation.

#### Areas of Study

The students will complete the modules of the Advance course that will involve:

1. Knowledge of the Community
2. Identifying people, places and organisations in the community
3. Communication
4. Volunteering
5. First Aid
6. Camp Craft

#### Assessment Tasks

##### Semester One

1. Community Service Journal
2. Workbook
3. Community Project

##### Semester Two

1. First Aid Test
2. Practical Assessment
3. Camp Project

#### Cost

\$100.00

– This is to cover bus transport to and from Community Service placements, Level Two First Aid and fees associated with the camp and celebration.

Students who complete the course will receive certification in the following:

- First Aid Accreditation
- Duke of Edinburgh Award
- Advance Certificate
- Community Service Certificates



# Sport Education

“The most important thing in the Olympic Games is not winning but taking part; the essential thing in life is not conquering but fighting well.”

*Pierre de Coubertin*

## One Semester

### Learning Focus

Sport Education will consist of both practical and theory classes. The practical class will generally involve practical work in which the skills of the sport being studied will be practiced and developed. The theory lessons will focus on the rules, tactics and strategies involved in the sport, as well as the history and profiles of athletes in the sport. Students will be involved in aspects of coaching and administration of sport, taking an active role in each.

The aims of this program are to:

1. Promote a healthy lifestyle.
2. Encourage and provide opportunities for participation.
3. Teach students how to manage the cooperative and competitive requirements of sport.
4. Provide the opportunities for students to be involved in sport as players, coaches and administrators.
5. Develop the capacity to make reasoned decisions that will lead to good behaviour as players, spectators, coaches and administrators.

6. Develop a thorough knowledge and understanding of the chosen sports, including the rules, tactics and strategies involved in these sports.

### Areas of Study

Students must select from the following electives. Each sport will cover one term in the semester long subject.

Boys Volleyball & Soccer
Girls Volleyball & Soccer
Mixed Tennis & Basketball
Boys Hockey & Football Codes
Girls Hockey & Netball

### Assessment Tasks

1. Test
2. Assignment
3. Practical Performance (one mark per term)



**Key Learning Area: The Arts**

# Architecture and Industrial Design

“Having an idea in the first place is just the start; bringing that idea to life in a way that inspires others to help it grow can mean the difference between an abandoned sketch on a notepad and a successful finished product.”

*Lucy Blakemore*

## One Semester

### Learning Focus

In Year 9 Architecture and Industrial Design, students have the opportunity to look in-depth at the architecture and industrial design fields. They develop skills and learn the conventions for technical drawing in both fields. Students also learn about the design process when they respond to a client and brief.

### Areas of Study

1. Architecture Design
2. Industrial Design
3. Design Analysis

### Assessment Tasks

1. Architecture Design Folio
2. Industrial Design Folio
3. Short Answer Response

### Cost

\$15.00 per semester

# Digital Design

## One Semester

### Learning Focus

In Year 9 Digital Design, students learn to use the computer programs needed for design. These programs include Adobe Illustrator, Photoshop, AfterEffects and InDesign, which focus on image creation, photo editing and publication layouts. Students will respond to briefs to create designs and learn key skills in problem-solving. Students may choose to undertake the Visual Communication Design elective which complements the coursework completed in this subject.

### Areas of Study

1. Adobe Illustrator
2. Adobe Photoshop
3. Adobe InDesign
4. Adobe AfterEffects

### Assessment Tasks

1. Folio of Adobe Illustrator Tasks
2. Folio of Adobe Photoshop Tasks
3. Folio of Adobe InDesign/AfterEffects Tasks

# Electronic Music Production

## One Semester

### Learning Focus

Student will explore Music Production techniques used by influential artists and employ these techniques in their own productions and compositions using ICT.

Students explore how to use music software and techniques to create electronic audio loops. Record and evaluate the creation steps in a Process Diary. Use loops to create music compositions and arrangements. Use recording equipment to create a class compilation CD. Collaborate with other producers locally, nationally or internationally via the web. They will also collaborate to create or participate within social web site to release material. Through Inquiry-Based Learning, students will explore the following essential questions:

- How do musicians prepare for an engaging electronic production?
- How do musical elements characterise the style or genre of music?
- How does one express their cultural identity through electronic music?

Through the development of their own personal style of music production and/or arrangement and/or compositions throughout the course, students will also develop key skills in music theory and composition using music technology.

### Assessment Tasks

1. Students maintain a digital Listening and Production Journal
2. Students prepare for a solo or group release of three electronic productions
3. Students will undertake formative theory, aural and digital assessments

## Key Learning Area: Technology

# Mechatronics and Engineering Systems

### One Semester

#### Learning Focus

This course introduces students to the fundamental mechanical engineering principles, including recognition of mechanical subsystems and devices and their motions. Students will have the opportunity to solve problems, design solutions and work in a fun practical environment. Students have the opportunity to develop knowledge and skills in electronics, mechanics, simple engineering, and electrical circuits, to solve student-centered open ended tasks.

Students examine how specific systems are designed and applied to achieve particular outcomes through the use of tools, and computer driven equipment. They record their progress in a folio of design and development work.

#### Areas of Study

1. Introduction to Mechatronics
2. Safety in Workshop
3. Introduction to Mechanical and Electrical Engineering
4. Project Construction and Evaluation
5. Computer Aid Drafting

#### Assessment Tasks

1. Research and Investigation
2. Production Work
3. Evaluation

#### Cost

\$55.00 per semester

# Product Design and Technology

“You can design and create and build the most wonderful place in the world. But it takes people to create the reality.”

*Walt Disney*

### One Semester

#### Learning Focus

The Year 9 Product and Technology course is an introduction unit for students who have limited experience in the manufacturing of material products. Students learn and apply the fundamentals of design to develop and manufacture product and small projects for themselves. They learn to produce working drawings and follow the basics of the design process to assist them in their manufacturing. Students will gain an understanding of different resistant materials and will be introduced to relevant technological skills which include the use of; hand tools, power tools and machines. Students' apply creativity, innovation and thinking skills combined with technology to generate original ideas to produce a realistic solution with the aid of 2D and 3D drafting software. The students can resolve problems and consider the advantages and disadvantages before committing to building a physical prototype/project.

#### Areas of Study

1. Safe use of tools and equipment
2. Design fundamental and manufacturing
3. Types of resistant materials
4. Project construction and evaluation
5. Computer Aid Drafting

#### Assessment Tasks

1. Research and Investigation
2. Production Work
3. Evaluation

#### Cost

\$30.00 per semester



## Cake Decoration

“Cakes are special. Every birthday, every celebration ends with something sweet, a cake, and people remember.”

*Buddy Valastro*

### One Semester

#### Learning Focus

This unit focuses on cake decoration and has a significant practical component, which is complemented by relevant theoretical work. Key topics in the theoretical component include safe and hygienic use of tools and equipment in food preparation, and baking and cake decorating. The productions will cover a variety of cakes and major productions may include a special occasion cake, cupcakes and a novelty cake baked and decorated at home for assessment. Students will participate in a variety of practical activities and are given the opportunity to investigate and design their own productions.

#### Area of Study

1. Preparation of buttercream and cooking a cake and cupcakes
2. Application of buttercream and soft icing on premade cakes
3. Rolling and modelling fondant
4. Two tiered celebration cakes

#### Assessment Tasks

1. Investigation and Design Briefs
2. Production Activities
3. Evaluation Tasks

#### Cost

\$120.00 per semester



## Food Technology

“Cooking is an art, but all art requires knowing something about the techniques and materials... you get more control and that allows you to be artistic.”

*Nathan Myhrvold*

### One Semester

#### Learning Focus

Students focus on development of skills in managing and manipulating materials and resources using a range of tools and equipment to make products. Students look at food safety and hygiene practices in relation to food poisoning as well as for general purposes. They study the food nutrients and their importance for our bodies across the lifespan. Students study changes in patterns of food consumption in Australia. They analyse factors that influence food choice and in particular the influence of multiculturalism, the different countries and their foods will be studied and dishes made to reflect the cultures. Students will gain an insight into new and different products and how they fit into Australian eating habits with a focus on indigenous Australians and sustainability practices we face in Australia today.

#### Areas of Study

1. Food Safety and Hygiene
2. Aboriginal, Asian and Multicultural influences on Australian food choices
3. Lifespan changes, Food Nutrients, Sustainability with food

#### Assessment Tasks

1. Research
2. Food Preparation and Management
3. Theory Tests
4. Evaluation of weekly practical work

#### Cost

\$55.00 per semester



# Digital Technology

“The goal of the Web is to serve humanity. We build it now so that those who come to it later will be able to create things that we cannot ourselves imagine.”

*Tim Berners-Lee*

## One Semester

### Learning Focus

Students will build their computing skills through practical activities that builds on the Digital Technologies curriculum of Year 7 and 8.

Students will develop innovative and interactive web, social and game-based applications with a design focused understanding of how they can be used to improve people’s lives. They will create web pages and sites from the ground up. They will learn how to create and manipulate multimedia and understand the starting principles of creating a game. Students can find out what it takes to run the online side of a business, or find an enriching hobby to be enjoyed for the rest of the student’s life.

### Areas Of Study

1. Web Design and Development
2. Multimedia and Social Interaction
3. Animation and Game Design

### Assessment Tasks

1. Website folio (including eCommerce)
2. Multimedia development
3. Game Creation Folio

# Digital Technology – Hands-on Digitech

“The value of a prototype is in the education it gives you, not in the code itself.”

*Alan Cooper*

## One Semester

### Learning Focus

Students will get an appreciation of how digital technologies can impact on our physical world. Included in the study will be design and development skills to create a range of prototype products. There will be a focus on new technologies such as robotics and embedded systems, plus a concentration on how programming skills can help to automate physical devices such as lights, or improve aspects of our personal lives.

### Areas of Study

1. Define, design and build a solution for a real-world need
2. Innovation: Designing embedding systems
3. Innovation: Program, build and evaluate an embedded system

### Assessment Tasks

Two projects will be completed over the duration of the semester for assessment. The projects will be conducted using an inquiry-based model using a problem-solving methodology to provide guidance – including analysis, design, development and evaluation activities conducted with project management skills.

1. Addressing Real World Need - Hands-on Project
2. Design an innovative solution – Arduino Embedded System
3. Build innovation solution

## American History

“By looking into more details of American history, we can make more sense of what’s happening today”.

*Christopher Waltz*

### Semester One and Semester Two

Students will learn about modern American history from 1920s to the 21<sup>st</sup> century. They will analyse, interpret and examine different political, social and economic situations caused by international pressures, organisations, social movements and actions of government.

### Areas of Study

1. World War One and the Roaring 20s.
2. World War Two and the Cold War.
3. Civil Rights Movement and Propaganda.

### Assessment Tasks

Assessments may take the following forms and will consist of at least three pieces of formal assessment.

1. Research Assignment
2. Image Analysis
3. Persuasive Essay
4. Report
5. Test

## History’s Mysteries

“A myth is a way to making sense in a senseless world. Myths are narrative patterns that give significant to our existence”.

*Rollo May*

### Semester One and Semester Two

Students will be exposed to a range of ‘real and fake’ histories in terms of myth, legends and monsters. Students will then analyse, examine and interpret a range of evidences regarding different historical aspects to form their own opinion of old and new mysteries that have gone unsolved throughout history and even today.

### Area of Study

1. Real vs Fake News
2. Monsters
3. Man - made

### Assessment Tasks

Assessments may take the following forms and will consist of at least three pieces of formal assessments.

1. Persuasive Essay
2. Research Report
3. Test
4. Evidence Analysis

## Key Learning Area: Science

# Forensic Science

### One Semester

#### Learning Focus

This unit explores the science behind searching for the evidence, gathering clues and discovering how science can help solve mysteries. Students undertake investigations using chromatography techniques, facial identification, fingerprints, foot prints, genetic material, entomology, fabrics, fibres, handwriting analysis, dental models and more. These practical activities are designed to help students to understand how material and substances can be identify, what events have taken place and who is involved when crimes are being solved.

#### Areas of Study

1. Finger Prints
2. Genetic Material
3. Fibres/fabrics
4. Handwriting
5. Plus many more

#### Assessment Tasks

1. Tests
2. Inquiry task
3. Practical Reports

**Cost:** \$15.00 per semester

# Engineers Without Borders (STEM)

### One Semester

#### Learning Focus

This unit is curriculum based on the idea of educating students in four specific disciplines – Science, Technology, Engineering and Mathematics (STEM) – in an integrated and applied approach.

This unit will merge these four disciplines into research and development projects, which will challenge and encourage students to solve problems in real-world scenarios. Students will discuss issues such as: filtering drinking water, sustainability, engineering design and others by researching, designing and building prototypes to help formulate a solution.

#### Areas of Study

1. Filtering Drinking Water
2. Sustainability
3. Engineering Design
4. Natural Disaster Tools
5. Plus many more

#### Assessment Tasks

1. Inquiry task
2. Research Assignment
3. Product Design/Prototype

## Key Learning Area: Mathematics

# Applied Maths

### One Semester

#### Learning Focus

Have you ever wanted to build a model house or model bridge? In this course students will apply mathematics skills in a range of different practical situations. Topics include maths in design (bridge/house), maths in science and maths in money. As part of this course students will build a model bridge and the best bridge will be entered into a bridge building competition competing against students from other schools. Whether you want to improve your maths skills or extend your understanding this is the course for you.

#### Areas of Study

1. Maths in Design
2. Maths in Science
3. Maths in Money

#### Assessment Tasks

Assessments may take the following forms and will consist of at least two pieces of formal assessment:

1. Inquiry task based design
2. Assignment task

#### Cost

\$15.00 per semester

## Key Learning Area: English

# English in Love

### One Semester

#### Learning Focus

This unit is an advanced English class where Students are able to develop their ability to analyse texts. Students study English literature through a variety of love stories and discuss the idea of love and the way it is shown differently in each text.

#### Areas of Study

1. Looking for Alaska (novel) by John Green – Text study
2. Pride and Prejudice (film) directed by Joe Wright – Film study
3. Much Ado About Nothing (play) by William Shakespeare – Text study

#### Assessment Tasks

Assessment may take the following forms and will consist of at least three pieces of formal assessment; including

1. Analysis essay
2. Short story analysis
3. Creative writing

# Literature

“Literature adds to reality, it does not simply describe it. It enriches the necessary competencies that daily life requires and provides; and... it irrigates the deserts that that our lives have already become.”

*C.S. Lewis*

## One Semester

### Learning Focus

This unit aims to foster a love of literature in students. Students study a range of texts, including a play, a film, short stories and poetry. Texts to be studied will include a Shakespearean comedy and a selection to be provided to students.

### Areas of Study

1. Introduction to the course – poetry or short stories
2. Play – <i>Shakespearean</i>
3. Film Study
4. Creative Writing

### Assessment Tasks

Assessment may take the following forms and will consist of at least three pieces of formal assessment:

1. Oral Presentation
2. Critical and Creative Folio
3. Response to Film Text







