Principal’s Introduction to Year 9 at Viewbank College

Viewbank College is an outstanding government school which provides excellent opportunities and outcomes for students. We hope that being part of the Viewbank College community is a positive experience for your family and particularly, for your child.

The College is committed to continual improvement to cater for rich and relevant learning. Currently the curriculum is being redesigned to allow for greater choice and challenge for students. Years 7 to 9 students have the opportunity to explore and experience a vast range of subjects towards informing their choices for successful outcomes in later years. For Year 9 students who have a proven academic record of high-level achievement, their teachers will make recommendations for an offer of an accelerated VCE unit for the following year when they are in Year 10.

Added to the academic framework, the extensive co-curriculum and lunchtime programs encourage students to develop stronger connections to their College, peers and teachers. Students through these experiences have the opportunity to explore their interests and talents.

The College has developed a Middle Years Leadership Program that includes two Middle Years Leaders and 12 Middle Years Captains, including House Captains, Debating, Music, Student Voice and Drama Captains. This adds to leadership opportunities already available through the SRC and Middle Years Council and gives students a leadership experience on which to build further towards the Year 12 Leadership program.

The College values the student voice and openly, encourages students to participate. The College motto ‘Caring for Excellence’ very much promotes the concept of a caring College that promotes the concept that students need care about working towards personal excellence.

Mrs. Judith Craze
Principal
“Caring for Excellence”
ENGLISH
English - Core ........................................................................................................ 41
English Literature – Elective .................................................................................... 42
English Philosophy – Elective .................................................................................. 43
Foundation English – Elective .................................................................................. 44

HEALTH & PHYSICAL EDUCATION
Duke of Edinburgh Award (Bronze) - Elective ..................................................... 45
Health Education - Core ......................................................................................... 46
Physical Education - Core ....................................................................................... 47
Sport Education: Court Sports – Elective ............................................................... 48
Sport Education: Field Sports – Elective ................................................................. 48

HUMANITIES
A Current Affair – Elective ..................................................................................... 50
Crime & Punishment – Elective ............................................................................... 51
Dollars & Sense - Elective ....................................................................................... 53
Humanities - Core .................................................................................................... 54

LANGUAGES
German .................................................................................................................... 58
Japanese ................................................................................................................... 59

MATHEMATICS
Mathematics - Core ............................................................................................... 61
Year 9 Enhanced/Accelerated Mathematics - Core ............................................... 63
Mathematics Strategies – Elective .......................................................................... 66

SCIENCE
Astronomy – Elective .............................................................................................. 67
Forensic Science – Elective ..................................................................................... 68
Science - Core ......................................................................................................... 69
GENERAL INFORMATION
In 2017, the College will undertake a program for Year 9 students which involve key events including a camp in the last week of June, and a group enquiry-based research project as part of the City Experience Program in September. At the end of Term 2, students will undertake their first formal examination experience.

YEAR LEVEL WELLBEING LEADER
The Year Level Wellbeing Leader’s role is to assist students, in all possible ways, to ensure the school year runs smoothly. Any concerns should be addressed to him/her. He/she will be able to:
- Discuss any general concerns of either an academic or personal nature;
- Assist in communicating the individual’s needs clearly with teachers;
- Discuss ways of organising and improving overall, or subject performance;
- Help in planning courses and subjects to be taken, particularly at levels where electives are offered;
- Assist with educational and vocational matters, and to refer students to the Transition and Pathways Coordinator.

STUDENT WELFARE
The College has three Student Welfare Counsellors. They are the people in the school who have the special function of helping and advising students about many situations and problems. They are prepared to listen patiently, respect privacy, offer care, support and advice and speak on a student’s behalf when necessary. The College Nurse is also available in cases of injury, accident or illness.
ABSENCES
Students may not leave the school during the day without first having the absence approved in Compass by a parent or guardian which states some urgent or special reason. Dental and medical appointments should be made outside school hours whenever possible. If a student has been absent from school, parents can approve absences on the Compass system or the student must bring a note from the parent or guardian stating the reason for the absence, and it must be handed to the Attendance Officer on return to school. Alternatively, an email can be sent to the Attendance Officer absences@viewbank.vic.edu.au prior to the student returning to school.

PUNCTUALITY
Students are expected to arrive on time. If students arrive after 9am, it is the student’s responsibility to use their student card at the Compass Kiosk to sign in or to report to the Attendance Officer in the Administration building before going to class. Students are expected to arrive to class punctually. If a student is late, this will be recorded. If a student is frequently late, parents or guardians will be notified. If a student has 10 lates recorded in a 6 week period, then they will be given a Mega-Detention. If another 10 lates are recorded in a 6 week cycle, there will be a parent meeting and another Mega-Detention issued. Any further lates will result in a suspension.

STUDENT COMMITMENT WHEN ABSENT FROM SCHOOL OR PARTICIPATING IN CO-CURRICULAR ACTIVITIES
If a student is absent from school or chooses to take part in co-curricular activities which occur while regular classes are being conducted, they must make a commitment to ensure that all work missed (and set for homework on that day) will be completed according to the guidelines and time lines provided by each subject teacher.

Students participating in College co-curricular programs need to make contact with all subject teachers whose lessons will be missed at times outside scheduled lesson time and prior to the absence occurring. Students who are absent from school for medical or other reasons are to follow up with their teachers on the day they return.

HOME STUDY
Parents are urged to take an interest in work done, both at school, and at home, and to encourage good study habits. There will always be some work which students should be doing at home. Home study does not always consist of written work. It may be reading or revising work completed at school. It is essential that all work should be revised at home. If work is not properly understood after revision, you should not hesitate to approach the class teacher. It is expected students will undertake about 1-1½ hours per night homework or revision.

Students are advised that two homework clubs are available to them every Monday and Thursday from 3.30pm for the purpose of catching up on work, seeking help or generally having a quiet study environment in which to work before going home. The Monday homework club has a Mathematics/Science focus whereas the Thursday afternoon club has an English/Humanities focus.
SCHOOL WORK SUBMISSION POLICY

These guidelines are for all students to assist them in their organisational skills especially in terms of punctual submission of school work. School work refers to any set work where a teacher has specified a completion and submission of work date. This includes assignments, assessment tasks, general class exercises and homework.

Student Responsibilities

All students should endeavour to meet the deadlines of work submission according to the dates outlined by their classroom teacher. All work should demonstrate an understanding of the subject matter consistent with the student's ability and be:

- Well presented
- Thorough
- Completed
- Submitted on time

Teacher Responsibilities

Teachers are responsible for ensuring the following is communicated:

- Deadlines should be made clear, preferably in writing or students asked to record in their student planner.
- All assessment criteria should be included at the commencement of the task.
- Teachers need to check who was absent when the work was handed out and ensure students get the work returning back to school – possibly with an extended due date.
- Submitted on time

Late Submission of Work:

Student Responsibilities

If a student is aware that they will not meet the deadline then they should seek an extension of time from their teacher. Students must provide supporting documentation, for example, a medical certificate or note from their parents. If the assessment task is submitted by the negotiated date the work will still be assessed. A student may request an extension of time on the basis of one of the following:-

- Illness
- Significant hardship
- Physical disability
- Personal environment
- Death of a family member
- Severe Injury

The classroom teacher may ask the relevant Level Leader for advice regarding these issues or to provide further information before a decision is made.

No reasonable explanation for late submission

If there is no reasonable explanation for the late submission of work the student will incur a penalty according to the outline listed below.
1. If a student is absent from school on the day of a deadline because of illness, the task should be submitted on the next school day. If there is no class in the subject in question, it is the student’s responsibility to seek out the teacher. No penalties will apply.

2. In the case of student absence from the class because of other school business (e.g. excursions, sport, production etc.) work should be submitted on the next school day. If there is no class for the subject in question, it is the student’s responsibility to seek out the teacher. No penalties will apply.

3. If a student does not meet any of the criteria listed above then penalties will apply according to the scale listed below or at teacher discretion.

4. When a student hands in late work within the timeframe indicated below the student will have written on their corrected work the original grade which will be crossed out and the amended grade due to a penalty.

<table>
<thead>
<tr>
<th>TIME LATE</th>
<th>PENALTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School Day</td>
<td>5%</td>
</tr>
<tr>
<td>2 School Days</td>
<td>10%</td>
</tr>
<tr>
<td>3 School Days</td>
<td>15%</td>
</tr>
<tr>
<td>4 School Days</td>
<td>20%</td>
</tr>
<tr>
<td>5 School Days</td>
<td>25%</td>
</tr>
<tr>
<td>After 5 days the work will be accepted by the teacher but the student will receive a result which equates to 0%.</td>
<td></td>
</tr>
</tbody>
</table>

Teacher Responsibilities regarding students who have not submitted school work on the due date

All teachers are required to contact the student’s parents when work has not been submitted by the due date. Teachers will send an email, via COMPASS, home to inform the parents of the late submission. Teachers will also note this on the student’s chronicle on COMPASS.

VCE Late Submission

This will be enforced according to the Viewbank College VCE Policy document in line with the VCE Administrative handbook.
S & N POLICY

Rational
The Viewbank College motto of “Caring for Excellence” underpins the culture within the College. High expectations are integral to all aspects of learning and College life. As such, the expectation is that all students follow our College Values of Responsibility, Experience, Striving, Purpose, Excellence, Care and Teamwork. Viewbank College also recognises the high aspirations of students and parents. The purpose in including an “S” or “N” on each semester report is to give a clear indication of a child’s overall attainment for each of the subjects being undertaken.

Aim
- To set clear and achievable guidelines for student achievement.
- To ensure that every effort is made to assist students to achieve to their full potential.

Procedure
To achieve an “S” for satisfactory completion, on a semester subject report, a student will need to have:
- Achieved a minimum average of D Vic. Curriculum grade or an average of 45% across the prescribed assessment tasks. Each subject will have a number of common assessment tasks per semester.
- At least 80% of class work, bookwork, homework, tests and assignments needs to be completed to a satisfactory standard.
- Attendance at all classes, including General Assemblies and Year Level Assemblies, is compulsory. Regular and punctual attendance is essential. Students with significant absences (less than 90% attendance) need to be referred to Level Wellbeing Leaders. Poor attendance may be a contributing factor to a child receiving an “N”.

Promotion
- Students must satisfactorily complete all subjects each semester to be automatically promoted to the next year level.
- At the end of Semester 1, a student with more than one “N” will be deemed “at risk” of not satisfying the requirements of the semester. Those not satisfying the requirements will need to be reviewed by the Wellbeing Leader and Program Manager. An Individual Learning Plan will need to be developed and contact with a parent will be necessary in establishing an Individual Learning Plan to support Learning Improvement.
- Those already identified at risk in Semester 1 or students who have more than one “N” at the end of the year, will be reviewed and a discussion with the parents and the child will be necessary to determine promotion or probation to the next year level.
- Probation or non-promotion is recommended after consultation with parents.
For students at Year 10 who have failed a subject which they wish to study in Year 11 or 12 a consultation process with the Learning Area Leader, the Wellbeing Leader, parents and the student needs to take place. This consultation will discuss whether this student should be recommended to enroll in the subject in Year 11 or 12.

**Special Circumstances**

There are some students who will be exempted from the guidelines due to special circumstances. This could include students who have a documented learning difficulty, approved and documented absences or personal issues. These students will be identified on an individual basis by the Wellbeing Leader.

**NA – Not assessed due to special circumstances.**

Students with special circumstances will be identified by Wellbeing Leaders and can be issued an NA rather than an S or N. Wellbeing Leaders will inform relevant subject teachers if a student is eligible for an NA.

**MOBILE DEVICES POLICY**

Viewbank College recognises that many students feel the need to carry a mobile device and accepts that there are genuine reasons for their use (for example to contact parents after music, sports practice, and in emergencies). However they can be disruptive to the learning environment and require rules to govern their use.

Mobile devices* refer to hand held electronic devices and include mobile phones, iPods, cameras and associated accessories (e.g. headphones and battery chargers).

Students using Viewbank College approved laptops need to follow the *Student Computer Facilities and Internet Acceptable Use Policy*.

To manage the use of mobile devices the following guidelines apply:

1. Mobile devices are not to be brought to class.
2. Mobile devices must not be taken into any examination room or test, in line with VCAA policy.
3. Mobile devices are not to be used during excursions, sporting events or overnight camps unless approved by the excursion leader.
4. Mobile devices are to be used responsibly at all times.
5. Students who become unwell during the day must not use a mobile phone to contact their parent/guardian to collect them. Students should follow the correct procedure of reporting to the General Office where necessary arrangements will be made.
6. Students must not use a mobile device to take images or record conversations of other students or staff without written consent; written consent must be obtained if a picture is to be shared in any form.
7. Students must follow the Cyberbullying Policy and avoid inappropriate use of mobile devices that may include harassing others through SMS, social media, voice or picture.
8. Parents and students should ensure that these devices are properly and adequately insured as personal property.
9. The school will not accept any responsibility for theft, loss, damage or health effects (potential or actual) resulting from mobile phone use.
Consequences for breaches of guidelines
Breaches of the guidelines will result in the student’s mobile device being confiscated immediately by staff. (If the student refuses to hand over the mobile device, the student will be sent to the Assistant Principal’s office with their device.) The staff member will hand over the confiscated mobile device to the relevant Assistant Principal. On the first offence, the mobile device can be collected from an Assistant Principal at the end of the school day. Subsequent offences will require a parent/guardian of the student to collect the mobile device at the end of the school day. Repeated breaches of this policy will lead to detention, College warning and suspension from the College. In particular, any student engaged in the breach of the Cyberbullying Policy will receive consequences in line with the Student Code of Conduct. Responsible behaviour and respect of others are essential at all times.

*Viewbank College laptops are not covered by this policy. Refer to the Student Computer Facilities and Internet Acceptable Use Policy found by accessing Compass Community tab and clicking on School Documentation.

USE OF STUDY PLANNER
A Study Planner will be provided on the first day of term and remains the property of the College. Students are required to use the Study Planner as a daily record of their homework, classroom and extra-curricular commitments.

Students should:
- Always bring the Study Planner to class.
- Record on the appropriate date any set homework.
- Record all important dates on the appropriate page.
- Fill in the timetable noting subject, room and teacher.
- Record the appropriate personal details on the first page.
- Not use the Study Planner for personal reasons or include non-school related items in the Study Planner.
- Use the Study Planner when needing to temporarily leave during a class.

Parents should:
- Check student’s Study Planner every night for any homework set or messages from teachers.
- Use the Study Planner to communicate with teachers, and ask their child to request a teacher’s signature, when appropriate.
- Record and sign on the appropriate day if their child is absent from school.
- Feel free to contact the school at any time by phone or visit.

You can also access these policies by opening the Community Tab at the top of the Compass Page and clicking on School Documentation.
THE COLLEGE UNIFORM

It is the policy of the College and its Council that students wear the designated uniform during College hours, when travelling to and from College and when students are engaged in College activities that require uniform out of College hours.

The Uniform policy reinforces in students a sense of pride in their appearance and instils recognition of themselves as an integral part of the College community. We believe that a student’s individuality at the College will be recognised by such factors as his/her personality, scholastic achievement, sporting prowess, leadership, initiative and involvement in College activities. Issues of equality, health and safety, and expense are also factors that contribute to the establishment of the Policy.

Parents are asked to supervise the purchase of uniform items so they can ensure that their son/daughter is able to wear the correct uniform at all times and they are urged to make sure that each item of clothing is clearly named. Parents should also ensure that the uniform is clean and ready for wearing every day. If the purchase of the uniform causes genuine hardship, confidential assistance is available on application to the Principal or Business Manager.

Uniform Pass

A note from a parent/guardian is required if a student is not able to wear complete uniform for a brief period of time. A uniform pass must be obtained at the start of the day, either from an Assistant Principal or the Year Level Wellbeing Leader. Students are not to vary uniform without such a pass.

Uniform

The following expectations are in place to ensure that students represent the College with pride and recognise them as an integral part of the College. Uniform items are expected to be clean, well maintained and appropriately worn at all times.

The students are expected to dress in complete College uniform and to present a neat appearance at all times. Students are required to wear complete College uniform during College hours, when travelling to and from the College and when students are engaged in College activities out of College hours. The Blazer must be worn as the outer garment on all College occasions, to and from College, at level assemblies and College Assemblies. On days of extreme heat in Term 1 and Term 4, a blazer need not be worn, but the Blazer needs to be at the College for Assemblies and other College events. The jumper or spray jacket is not to be worn as an outer garment. The jumper may be worn under the blazer.
Girls Uniform

Girls can wear one of four options throughout the year:

Option 1.
- Viewbank College Blazer
- Viewbank College dress –knee length or longer
- Viewbank College slacks, with logo
- Black leather lace up College shoes or T-Bar shoes
- Plain white socks (above ankle, no commercial logos)

Option 2.
- Viewbank College Blazer
- Viewbank College white shirt (short or long sleeved) with College logo
- Black leather lace up College shoes or T-Bar shoes
- Plain white socks (above ankle, no commercial logos)

Option 3.
- Viewbank College Blazer
- Viewbank College white shirt (short or long sleeved) with College logo
- Black leather lace up College shoes or T-Bar shoes
- Plain white socks (above ankle, no commercial logos)

Option 4.
- Viewbank College Blazer
- Viewbank College white shirt (short or long sleeved) with College logo
- Black leather lace up College shoes or T-Bar shoes
- Plain long white socks or black tights

Sport and PE:
- Viewbank College maroon sports shirt with College logo
- Shorts, navy, regulation sport short
- Tracksuit pants, plain, navy
- Plain white socks (above ankle, no commercial logos)
- Runners or sports shoe
- Viewbank College Spray Jacket (navy blue and maroon) optional with the sports uniform only.

Optional Items:
- Viewbank College pullover
- Viewbank College tie
- Viewbank College Bag
- Navy blue plain scarf
- Navy blue cap or hat

Boys Uniform

Boys can wear one of two options throughout the year:

Option 1.
- Viewbank College Blazer
- Viewbank College navy shorts with College logo
- Viewbank College white shirt (short or long sleeved) with College logo
- Long College grey trousers
- Black leather lace up College shoes
- Plain White socks (above ankle, no commercial logos)

Sport and PE:
- Viewbank College Maroon sports shirt with College logo
- Shorts, navy, regulation, sport
- Tracksuit pants, plain, navy
- Plain White socks (above ankle, no commercial logos)
- Runners or sports shoe
- Viewbank College Spray Jacket (navy and maroon) optional with the sports uniform only.

Option 2.
- Viewbank College Blazer
- Long College grey trousers
- Viewbank College navy shorts with College logo
- Black leather lace up College shoes
- Viewbank College white shirt (short or long sleeved) with College logo

Optional Items:
- Viewbank College pullover
- Viewbank College tie
- Viewbank College Bag
- Navy blue plain scarf
- Navy blue cap or hat
Jewellery

- Watches are acceptable.
- Jewellery must be minimal for safety reasons. Religious items are not to be visible.
- Ear Piercing: Small sleepers or studs are permitted.
- For all other visible piercings, a clear plastic stud is the only acceptable substitute.

Hair

- Hair dyes must be in natural tones.
- Hair longer than shoulder length is to be tied back.
- Extreme hairstyles are unacceptable.
- Navy blue head band
- Religious headwear is to be navy or white.

Uniform Suppliers

Stewarts of Ivanhoe 283 Lower Heidelberg Road East Ivanhoe 9499 1439
Stan Burleys 146 Burgundy Street Heidelberg 9459 0431

Campus Uniform Shop

Noone Imagewear have a Uniform Shop on campus for the convenience of students and their parents. It is a fully equipped store with a complete range of uniform requirements, fitting rooms and EFTPOS facilities. It is open from 8.15am-9.00am on Wednesdays in Room R13.

Second hand Uniform Shop

A Second-hand Uniform Shop opens most first Saturday of the month (during the College term) between 10.00am and 12.00pm in the College Gymnasium. Parents or students are invited to bring uniform items to the College General Office for sale on consignment. The garments should be freshly laundered and in good repair.
INSTRUMENTAL MUSIC
At Viewbank College, all students have the opportunity to learn a musical instrument and participate in the wide variety of ensembles that the College has to offer. Tuition is offered in the following:

<table>
<thead>
<tr>
<th>Brass</th>
<th>Woodwind</th>
<th>Strings</th>
<th>Singing</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Trumpet</td>
<td>• Oboe</td>
<td>• Violin</td>
<td>• Contemporary</td>
<td>• Percussion</td>
</tr>
<tr>
<td>• French Horn</td>
<td>• Bassoon</td>
<td>• Viola</td>
<td>• Classical</td>
<td>• Drum Kit</td>
</tr>
<tr>
<td>• Trombone</td>
<td>• Clarinet</td>
<td>• Cello</td>
<td></td>
<td>• Guitar</td>
</tr>
<tr>
<td>• Tuba</td>
<td>• Flute</td>
<td>• Double Bass</td>
<td></td>
<td>• Piano</td>
</tr>
<tr>
<td>• Euphonium</td>
<td>• Saxophone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are 15 instrumental music teachers on staff who provide weekly lessons during the school day. Music lessons are undertaken during class time, on a rotating timetable. Students also have the opportunity to participate in one or more of our many ensembles including 3 jazz bands, 3 concert bands, 2 choirs, 3 string orchestras and a number of smaller ensembles. Ensembles rehearse either before school, at lunchtime or after school. The College also offers VCE Music Performance Units 1 – 4.

Please note: To enrol in the Instrumental Music Program, an annual parent payment of $580.00 is required. This fee includes weekly lessons and participation in one or more of the ensembles listed above. Students who learn an instrument/voice outside of school are welcome to enrol in our ensembles. The annual parent payment for this option is $50.

HOUSE COMPETITION
There are 4 Houses and each student will be assigned to one of them. Stella – yellow; Ignis – red; Terra – green; and Hydra – blue. Houses competitions are run throughout the year and students are encouraged to enter these competitions. However, Domains (Learning Areas) and the Extra Curricular Program will offer a variety of activities for students to participate in specific interest areas. Some examples where points can be earned are through participating in any of the following: sporting events, lunchtime activities, debating, public speaking, subject competitions, volunteering, college production, orchestra, fundraising, subject awards and leadership, just to name a few.
**INTERSchool SPORT**

Intermediate (Years 9 and 10)

Interschool Sport is run throughout the school year. The majority of the sports offered are played on a Round Robin basis against other local schools. The round robin for district competition (first round) is all played on the one day. Winning teams/individuals then progress on to Zone and, ultimately, VSSSA (State) Finals. The actual sporting options made available to the students are:

*Summer:*
- Tennis, Softball (Girls),
- Baseball (Boys), Volleyball,
- Cricket, Golf, Badminton

*Winter:*
- Football, Squash,
- Soccer, Netball, Hockey,
- Basketball, Table Tennis

Often the sports are played on the same day. Students may try out for different sports, but may only be selected for one sport each term. Sign-ups and try outs are notified on the COMPASS Newsfeed which is read out during Period 1 each morning.

Major carnivals are held each year, for Swimming and Athletics. Students with the fastest times in the main program, progress on to represent Viewbank in Zone and VSSSA Finals. Importantly, diverse and fun activities are also offered at the Swimming and Athletics Carnivals. Examples of such activities are Water Polo competitions (in a Learners’ Pool), a diving / bombing competition. Students are encouraged to wear their House colours and there is a fashions on the field parade for those who have put effort into creating their outfit.

All students are encouraged to actively participate in a positive and enthusiastic manner in the school sporting program, which will help them to develop confidence, social skills and discipline in team-oriented situations. Successful students/teams may also become recipients of medals/trophies during the year for achieving excellence in their sporting area.
TRANSITIONS AND PATHWAYS
The Transitions and Pathways program across the Middle Years assists students in making informed choices as they progress through the College. This program will include the students developing an understanding of their own personal traits and qualities, and understanding where their interests lie as they discover different challenges in the curriculum. This will lead to a more considered approach to subject selections as they embark on VCE. Students at Year 9 are counselled and have the opportunity to partake in the Subject Expo, Parent Information Evening, Alternative Pathways Evening and a Subject Selection Day.

A careers website is available for parents and students to access which contains links to information regarding career options, pathways and external resources. In Year 9, students will begin using this site to complete activities such as Career Interest Tests and will be able to create and update their pathways planning documents as they progress through Senior School. Parents and students can access this website through their Compass portal by accessing the School Favourites tab and clicking on Careers. Alternatively the direct link is: [http://www.viewbankcollegecareers.com/](http://www.viewbankcollegecareers.com/)

LEADERSHIP OPPORTUNITIES
Our Middle Years Leadership Team consists of 2 Middle Years Leaders and 12 Middle Years Captains, including House Captains, Debating, Music, Student Voice and Drama Captains. These students embark on a rigorous selection process at the end of Year 8, with written applications and interviews, in order to be selected into this significant position in the College. These students are increasing student voice, expressing their opinions and raising issues relating to our school, with the common goal of improving Viewbank College for all students.

There are also opportunities for Year 9 students to increase their leadership potential with 2 SRC captains at each year level elected at the start of Term 1. We also have 2 Middle Years Student Council Representative in each Home group conveying the thoughts and suggestions of their class members during group meetings.
Each year a theatrical production is staged which is open to all students in the school. All year levels are represented, both in performance and with technical assistance. Students in Years 9 and 10 are encouraged to audition for a role or assist in a technical capacity. Year Level Drama Productions in Years 9, 10, 11 and 12 are held throughout the year, and the College newsletter provides further details.

The Junior Production is open to all students in Years 7, 8 and 9, and is student run by the Viewbank College Drama Captain. The Junior Production is performed during Term 4.

Year 9 students will have the opportunity to travel to Alice Springs and Uluru for a healthy living and cultural experience in Central Australia. Despite the complexities of running such a program, the College believes it to be a significant and rewarding experience for the students. All students will have access to the camp – however, it must be understood that participation is a privilege and not a right. Students who are consistently referred to the Wellbeing Leader or Administration for misdemeanours, or placed on contracts for breaches of school rules will jeopardise their involvement. Students who have been suspended will not be permitted to participate. All students not attending are expected to participate in a modified school based program for the entire week.

As part of the Year 9 Program in 2017, students will participate in a City Experience program. This will take place over two weeks in September. We aim to utilise the endless learning resources in the City of Melbourne to increase independence, life skills and a sense of responsibility for all Year 9 students. Students will be required to work effectively, co-operatively and responsibly in teams of 5-6 to form a research question, pose a logical hypothesis, conduct appropriate research and investigation, and present their findings to both peers and parents.
THE ENHANCED ACCELERATION PROGRAM

Students selected for this group will undertake a compacted course of study over three years beginning in Year 7. The course will be structured so that students will be accelerated in their core subjects, but will complete Physical Education, Sport Education, LOTE, Health and all electives with other classes at the same age level. Student progress will be monitored year to year to ensure our students’ continued success in the program.

<table>
<thead>
<tr>
<th>Core</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>Year 7 and part Year 8 work</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td>Part Year 8 and Year 9 work</td>
</tr>
<tr>
<td><strong>Year 3</strong></td>
<td>Year 9 and 10 work</td>
</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>Enhanced English</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td>Units 1&amp;2 and 3&amp;4 (if offered)</td>
</tr>
<tr>
<td><strong>Year 6</strong></td>
<td>Units 3&amp;4</td>
</tr>
<tr>
<td></td>
<td>HPE/LOTE as Year 7</td>
</tr>
<tr>
<td></td>
<td>HPE as Year 8</td>
</tr>
<tr>
<td></td>
<td>Year 9 electives</td>
</tr>
<tr>
<td></td>
<td>Subjects selected from Senior School Subject Handbook</td>
</tr>
<tr>
<td></td>
<td>Breadth, extension</td>
</tr>
<tr>
<td></td>
<td>Strongest subjects</td>
</tr>
</tbody>
</table>

Students in this program will be encouraged and are expected to be involved in a range of College activities such as sport, the College production, debating and music. They are also expected to be involved in a number of competitions and programs as outlined in the *Activities for Enhancement and Extension* Handbook.

THE LIBRARY

Hours of opening

The library is open from 9.00am to 3.30pm for curriculum-related and recreational use. It is also open to students one morning before school, and one afternoon after school. Specific days will be communicated to students in 2017.

**Borrowing**

All students are issued with Compass cards every year to enable them to borrow books, and to print or photocopy documents. No borrowing is possible without this card. Replacement cards are available via Compass at a cost of five dollars. Students in Years 7 - 10 have a loan limit of five items and borrowing rights are withdrawn when items are overdue. Lost items must be paid for, and for this reason, students are strongly advised not to borrow on behalf of other students.

**Resources**

The library has an extensive collection of books, both fiction and non-fiction, available for students to borrow. The library staff are available to assist students in their search for resource material or reading matter. Computers provide access to the Internet, word processing and a range of other programs. Students are expected to know and abide by the school rules in their use of the computers. During recess and lunchtime chess and draught sets as well as recreational magazines may be borrowed for use in the library.
Domain Areas for Foundations to Year 10 are required to report against the Victorian Curriculum and the achievement standards. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. The curriculum includes both knowledge and skills required by students for life-long learning, social development and active and informed citizenship. It is structured as a continuum across levels of learning achievement, not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.

The Victorian Curriculum F–10 design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated across learning areas. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, and demonstrated by students in and through their learning across the curriculum. The achievement standards reflect the emphasis within the broad stages of schooling, these being: Breadth stage (Years 7–8) - Students have the opportunity to fully engage with all learning areas and capabilities, with a focus on English, Mathematics and Science, and Pathways stage (Years 9–10) - Students engage in a broad education and begin to plan their senior secondary program of study.

The Victorian Curriculum F–10 includes capabilities, which are a set of discrete knowledge and skills that can be taught explicitly in and through the learning areas, but are not fully defined by any of the learning areas or disciplines. The four capabilities in the Victorian Curriculum F–10 are: Critical and Creative Thinking, Ethical, Intercultural, Personal and Social. There are also three cross-curriculum priorities; Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia and Sustainability. The Literacy, Numeracy and ICT general capabilities from the Australian Curriculum F–10 are represented in the Victorian Curriculum F–10 as embedded in each curriculum area and are not discrete areas against which teachers should report student progress.
Year 9 Students:
Will study a range of core subjects (listed below) as well as one Art Elective and one Technology elective (from the list on the right).

**Year 9 Core**
- ✔ English
- ✔ Maths
- ✔ Science
- ✔ Humanities
- ✔ Physical Education
- ✔ L.O.T.E. (German or Japanese)
- ✔ *Digital Technologies
- ✔ *Health Education
- ✔ *Art Elective
- ✔ *Design & Technologies Elective
  (* one semester)
**SUMMARY OF THE 2017 CURRICULUM**

**Year 9 Students:** Will also choose a further two electives from the following Domains (table below), and/or from the Arts and Design and Technologies Domain table on page 17.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Elective Choices:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English Literature</td>
</tr>
<tr>
<td></td>
<td>English Philosophy</td>
</tr>
<tr>
<td></td>
<td>Foundation English</td>
</tr>
<tr>
<td>Health &amp; Physical Education:</td>
<td>Duke of Edinburgh Award - Bronze</td>
</tr>
<tr>
<td></td>
<td>Sport Education: Court Sports (Boys)</td>
</tr>
<tr>
<td></td>
<td>Sport Education: Court Sports (Girls)</td>
</tr>
<tr>
<td></td>
<td>Sport Education: Field Sports (Boys)</td>
</tr>
<tr>
<td></td>
<td>Sport Education: Field Sports (Girls)</td>
</tr>
<tr>
<td>Humanities</td>
<td>A Current Affair</td>
</tr>
<tr>
<td></td>
<td>Crime and Punishment</td>
</tr>
<tr>
<td></td>
<td>Dollars &amp; Sense (Consumer Education)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Strategies</td>
</tr>
<tr>
<td>Science</td>
<td>Forensic Science</td>
</tr>
<tr>
<td></td>
<td>Astronomy</td>
</tr>
</tbody>
</table>
Year 10 Students

The Year 10 timetable is aligned with the Year 11 and 12 timetables to allow students, who have applied and are eligible, to access a VCE Units 1 and 2 or a VET subject. At the same time, all subjects studied will be allocated five periods a week. Certain subjects will be Core subjects and must be undertaken while others will be Electives.

Year 10 Core

<table>
<thead>
<tr>
<th>Subject</th>
<th>Core Subjects</th>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>Enhanced English</td>
</tr>
<tr>
<td>All students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EA Program:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics – Further</td>
<td>Mathematics – Methods</td>
</tr>
<tr>
<td>Choose 1 of:</td>
<td></td>
<td>VCE Foundation Mathematics Units 1 &amp; 2</td>
</tr>
<tr>
<td>EA Program Students:</td>
<td></td>
<td>VCE General Mathematics (Advanced) Units 1 &amp; 2</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Atomic Chemistry/Physics</td>
<td>Biology/Chemistry of Life</td>
</tr>
<tr>
<td>Choose 1 of:</td>
<td></td>
<td>Science squared (Squared)*</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>Choose at least 2 from Humanities Elective selection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(NOTE: If a student has chosen a Language, VET or VCE study, then they may choose ONE Humanities subject)</td>
<td></td>
</tr>
</tbody>
</table>

(^ Semester-long subject)

(∗ Year-long subject)

All Year 10 students will need to study:

- English as a Core subject for the entire year
- Mathematics as a Core subject for the entire year
- One Science Core subject
- At least two semester- based Humanities Core subjects
  (NOTE: If a student has chosen a Language, VET or VCE study, then they may choose ONE Humanities subject)
Year 10 students will also choose the remaining Electives from the following:

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>ELECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>Ceramics</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Media Arts</td>
</tr>
<tr>
<td></td>
<td>Music Performance</td>
</tr>
<tr>
<td></td>
<td>Phoenix Yearbook Magazine &amp; Desktop Publishing</td>
</tr>
<tr>
<td></td>
<td>Printmaking</td>
</tr>
<tr>
<td></td>
<td>Visual Communication Design</td>
</tr>
<tr>
<td>Technologies Domain</td>
<td>Design, Materials &amp; Technology (Wood/Metal/Plastic)</td>
</tr>
<tr>
<td></td>
<td>Digital Technologies</td>
</tr>
<tr>
<td></td>
<td>Fashion Illustration &amp; Pattern Making</td>
</tr>
<tr>
<td></td>
<td>Fashion &amp; Textiles</td>
</tr>
<tr>
<td></td>
<td>Food &amp; Culture</td>
</tr>
<tr>
<td></td>
<td>Quick Cuisine</td>
</tr>
<tr>
<td>English</td>
<td>English Literature</td>
</tr>
<tr>
<td></td>
<td>Philosophy</td>
</tr>
<tr>
<td></td>
<td>Writers’ Workshop</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>First Aid and Coaching</td>
</tr>
<tr>
<td></td>
<td>Recreational Leadership</td>
</tr>
<tr>
<td></td>
<td>Sport and Fitness</td>
</tr>
<tr>
<td></td>
<td>Sports Science</td>
</tr>
<tr>
<td>Humanities</td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td>Economics and Business</td>
</tr>
<tr>
<td></td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>Global Issues</td>
</tr>
<tr>
<td></td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>History: American History</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Languages</td>
<td>German</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Maths Methods Elective</td>
</tr>
<tr>
<td>Science</td>
<td>Psychology</td>
</tr>
<tr>
<td>VET</td>
<td>Certificate III in Interactive Digital Media (TBA)</td>
</tr>
<tr>
<td></td>
<td>Certificates III and IV in Creative Industries (TBA)</td>
</tr>
</tbody>
</table>
Units 1 & 2 subjects available for acceleration in 2017

- Literature
- General Mathematics (Further)
- Mathematical Methods
- General Mathematics (Advanced)
- Biology
- Psychology
- Geography
- History: Twentieth Century
- Economics
- Business Management
- Health and Human Development
- Physical Education
- Product Design & Technology
- Philosophy
- German (Native speaker only)
- Japanese (Native Speaker only)
- Art
- Studio Arts (Ceramics)
- Studio Arts (Fashion & Textiles)
- Studio Arts (Printmaking)
- Visual Communication Design
- Media
- Drama
- Music Performance
- Computing
- Food Studies
- VET Cert III in Interactive Digital Media (TBA if running in 2017)

Please note:
- A Language subject is considered to be a year-long study
- A Units 1 and 2 VCE subject is year-long study
- If a VCE subject in Humanities is chosen this will replace the Humanities Core
- If a VCE subject in Science is chosen one of the Core Science subject must still be chosen
- Subject selection will be contingent on rigorous student counselling and teacher recommendations.
- *If a student has a Language, VET or VCE study, then they must choose at least ONE Humanities subject.
### VCE SUBJECTS OFFERED IN 2017

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Accounting #</td>
</tr>
<tr>
<td>Art</td>
<td>Art #</td>
</tr>
<tr>
<td>Australian &amp; Global Politics</td>
<td>Biology</td>
</tr>
<tr>
<td>Biology</td>
<td>Business Management</td>
</tr>
<tr>
<td>Business Management</td>
<td>Computing</td>
</tr>
<tr>
<td>Computing</td>
<td>Chemistry *</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Drama</td>
</tr>
<tr>
<td>Drama</td>
<td>Economics</td>
</tr>
<tr>
<td>Economics</td>
<td>English/EAL</td>
</tr>
<tr>
<td>English</td>
<td>Food Studies</td>
</tr>
<tr>
<td>Food Studies</td>
<td>Geography</td>
</tr>
<tr>
<td>Geography</td>
<td>Global Politics</td>
</tr>
<tr>
<td>Health &amp; Human Development</td>
<td>Health &amp; Human Development</td>
</tr>
<tr>
<td>History: Twentieth Century</td>
<td>History: Revolutions</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Literature</td>
</tr>
<tr>
<td>Literature</td>
<td>LOTE</td>
</tr>
<tr>
<td>LOTE</td>
<td>German *</td>
</tr>
<tr>
<td>German</td>
<td>Japanese *</td>
</tr>
<tr>
<td>Japanese</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Further Mathematics *</td>
</tr>
<tr>
<td>Foundation Mathematics</td>
<td>Mathematical Methods *</td>
</tr>
<tr>
<td>General Mathematics (Further)</td>
<td>Specialist Mathematics *</td>
</tr>
<tr>
<td>Mathematical Methods</td>
<td>Media</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>Music Performance</td>
</tr>
<tr>
<td>Media</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Physical Education #</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physics *</td>
</tr>
<tr>
<td>Physics</td>
<td>Product Design and Technology</td>
</tr>
<tr>
<td>Product Design and Technology</td>
<td>Psychology #</td>
</tr>
<tr>
<td>Psychology</td>
<td>Studio Arts (Ceramics)</td>
</tr>
<tr>
<td>Studio Arts (Ceramics)</td>
<td>Studio Arts (Fashion &amp; Textiles)</td>
</tr>
<tr>
<td>Studio Arts (Fashion &amp; Textiles)</td>
<td>Studio Arts (Printmaking)</td>
</tr>
<tr>
<td>Studio Arts (Printmaking)</td>
<td>Visual Communication Design</td>
</tr>
<tr>
<td>Visual Communication Design</td>
<td>VCE/VET</td>
</tr>
<tr>
<td>VCE/VET</td>
<td>Certificate III in Interactive Digital Media (TBA)</td>
</tr>
<tr>
<td>Certificate III in Interactive Digital Media (TBA)</td>
<td>Certificate III in Interactive Digital Media (TBA)</td>
</tr>
</tbody>
</table>

* indicates Units 3 & 4 subjects that require knowledge at Units 1 & 2 level.

# students attempting Units 3 & 4 would be advantaged by successful completion of Year 10 or Year 11 in this subject this subject.
DOMAIN SUBJECT DESCRIPTIONS

- The Arts
- Technologies Domain
- English
- Health and Human Development
- Humanities
- Languages
- Mathematics
- Science
THE ARTS DOMAIN: Subject Descriptions

YEAR 9 THE ARTS
3 Dimensional Art - Elective

Semester Overview
Students will explore a variety of three dimensional mediums and gain an understanding of traditional and contemporary art. Students identify the influences of Three Dimensional art and analyse connections between techniques, processes and visual conventions in art to develop their own art practice. They select and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints relevant to sculpture, installation and assemblage in their artworks.

Elaborations
- Explore and Express Ideas: Students explore visuals arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in artworks. Students explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.
- Visual Arts Practices: Students will select and manipulate materials, techniques, and technologies and processes in a range of art forms to express ideas, concepts and themes. Students conceptualise, plan and design artworks that express ideas, concepts and artistic intentions.
- Present and Perform: Students will create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.
- Respond and Interpret: Students will analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. Students will also analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore different viewpoints.

Students will be expected to maintain and complete a folio of works which contains a visual diary and finished artworks as well as a written analysis tasks.
Semester Overview
The Year 9 elective course aims to provide students with the opportunity to develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning. Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use experiences of drama practices from different cultures, places and times of evaluate drama.

Elaborations
Explore and Represent Ideas
Students will be able to:
- Improvise the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama.
- Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.

Drama Practices
Students will be able to:
- Practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of forms, styles and performances spaces.
- Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements.

Present and Perform
Students will be able to:
- Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience.

Respond and Interpret
Students will be able to:
- Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect.
• Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama practice.

YEAR 9 THE ARTS
Mask and Make-up - Elective

Semester Overview
Students develop and design different Masks and Make-up styles to realise, characters, dramatic intentions and engage audiences. They explore forms and styles of costume and Theatrical Make-up. They plan, produce and refine a variety of Three Dimensional and Make-up Masks. They select and use elements of narrative and apply this to the stage craft of Theatrical Costume and Make-up. They use experiences of drama practices from different cultures, places and times to evaluate their own work.

Elaborations

<table>
<thead>
<tr>
<th>Explore and Express Ideas:</th>
<th>Improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama. Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama Practices:</td>
<td>Practise and refine the expressive capacity of choice and movement to communicate ideas and dramatic action in a range of forms, styles and performance spaces. Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements.</td>
</tr>
<tr>
<td>Present and Perform:</td>
<td>Perform devised and scripted drama making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience.</td>
</tr>
<tr>
<td>Respond and Interpret:</td>
<td>Evaluate how the elements of drama, forms and performance styles in devised and scripted drama to convey meaning and aesthetic effect. Analyse a range of drama from contemporary and past times to explore differing viewpoints and enrich their drama practice.</td>
</tr>
</tbody>
</table>
Students will be expected to maintain and complete a folio of works which contains a visual diary and finished artworks as well as a written research assignment.

Materials Charge: May be subject to a materials charge. Please refer to the Materials Charges document.

YEAR 9 THE ARTS
Media Arts – Elective

Semester Overview
The Year 9 course aims to provide students with specialised knowledge required in performing a wide variety of creative tasks in various mediums such as digital imaging, video production, photography and print; utilising industry based software. Students will develop computer and media literacy skills, essential in the Media and Communications Industry of the 21st Century. Students will use appropriate decision-making skills to find the most effective way to implement ideas; research, design, create and reflect on media, demonstrating development of a personal style.

Elaborations
Explore and Represent Ideas
Students will be able to:
- Experiment with ideas and stories that manipulate media elements, and genre conventions to construct new and alternative viewpoints in images, sounds and text.
- Manipulate media representations to identify and examine social and cultural values and beliefs.

Media Arts Practices
Students will be able to:
- Develop and refine media production skills to integrate and shape the technical and symbolic elements in images, sounds and text to represent a story, purpose, meaning and style.
- Plan, structure and design media artworks for a range of purposes that challenge the expectations of specific audiences by particular use of media elements, technologies and production processes.

Present and Perform
Students will be able to:
- Plan, produce and distribute media artworks for a range of community, institutional contexts and different audiences, and consider social, ethical and regulatory issues.
Respond and Interpret
Students will be able to:

- Analyse and evaluate how technical and symbolic elements are manipulated in media artworks to challenge representations framed by social beliefs and values in different community and institutional contexts.
- Analyse and evaluate a range of media artworks from contemporary and past times, to explore differing viewpoints and enrich their media arts making.

Victorian Curriculum Assessment Areas
Explore and Express Ideas
Media Arts Practices
Present and Perform
Respond and Interpret

Semester Overview
Students in Year 9 Music elective will be given an insight into the performance side of music. Students look at a wide variety of musical styles through composition, arrangement, analysis, aural training and performance. They will perform as a soloist and as a member of a group. It is recommended that they have music lessons on their instrument (including voice), either externally or at Viewbank College.

Elaborations
Explore and Express Ideas:
Students will learn to:
- Improvise and arrange music, using aural awareness and technical skills to manipulate the elements of music to explore options for interpretation and developing music ideas
• Manipulate combinations of the elements of music in a range of styles, using technology and notation to communicate music ideas and intentions

Music Practices:
Students will learn to:
• Create, practice and rehearse music to interpret a variety of performance repertoire with increasing technical and expressive skill and awareness of stylistic conventions
• Plan, develop, and notate compositions with an understanding of style and convention

Present and Perform:
Students will be able to:
• Perform music applying techniques and expression to interpret the composer’s use of the elements of music and compositional devices

Respond and Interpret:
Students will be able to:
• Evaluate a range of performances and compositions to inform and refine their own music making
• Analyse a range of music from contemporary and past times, to explore differing viewpoints and enrich their music making, and consider music in international contexts

Victorian Curriculum Assessment Areas
Explore and Express Ideas
Music Practices
Present and Perform
Respond and Interpret

Materials Charge: May be subject to a materials charge. Please refer to the Materials Charges document.

YEAR 9 THE ARTS
Pop Art in the 21st Century - Elective

Semester Overview
Students will explore the impact that the Pop Art movement has had on Contemporary Art by exploring Pop Art illustration and rendering methods, screen printing and installation. Students identify the influences of prominent Pop Artists and analyse connections between techniques, processes and visual conventions in Pop Art to develop their own art practice. They select and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints relevant to popular culture in their artworks.

Elaborations
• Explore and Express Ideas: Students explore visuals arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in artworks. Students Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.
- Visual Arts Practices: Students will select and manipulate materials, techniques, and technologies, and processes in a range of art forms to express ideas, concepts and themes. Students conceptualise, plan and design artworks that express ideas, concepts and artistic intentions.
- Present and Perform: Students will create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.
- Respond and Interpret: Students will analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. Students will also analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore different viewpoints.

Students will be expected to maintain and complete a folio of works which contains a visual diary and finished artworks as well as a written analysis tasks.
Semester Overview
Students will explore Urban Art styles and ethical practices by creating their own stencils, pastes ups and typography. They will also discuss and debate a range of art issues relevant to the Urban Art movement within the context of Melbourne. Students will develop skills in decision making and practice creative ways to generate and implement their own ideas. They reflect on their experiences and observations of Street Art in Melbourne. Students will identify the influences of prominent Street Artists and analyse connections between techniques, processes and visual conventions in Urban Art to develop their own art practice. They select and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints relevant to popular culture in their artworks.

Elaborations
- Explore and Express Ideas: Students explore visuals arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in artworks. Students explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in artworks.
- Visual Arts Practices: Students will select and manipulate materials, techniques, and technologies, and technologies and processes in a range of art forms to express ideas, concepts and themes. Students conceptualise, plan and design artworks that express ideas, concepts and artistic intentions.
- Present and Perform: Students will create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience.
- Respond and Interpret: Students will analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences. Students will also analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary contexts to explore different viewpoints.

Materials Charge: May be subject to a materials charge. Please refer to the Materials Charges document.

Students will be expected to maintain and complete a folio of works which contains a visual diary and finished artworks as well as a written analysis tasks.
YEAR 9 THE ARTS
Visual Communication Design - Elective

Semester 1 or 2 Overview
Students build on their awareness of how designers communicate ideas with a specific purpose, to a targeted audience, using different visual communication design practices and viewpoints. They refine their personal aesthetic through their development of knowledge, understanding and skills in making and responding to visual communications. Students critically reflect on the contribution of visual communication designers to various historical and cultural design movements. They adapt ideas and practices from selected designers and use them to inform their own use of aesthetics when producing a range of visual communications. Students extend their understanding of safe practices and their understanding of the roles of visual communication designers and their audience in sustainability practices. Students choose to use sustainable materials, media, methods and technologies when making visual communications.

Elaborations
Explore and represent ideas
- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience.
- Generate, develop and refine visual communication presentations in response to the brief.

Visual communication design practice
- Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design
- Present and perform
- Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief
Respond and interpret
- Analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts
- Analyse and evaluate the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts

Victoria Curriculum Assessment Areas
Explore and Represent Ideas
Visual Communication Design Practice
Respond and Interpret
Present and Perform

Materials Charges: May be subject to a materials charge. Please refer to the Materials Charges document.
YEAR 9 DESIGN AND TECHNOLOGIES
Design, Materials and Technology (Wood/Metal/Plastic) - Elective

Semester Overview
In this subject area, students learn about many types of resistant and other materials and learn to work with increasingly complex equipment and technologies to produce projects that are meaningful and fulfil a particular need.

Elaborations
Students will investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions. Students will:

- Critique the design of an existing product to identify environmental consequences of material selection
- Justify decisions when selecting from a broad range of technologies – materials, systems, components, tools and equipment, for example selecting low-emission paints and locally sourced materials
- Analyse and explain the ways in which the properties and characteristics of materials have been considered in the design of a product with specific requirements such as reduced weight to reduce transport costs in rural Australia
- Investigate emerging materials and their impact on design decisions

Materials Charges: May be subject to a materials charge. Please refer to the Materials Charges document.
YEAR 9 DIGITAL TECHNOLOGIES
Digital Technologies - Core

Semester Overview
In Digital Technologies, students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. Students learn to safely and ethically exploit the capacity of information systems to create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

Elaborations
Digital Systems:
- Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems

Data and Information
- Analyse simple compression of data and how content data are separated from presentation
- Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements
- Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data
- Manage and collaboratively create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities

Creating Digital Solutions
- Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs
- Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics
- Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases
- Develop modular programs, applying selected algorithms and data structures including using an object-oriented programming language
- Evaluate critically how well student-developed solutions and existing information systems and policies take account of future risks and sustainability and provide opportunities for innovation

Victorian Curriculum Assessment Areas
Digital Systems
Data and Information
Creating Digital Solutions
SEMESTER OVERVIEW

The Year 9 Food and Design elective allows students the opportunity to investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They will also study and apply the principles of the ethical and sustainable production and marketing of food. Students will learn about the main nutrients, the functional properties of foods and the importance of eating a well-balanced diet. To achieve this students will use enquiry based learning and the design process to apply their knowledge by preparing a variety of dishes that are healthy and high quality. Examples of the production activities may include; making their own pastry and/or pasta, using novel ingredients like seaweed, quinoa or freekeh and learning the principles of baking and decorating e.g. gingerbread house.

ELABORATIONS

- Investigating: Critique needs or opportunities to develop design briefs and investigate and select a range of ingredients, tools and equipment to develop design ideas
- Generating: Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate food design.
- Producing: Work flexibly and use appropriate processes to make designed solutions
- Evaluating: Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability
- Planning and Managing: Develop production plans to plan and manage design solutions individually and collaboratively taking into consideration time, cost, safety and production processes

MATERIALS CHARGES: May be subject to a materials charge. Please refer to the Materials Charges document.
Semester overview
This subject aims to provide students with the opportunity to further their ceramic making skills and explore a variety of techniques and materials. Students design and create original projects such as dinnerware, lighting or utilitarian objects, based on their own individual design brief. Students develop their own design brief, and in response, research and develop a range of design ideas. They investigate trends in design and properties of materials, as well as produce and evaluate their finished designs. Students are expected to observe safety procedures and develop the ability to work independently and cooperatively. This course creates a pathway to Year 10 Ceramics.

Elaborations
Students will be required to:
- Investigate current trends in object design. They will develop an individual design brief and select appropriate materials, tools and equipment in order to develop design ideas.
- Design a range of objects based on their design brief.
- Produce a finished object using appropriate technologies and processes.
- Evaluate their finished object against comprehensive criteria for success.
- Plan and Manage projects individually taking into consideration time, cost, risk and production processes.

Materials Charges: May be subject to a materials charge. Please refer to the Materials Charges document.

Victorian Curriculum Assessment Areas
- Technologies and Society
- Creating Designed Solutions
- Technologies Contexts
Semester Overview
The Year 9 Kitchen Whiz elective allows students to identify and research current food trends and use various processing equipment and techniques to produce an assortment of dishes that may include; smoothies, sauces, protein balls, sushi and a chocolate windmill cake. Students will also explore new flavours like bacon and maple syrup, beetroot and chocolate, salted caramel, chilli chocolate and they will have the chance to focus on food styling. Students will be provided with the opportunity to investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They will also study and apply the principles of the ethical and sustainable production of food. Students will learn about the main nutrients, the functional properties of foods and the importance of eating a well-balanced diet.

Elaborations
- Investigating: Critique needs or opportunities to develop design briefs and investigate and select a range of ingredients, tools and equipment to develop design ideas
- Generating: Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate food design.
- Producing: Work flexibly and use appropriate processes to make designed solutions
- Evaluating: Evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability
- Planning and Managing: Develop production plans to plan and manage design solutions individually and collaboratively taking into consideration time, cost, safety and production processes

Victorian Curriculum Assessment Areas
Technologies and Society
Creating Designed Solutions
Technologies Contexts

Materials Charges: May be subject to a materials charge. Please refer to the Materials Charges document.
Semester overview
This subject aims to introduce students to garment construction and to explore a variety of techniques and materials. Students will design and create original projects such as boxer shorts or pyjamas, based on their own individual design brief. At this level there is emphasis on individual expression of ideas and creative, ethical and sustainable use of materials. Students develop their own design brief, and in response, research and develop a range of design ideas. They investigate fashion trends and properties of materials, as well as produce and evaluate their finished designs. Students are expected to observe safety procedures and develop the ability to work independently and cooperatively. This course creates a pathway to both Year 10 Fashion & Textiles and Year 10 Fashion Illustration and Patternmaking.

Elaborations
Students will be required to:
- Investigate current fashion trends. They will develop an individual design brief and select appropriate materials, tools and equipment in order to develop design ideas.
- Design a range of fashion garments based on their design brief.
- Produce a finished garment using appropriate technologies and processes.
- Evaluate their finished garment against comprehensive criteria for success recognising the need for sustainability.
- Plan and Manage projects individually taking into consideration time, cost, risk and production processes.

Victorian Curriculum Assessment Areas
Technologies and Society
Creating Designed Solutions
Technologies Contexts

Materials Charges: May be subject to a materials charge. Please refer to the Materials Charges document. Students will also require a $25.00 sewing kit (which can be retained from Year 7).
Semester overview

This subject aims to give students the opportunity to further their textile skills and explore a variety of decorative techniques and materials. Students design and create original projects such as teddy bears and sock creatures, based on their own individual design brief. At this level there is emphasis on individual expression of ideas and creative, ethical and sustainable use of materials. Students develop their own design brief, and in response, research and develop a range of design ideas. They investigate soft toy trends and properties of materials, as well as produce and evaluate their finished designs. Students are expected to observe safety procedures and develop the ability to work independently and cooperatively. This course creates a pathway to both Year 10 Fashion & Textiles and Year 10 Fashion Illustration and Patternmaking.

Elaborations

Students will be required to:
- Investigate current soft trends. They will develop an individual design brief and select appropriate materials, tools and equipment in order to develop design ideas.
- Design a range of soft toys based on their design brief.
- Produce a finished soft toy using appropriate technologies and processes.
- Evaluate their finished soft toy against comprehensive criteria for success recognising the need for sustainability.
- Plan and Manage projects individually taking into consideration time, cost, risk and production processes.

Materials Charges: May be subject to a materials charge. Please refer to the Materials Charges document. Students will also require a $25.00 sewing kit (which can be retained from Year 7).
ENGLISH DOMAIN: Subject Descriptions

YEAR 9 ENGLISH
English - Core

Semester 1 and 2 Overview
The Year 9 English course is based on the Victorian Curriculum which is organised into three interrelated strands: Language, Literature and Literacy. Together the three strands focus on developing students’ knowledge, understanding and skills in Reading and Viewing, Speaking and Listening and Writing. It is designed to broaden students’ outlook on their world and increase their appreciation of a variety of texts. In addition, it enables students to analyse and explain how language choices and conventions are used to influence an audience.

Elaborations
Language
Students will learn:
- To understand that Standard Australian English is a living and evolving language.
- To understand how authors innovate with text structures and language for specific purposes and effects.

Literature
Students will learn:
- To analyse texts from familiar and unfamiliar contexts.
- To interpret and compare representations of people and culture in literary texts.
- To reflect on, discuss and explore notions of literary values.
- To experiment with the ways that language features, image and sound can be adapted in literary texts and to create literary texts.

Literacy
Students will learn:
- To review, edit and refine students’ own and others’ texts to improve clarity over content.
- To plan, rehearse and deliver presentations, selecting and sequencing appropriate content.
- To apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension.
- To analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts.
- To create imaginative, informative and persuasive texts.
- To use a range of software to publish texts.
- To listen to spoken texts constructed for different purposes.
YEAR 9 ENGLISH
English Literature - Elective

Semester Overview
This Year 9 English elective is based on the Victorian Curriculum, which is organised into three interrelated strands: Language, Literature and Literacy. The unit aims to challenge and extend students who enjoy reading and writing through a study of classical and contemporary literary texts such as poetry, film and short fiction.

Elaborations
Language
Students will learn:
- To understand that Standard Australian English is a living and evolving language
- To investigate how evaluation can be expressed directly and indirectly using devices, including allusion, evocative vocabulary and metaphor.
- To identify how vocabulary choices contribute to specificity, abstraction and stylistic effects.

Literature
Students will learn:
- To analyse texts from familiar and unfamiliar contexts.
- To interpret and compare representations of people and culture in literary texts.
- To reflect on, discuss and explore notions of literary value and how and why such notions vary according to context.
- To investigate and experiment with language features.
- To create literary texts.

Literacy
Students will learn:
- To review, edit and refine students’ own and others’ texts for control of content.
- To apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension.
- To analyse and evaluate how authors combine language and visual choices to present information, opinions and perspectives in different texts.
- To create imaginative and informative texts.
- To use a range of software to publish texts.

Victorian Curriculum Assessment Areas
Reading and Viewing
Writing
Speaking and Listening
YEAR 9 ENGLISH
English Philosophy - Elective

Semester Overview
This Year 9 English elective is based on the Victorian Curriculum, which is organised into three interrelated strands: Language, Literature and Literacy. It also incorporates Critical and Creative Thinking. This elective adds value to students’ study of ethical questions arising from a variety of texts including literary and non-literary texts, print and non-print. The themes explored require a maturity and willingness to discuss mainstream and non-mainstream ideas.

Elaborations

<table>
<thead>
<tr>
<th>Questions and Possibilities</th>
<th>Students will learn:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To investigate the characteristics of effective questions in different contexts.</td>
</tr>
<tr>
<td></td>
<td>To challenge previously held assumptions and create new links by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reasoning</th>
<th>Students will learn:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To examine how to identify and analyse suppressed premises and assumptions.</td>
</tr>
<tr>
<td></td>
<td>To investigate the nature and use of counter examples structured as arguments.</td>
</tr>
<tr>
<td></td>
<td>To consider ambiguity and equivocation and how they affect the strength of arguments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Metacognition</th>
<th>Students will learn:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To critically examine their own and others’ thinking processes and discuss factors that influence thinking.</td>
</tr>
<tr>
<td></td>
<td>To investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary.</td>
</tr>
<tr>
<td></td>
<td>To investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals.</td>
</tr>
</tbody>
</table>

Victorian Curriculum Assessment Areas
Reading and Viewing
Writing
Speaking and Listening
Questions and Possibilities
Reasoning
Metacognition
YEAR 9 ENGLISH
Foundation English – Elective

Semester Overview
The Year 9 English elective is based on the Victorian Curriculum which is organised into three interrelated strands: Language, Literature and Literacy. Together the three strands focus on further developing students’ knowledge, understanding and skills in Reading and Viewing, Speaking and Listening and Writing. This elective is complementary to core English.

Elaborations
Language
Students will learn:
- To understand that Standard Australian English is a living and evolving language.
- To understand how punctuation and structure varies in constructing texts for different audiences and purposes.
- How to use languages features to create meaning.

Literature
Students will learn:
- To Interpret and analyse language features in texts.
- To create literary texts.

Literacy
Students will learn:
- To review, edit and refine students’ own and others’ texts for control of content.
- To apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension.
- To explore and explain how language and visual choices are used by authors.
- To use comprehension strategies to interpret and analyse texts.
- To use a range of software to publish texts.

Victorian Curriculum Assessment Areas
Reading and Viewing
Writing
Speaking and Listening
YEAR 9 HEALTH AND PHYSICAL EDUCATION
Duke of Edinburgh (Bronze) – Elective (Year Long Elective)

Semester 1 & 2 Overview
During Duke of Edinburgh, semester two, students are encouraged to develop a sense of community spirit and responsibility to others. Students will work more independently in organizing a placement and becoming involved in a major project to raise awareness of, and for, the community. Students participate in community service in a range of environments for approximately 2 hours per week over the course of the semester. Community placements are reported on and any missed hours must be made up.

Semester 1: Physical Recreation (3 months) and Adventurous Journey (2 overnight camps).
This component encourages participation in physical recreation and improvement in physical fitness. Students will also be encouraged to develop a variety of personal interests and practical skills. It will involve 2 overnight camps which are compulsory.

Semester 2: Service (3 months) and skill (6 months)
This component encourages students to develop a sense of community spirit and responsibility to others. Students will work more independently in organizing a placement and becoming involved in a major project to raise awareness of, and for, the community.
Elaborations

Personal, Social and Community Health
Contributing to Healthy, Safe and Active Communities:

- Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities
- Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments
- Critique behaviours and contextual factors that influence the health and wellbeing of their communities

Movement and Physical Activity

Moving our Body:

- Perform and refine specialised movement skills in challenging movement situations
- Develop, implement and evaluate movement concepts and strategies for successful outcomes

Victorian Curriculum Assessment Areas

Personal, Social and Community Health
Movement and Physical Activity

Materials Charges: May be subject to a materials charge. Please refer to the Materials Charges document.

YEAR 9 HEALTH & PHYSICAL EDUCATION
Health Education - Core

Semester Overview

Over the course of a semester, students will participate in 4 periods per week of a Health Education theory course. Topics covered will include, but are not limited to, Relationships, Sexual Education, Advanced Cyber Sense, Risk Taking, and Health and Illness in Australia. Elements of the course also link in with the Fitness unit in Physical Education classes.

Elaborations

Students will learn to:

- Evaluate factors that shape identities, and analyse how individuals impact the identities of others
- Examine the impact of changes and transitions on relationships
- Propose, practise and evaluate responses in situations where external influences may impact on their ability make healthy and safe choices
- Investigate how empathy and ethical decision making contribute to respectful relationships
- Evaluate and apply information from a range of sources to health decisions and situations
- Plan, implement and critique strategies to enhance the health, safety and wellbeing of communities
- Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments

Victorian Curriculum Assessment Areas

Personal, Social and Community Health
YEAR 9 HEALTH AND PHYSICAL EDUCATION
Physical Education - Core

Semester 1 & 2 Overview
Students will demonstrate high-level motor skills by participating in a range of sporting situations which draw on previous sports. Such sports may include, but are not limited to, Ultimate Frisbee, Speedball, European Handball, Indoor Cricket and Touchball. Students participate for 2 periods per week, and will participate in a Fitness program over the course of 1 term.

Elaborations
Students will learn to:
- Perform and refine specialised movement skills in challenging movement situations
- Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations
- Develop, implement and evaluate movement concepts and strategies for successful outcomes
- Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels
- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Transfer understanding from previous movement experiences to create solutions to movement challenges

Victorian Curriculum Assessment Areas
Movement and Physical Activity
Personal, Social and Community Health
YEAR 9 HEALTH AND PHYSICAL EDUCATION
Sport Education: Court Sports - Elective

Semester Overview
In Court Sports, students perform complex movement and manipulative skills. They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. The course follows a SEPEP model, whereby students are encouraged to take responsibility for fair game play, umpiring and appropriate team behaviour. Students will also be responsible for strategy and drill creation to enhance performance in competition settings. Theory components will be delivered through strategy discussions and professional play video evaluations. Pre and post-tests to aid understanding will be incorporated throughout the course. They will participate in a range of different court sports over the semester.

Elaborations

<table>
<thead>
<tr>
<th>Moving our Body:</th>
<th>Learning through movement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Perform and refine specialised movement skills in order to apply them in challenging situations</td>
<td>• Transfer understanding from previous movement experiences to create solutions to movement challenges</td>
</tr>
<tr>
<td>• Develop, implement and evaluate movement concepts and strategies for successful outcomes</td>
<td>• Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities</td>
</tr>
<tr>
<td>• Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations</td>
<td>• Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams</td>
</tr>
<tr>
<td></td>
<td>• Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities</td>
</tr>
</tbody>
</table>

Victorian Curriculum Assessment Areas
Movement and Physical Activity

YEAR 9 HEALTH AND PHYSICAL EDUCATION
Sport Education: Field Sports - Elective

Semester Overview
In Field Sports, students perform complex movement and manipulative skills. They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. The course follows a SEPEP model, whereby students are encouraged to take responsibility for fair game play,
umpiring and appropriate team behaviour. Students will also be responsible for strategy and drill creation to enhance performance in competition settings. Theory components will be delivered through strategy discussions and professional play video evaluations. Pre and post-tests to aid understanding will be incorporated throughout the course. They will participate in a range of different field sports over the semester.

Elaborations

| Moving our Body: | • Perform and refine specialised movement skills in order to apply them in challenging situations  
|                 | • Develop, implement and evaluate movement concepts and strategies for successful outcomes  
|                 | • Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations |

| Learning through movement: | • Transfer understanding from previous movement experiences to create solutions to movement challenges  
|                          | • Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities  
|                          | • Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams  
|                          | • Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities |

Victorian Curriculum Assessment Areas
Movement and Physical Activity
YEAR 9 HUMANITIES
A Current Affair - Elective

Semester Overview
Students will be introduced to a range of social, cultural, political and environmental issues that are currently making the news. Students will develop their critical thinking and independent research skills by selecting an issue of their choice to investigate in depth. Students will develop a historical context and a geographical context for their issue, as well as examine differing perspectives on the issue. Students will also learn how to evaluate the proposed solutions/responses to their issue. Possible issues for investigation include: gender inequality, ‘fracking’, climate change, the rise of religious fundamentalism, terrorism, Australia’s border protection policy, and domestic violence.

Elaborations
In an increasingly complex and interconnected world, it is vital that students be able to navigate the vast amounts of information made available to them, and to be able to critically analyse this information. This course is designed to help students develop the skills to do this. Throughout the course, and depending on their chosen focus issue, students will learn to:

**Historical Concepts & Skills**
- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability.
- Analyse the different perspectives of people and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.
- Evaluate different historical interpretations and contested debates.
- Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments.

**Geographical Concepts & Skills**
- Predict changes in the characteristics of places over time and identify the possible implications of change for the future.
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales.
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences.
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources.
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate.
• Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

Civics & Citizenship – various strands
• Analyse how citizens’ political choices are shaped, including the influence of the media.
• Explain the Australian government’s roles and responsibilities at a global level, including provision of foreign aid, peacekeeping and the United Nations.
• Explain how Australia’s international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples.
• Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society.
• Discuss challenges to and ways of sustaining a resilient democracy and cohesive society.
• Discuss how and why groups, including religious groups, participate in civic life.
• Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events.

Victorian Curriculum Assessment Areas
Historical Concepts and Skills
Geographical Concepts and Skills
Civics & Citizenship – Government and Democracy
Civics & Citizenship – Laws and Citizens
Civics & Citizenship – Citizenship, Diversity and Identity

YEAR 9 HUMANITIES
Crime & Punishment - Elective

Semester Overview
Drawing and building on prior historical knowledge and understanding from Years 7 and 8, students will track the changes in crime and punishment across the ages. Students will also link to Year 9 History via the examination of crimes and punishments of the Industrial Age, such as transportation. Students will learn about the development of prisons and the theories that led to innovative designs such as the panopticon. Students will investigate the development of the justice system in Australia, and compare modern-day methods of punishments with those used by other countries, including an examination of capital punishment.
Elaborations
Throughout the course students will learn to:

Historical Concepts & Skills
- Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability.
- Analyse the different perspectives of people and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values.
- Evaluate different historical interpretations and contested debates.
- Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments.

Civics & Citizenship – Government and Democracy
- Discuss the role of political parties and independent representatives in Australia’s system of government, including the formation of governments, and explain the process through which government policy is shaped and developed.
- Explain the values and key features of Australia’s system of government compared with at least one other system of government in the Asia region.

Civics & Citizenship – Laws and Citizens
- Discuss the key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal.
- Explain how Australia’s international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples.
- Describe the key features of Australia’s court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution.

Victorian Curriculum Assessment Areas
Historical Concepts and Skills
Civics & Citizenship - Government and Democracy
Civics & Citizenship - Laws and Citizens
YEAR 9 HUMANITIES
Dollars and Sense - Elective

Semester Overview
Students will develop their financial literacy skills and understand their role in society as consumers. Students will learn fundamental management skills as well as the fundamentals of the Australian Economy.

Elaborations
Financial literacy is defined as the ability to make informed judgments and to make effective decisions regarding the use and management of money. In today's world of increasingly complex financial decisions, financial literacy should be considered a vital skill for all students. Areas of study that students will cover during the semester include money management, banking and payment options, credit, budgeting, investing, consumer decisions and protection and becoming independent.

Students will learn to:
- Make informed economic and consumer decisions, demonstrating the development of personal financial literacy.
- Extend their personal financial literacy skills and understanding about the role of savings and investment.
- Identify influences on consumer choice and explore strategies that can be used to help make informed personal consumer and financial choices.
- Consider the effects that consumer and financial decisions of individuals may have on themselves, their family, the broader community and the natural, economic and business environment.

Victorian Curriculum Assessment Areas
Economics and Business
- Resource allocation and making choices
- Consumer and financial literacy
- Economic and business reasoning and interpretation

Additional Information
Students must have their own scientific calculator.
YEAR 9 HUMANITIES
Humanities – Core

Semester 1 & 2 Overview
Over the Year 9 course, students will study a range of topics across the 4 areas of Humanities. This will include studying Geography, History, Civics and Citizenship and Economics and Business.

Geography Elaborations
Geographical Knowledge
Biomes and Food Security
Students will learn:
- Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity.
- The interconnection between food production and land and water degradation; shortage of fresh water; competing land uses; and climate change, for Australia and other areas of the world.
- Human alteration of biomes to produce food, industrial materials and fibres, and the environmental effects of these alterations.
- Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time.
- Challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges.

Geographies of Interconnections
Students will learn:
- Perceptions people have of place, and how this influences their connections to different places.
- Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places.
- Ways that places and people are interconnected with other places through trade in goods and services, at all scales.
- Effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia.
- Effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places.

Geographical Concepts and Skills
Students will learn to:
Predict changes in the characteristics of places over time and identify the possible implications of change for the future.
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales.
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences.
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources.
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate.
- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies.

History Elaborations

Historical Knowledge:
The making of the modern world - Industrial Revolution (1750 – 1914) and Australia and Asia

Students will learn:
- Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia.
- Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication.
- Key social, cultural, economic, and political features of one society (in Australia or Asia) at the start of the period.
- Significant events and influencing ideas in the development of the society, including different perspectives of the events at the time and different historical interpretations and debates.

The modern world and Australia - Australia at War: World War 1

Students will learn:
Causes of World War I, the reasons why men enlisted to go to war, and how women contributed in the war effort.

Significant events, turning points of the war and the nature of warfare.

Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society

**Historical Concepts and Skills**

Students will learn:

- Chronology – Sequence significant events in chronological order to support analysis of the causes and effects of these events and identify the changes they brought about.
- Using Historical sources as evidence - Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability.

**Continuity and change** - Identify and evaluate patterns of continuity and change in the development of the modern world and Australia.

**Cause and effect** – Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments.

**Historical significance** – Evaluate the historical significance of an event, idea, individual or place.

**Civics and Citizenship Elaborations**

**Government and Democracy**

Students will:

- Discuss the role of political parties and independent representatives in Australia’s system of government, including the formation of governments, and explain the process through which government policy is shaped and developed.
- Explain the values and key features of Australia’s system of government compared with at least one other system of government in the Asia region.
Laws and Citizens
Students will:
- Discuss the key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal.

Citizenship, Diversity and Identity
Students will learn:
- Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society.
- Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events.

Economics and Business Elaborations
Students will learn:
- Resource allocation and making choices: Investigate Australia as a trading nation and its place within Asia and the global economy.
- The business environment: Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market.
- Consumer and financial literacy: Explain why and describe how people manage financial risks and rewards in the current Australian and global financial landscape.
- Work and work futures: Research the way the work environment is changing in contemporary Australia and analyse the implications for current and future work.
- Enterprising behaviours and capabilities: Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments.
- Economic and Business Reasoning and Interpretation: Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions.

Victorian Curriculum Assessment Areas
Resource Allocation and Making Choices
The Business Environment
Consumer and Financial Literacy
Work and Work Futures
Enterprising Behaviours and Capabilities
Economic and Business Reasoning and Interpretation
YEAR 9 LANGUAGES

German

Semester 1 & 2 Overview
In Year 9 German, students initiate and maintain simple interactions in written and spoken German to communicate ideas, thoughts and feelings. When interacting they negotiate and plan action using both rehearsed and spontaneous language. They ask and respond to familiar questions. Rules of pronunciation, intonation and stress are applied. Students locate, analyse and record information and opinions from a range of texts. They use more complex sentence structures, name some grammatical terms and their functions, and translate and interpret informative and imaginative texts. They identify how features of German in familiar spoken and written texts vary according to audience, context and purpose. Students reflect on their own cultural identity in light of their experience of learning German. Languages is a Core subject in Year 9. In Year 10, Languages become an elective study.
### Elaborations

<table>
<thead>
<tr>
<th>Communicating</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Socialising: With support, students initiate and sustain interactions, using both rehearsed and spontaneous language.</td>
</tr>
<tr>
<td>• Informing: Using a range of texts, students will access and analyse information and present it appropriately.</td>
</tr>
<tr>
<td>• Creating: Respond to a range of contemporary and traditional imaginative texts (including excerpts) by summarising, reorganising, expressing reactions and opinions, or modifying aspects.</td>
</tr>
<tr>
<td>• Translating: Students translate and interpret texts, making adjustments when transferring meaning between languages and cultures.</td>
</tr>
<tr>
<td>• Reflecting: Students participate in intercultural interactions and reflect on communication, identity and culture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Systems of language: Students extend their knowledge of both grammatical structures and text types and will also develop their understanding of how the German language varies for different situations.</td>
</tr>
<tr>
<td>• Language variation and change: Identify and analyse linguistic features of German that vary according to audience, context and purpose in familiar modelled spoken and written texts.</td>
</tr>
<tr>
<td>• The role of language and culture: Students explore the relationship between language, culture and communication and how this impacts on attitudes and beliefs.</td>
</tr>
</tbody>
</table>

### Victorian Curriculum Assessment Areas

Communicating
Understanding

---

### YEAR 9 LANGUAGES

#### Japanese

#### Semesters 1 & 2 Overview

The Japanese curriculum aims to develop the knowledge and skills to ensure that students can communicate in Japanese. With support, students use both rehearsed and spontaneous language to take part in interactions related to their experiences. They become familiar with a range of grammatical structures. Students locate, analyse and use information from more complex texts. They continue to develop confidence...
with the use of the hiragana script and some kanji and they are introduced to the katakana script. Students will learn that languages change over time through contact with other languages and cultures.

**Elaborations**

<table>
<thead>
<tr>
<th>Communicating</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Socialising: With support, students use both rehearsed and spontaneous</td>
<td>• Systems of language: Students identify the functions of different scripts</td>
</tr>
<tr>
<td>language to take part in interactions related to their experiences.</td>
<td>within texts. They extend their understanding of both grammatical</td>
</tr>
<tr>
<td>• Informing: Using a range of texts, students access and analyse information and present it appropriately.</td>
<td>structures and text types, describing and comparing language features and</td>
</tr>
<tr>
<td>• Creating: Students create and present informative and imaginative texts,</td>
<td>rules of sentence construction.</td>
</tr>
<tr>
<td>taking into account audience and purpose.</td>
<td>• Language variation and change: Students recognise variations in language</td>
</tr>
<tr>
<td>• Translating: Students translate and interpret texts, with an awareness of</td>
<td>use that reflect different social and cultural contexts, purposes and</td>
</tr>
<tr>
<td>embedded cultural meanings.</td>
<td>relationships. They will learn that languages change over time through</td>
</tr>
<tr>
<td>• Reflecting: Students participate in intercultural interactions and reflect</td>
<td>contact with other languages and cultures.</td>
</tr>
<tr>
<td>on communication, identity and culture.</td>
<td>• The role of language and culture: Students explore the relationship</td>
</tr>
<tr>
<td></td>
<td>between language, culture and communication and how this impacts on</td>
</tr>
<tr>
<td></td>
<td>attitudes and beliefs. They recognise and explain how the Japanese language</td>
</tr>
<tr>
<td></td>
<td>carries embedded cultural information, such as the prioritising of collective</td>
</tr>
<tr>
<td></td>
<td>well-being, respect and harmony.</td>
</tr>
</tbody>
</table>

**Victorian Curriculum Assessment Areas**

Communicating

Understanding
YEAR 9 MATHEMATICS
Mathematics - Core

Semester 1 Overview
Students will solve problems involving simple interest and investigate the use of percentages, ratios and rates in the area of financial mathematics. They will substitute into formulas, find unknown values and manipulate linear algebraic expressions. Whilst investigating these concepts students will become familiar with the correct procedures involved, with and without the use of digital technology. They will investigate the distributive law and its application to algebraic expressions as well as numbers. Students will apply Pythagoras’ theorem and trigonometric ratios to solve problems involving angles and lengths in right-angled triangles. They will apply the index laws using integer indices to variable and numbers and express numbers in scientific notation.

Elaborations

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Measurement and Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Students will:</td>
</tr>
<tr>
<td>• Simplify and evaluate numerical expression, using both positive and negative integer indices.</td>
<td>• Investigate Pythagoras’ theorem as a useful tool in determining unknown lengths in right-angled triangles and has widespread applications.</td>
</tr>
<tr>
<td>• Represent large and small numbers in scientific notation and numbers expressed in scientific notation as whole numbers or decimals.</td>
<td>• Recognise that right-angled triangle calculations will generate results that can be integers, fractions or irrational numbers.</td>
</tr>
<tr>
<td>• Understand that financial decisions can be assisted by mathematical calculations.</td>
<td>• Understand the terms ‘adjacent’ and opposite’ sides in a right-angled triangle.</td>
</tr>
<tr>
<td>• Apply set structures to solve real-world problems</td>
<td>• Select and accurately use the correct trigonometric ratio to find unknown sides in right-angled triangles.</td>
</tr>
<tr>
<td>• Recognise that the distributive law can be applied to algebraic expressions as well as numbers.</td>
<td></td>
</tr>
<tr>
<td>• Solve a wide range of linear equations and check solutions by substitution.</td>
<td></td>
</tr>
</tbody>
</table>
Semester 2 Overview
Students will use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions. They will find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies. Students will sketch and draw linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology. They will calculate relative frequencies to estimate probabilities and list outcomes for two-step experiments and assign probabilities for those outcomes and related events.

Elaborations

<table>
<thead>
<tr>
<th>Number and Algebra</th>
<th>Statistics and Probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will:</td>
<td>Students will:</td>
</tr>
<tr>
<td>• Investigate the relationship between expansion and factorisation and identify</td>
<td>• Use systematic methods to list outcomes of experiments and list outcomes favourable to</td>
</tr>
<tr>
<td>algebraic factors in algebraic expressions.</td>
<td>an event.</td>
</tr>
<tr>
<td>• Use Pythagoras’ theorem to calculate the distance between two points on the</td>
<td>• Compare experiments which differ by being undertaken with replacement or without</td>
</tr>
<tr>
<td>Cartesian plane.</td>
<td>replacement.</td>
</tr>
<tr>
<td>• Investigate graphical and algebraic techniques for finding the midpoint of line</td>
<td>• Use Venn diagrams or two-way tables to calculate relative frequencies of events</td>
</tr>
<tr>
<td>segments and gradients of straight lines.</td>
<td>involving ‘and’, ‘or’ outcomes.</td>
</tr>
<tr>
<td>• Learn and apply a range of procedures when solving problems involving parallel</td>
<td></td>
</tr>
<tr>
<td>and perpendicular lines.</td>
<td></td>
</tr>
<tr>
<td>• Determine linear rules from suitable diagrams, tables of values and graphs and</td>
<td></td>
</tr>
<tr>
<td>describe them using both words and algebraic expressions.</td>
<td></td>
</tr>
</tbody>
</table>

Victorian Curriculum Assessment Areas
Number and Algebra
Geometry and Measurement
Statistics and Probability
Elaborations

Number and Algebra
Students will:

- Learn how to express the sum and difference of algebraic fractions with a common denominator.
- Apply correct procedures to solve equations and inequations arising from formulas and those derived from worded problems.
- Solve linear simultaneous equations, using algebraic and graphical techniques, including the use of digital and CAS technology. Students also investigate the association of the solution of simultaneous equations with the coordinates of the intersection of their corresponding graphs.
- Learn and apply a range of procedures when solving problems involving parallel and perpendicular lines.
- Solve a wide range of linear equations, including those involving algebraic fractions, and checking solutions by substitution.
- Apply knowledge of index laws to algebraic terms and simplify algebraic expressions using both positive and negative integral indices.
- Learn the definition of the rational and irrational number sets and perform operations with surds and fractional indices.
- Investigate exponential equations derived from authentic mathematical models based on population growth.

Semester 1 Overview

Students will solve problems involving linear equations and inequalities as well as pairs of simultaneous linear equations and related graphs. They will substitute into formulas, find unknown values and manipulate linear algebraic expressions. Whilst investigating these concepts, students will become familiar with the procedures involved, with and without the use of digital technology. They will represent linear graphs numerically, graphically and algebraically, and use them to model situations and solve practical problems. They will use parallel and perpendicular lines, angle properties, similarity and congruence as well as angle and chord properties of circles to solve practical problems and develop proofs involving lengths, angles and areas in plane shapes. Applications of Pythagoras’ theorem and trigonometry will be investigated when solving problems involving right-angled triangles in two and three-dimensional space. Students will investigate rational and irrational numbers and perform operations with surds and indices as well as solve simple exponential equations.
Measurement and Geometry

Students will:

- Apply an understanding of relationships to deduce properties of geometric figures.
- Apply logical reasoning, including the use of congruence and similarity, to communicate a proof using a sequence of logically connected statements.
- Prove and apply angle and chord properties of circles to perform a sequence of steps to determine an unknown angle or length giving a justification in moving from one step to the next.
- Solve right-angled triangle problems including those involving direction and angles of elevation and depression by applying Pythagoras’ theorem and trigonometric ratios.
- Solve simple trigonometric equations using periodicity and symmetry as well as their knowledge of the exact angles.

Semester 2 Overview

Students will solve problems involving quadratic equations and related graphs, with and without the use of digital technology. They will expand binomial expressions and factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts. Quadratic functions will be investigated and represented numerically, graphically and algebraically, and used to model situations and to solve practical problems. Students will investigate the sine, cosine and area rules for any triangle and apply these rules to solve related problems and questions given in non-routine contexts. They will describe results of two and three-step chance experiments, both with and without replacements, and assign probabilities to outcomes and determine probabilities of events. Students will investigate the concept of independence and conditional statements and identify common errors in interpreting such language in the area of probability.

Elaborations

Number and Algebra

Students will:

- Explore the method of ‘completing the square’ to factorise quadratic expressions and solve quadratic equations.
- Identify and use common factors, including binomial expressions to factorise algebraic expressions using the technique of ‘grouping in pairs’.
- Use the identities for perfect squares and the difference of squares to factorise quadratic expressions.
- Explore the connection between algebraic and graphical representations of quadratic functions.
- Use a variety of techniques to factorise and solve monic and non-monic quadratic equations, including grouping, completing the square, the quadratic formula and choosing two integers with the required product and sum.
- Write quadratic equations that represent practical problems and apply correct procedures for the solution.
Measurement and Geometry
Students will:
- Apply their knowledge of sine, cosine and area rules to authentic problems.
- Investigate the unit circle to define the trigonometric ratios, establish the exact angles values and solve simple trigonometric equations using symmetry.

Statistics and Probability
Students will:
- Describe results of chance experiments, both with and without replacements, as well as assign probabilities to outcomes and determine probabilities of events.
- Investigate the concept of independence and recognise that some events can be dependent on preceding events which will affect the way its probability is calculated.
- Use two-way tables, Venn diagrams and tree diagrams to determine probabilities with and without conditional events.

Victorian Curriculum Assessment Areas
Number and Algebra
Geometry and Measurement
Statistics and Probability

Additional Information
Students will require an approved CAS calculator as prescribed on the booklist.
Semester Overview
Students will be introduced to a range problem solving techniques by performing board game analysis, investigating strategies to win or lose and implementing these techniques to various logic problems including the study of the game of chess. They will process and synthesise information and complete activities focusing on problem solving and decision making which involve a wide range and complexity of variables and solutions. Through investigations they will explain conscious changes that may occur in their own and others’ thinking and select and use thinking processes and tools appropriate to non-routine tasks and evaluate their effectiveness. They will be introduced to digital technology such as Visual Basic programming, logo programming and excel spreadsheets as tools to solve mathematical and logic problems.

Elaborations

**Number and Algebra**
Students will:
- Communicate proofs using logical sequences of statements and recognise logic rules.
- Investigate and solve cryptarithms and develop strategies for obtaining the correct solution through experimentation and trial and error.
- Interpret and discuss results of classic and well known games using mathematical processes and logic statements and rules.
- Discover and employ various strategies for the creation of a solution to various problems through game analysis, spreadsheet construction and Visual Basic programming.

**Critical and Creative Thinking**
Students will:
- Identify, use, reflect on, evaluate and modify a variety of thinking strategies to inform future choices and correct procedures for the solution in non-routine contexts.
- Formulate and test hypotheses, contentions and ideas and collect evidence to support or modify them.
- Engage positively with novelty and difference and become innovative in the ways they define and work through tasks and find solutions.
- Employ creative thinking and strategies to find solutions, synthesise information and understand complex ideas.

Victorian Curriculum Assessment Areas
Number and Algebra
Critical and Creative Thinking
SCIENCE DOMAIN: Subject Descriptions

YEAR 9 SCIENCE
Astronomy - Elective

Semester Overview
The two strands of the Victorian Curriculum Science, Science Understanding and Science Inquiry Skills are taught in an integrated way. The Science Understanding strand includes students recognising that the universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe. It also includes learning that gravity is a force that attracts objects and can act across large distances. It also includes students recognising that predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon. The Science Inquiry Skills strand includes students learning to select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data. It also includes students analysing patterns and trends in data, including describing relationships between variables and identifying inconsistencies and using their knowledge of scientific concepts to draw conclusions that are consistent with evidence.

Elaborations
Science understanding
Students will learn:

- To identify the evidence supporting the Big Bang theory, for example, Edwin Hubble’s observations and the detection of microwave radiation
- To recognise that the age of the Universe can be derived by applying knowledge of the Big Bang theory
- To describe how the evolution of the Universe, including the formation of galaxies and stars, has continued since the Big Bang
- To consider how information technology can be applied to different areas of science, for example, bioinformatics, the Square Kilometre Array, DNA sequencing and the analysis of radio astronomy signals
- To recognise the contribution of Australian scientists, for example, Brian Schmidt and Penny Sackett, in the exploration and study of the Universe
Science Inquiry Skills
Students will be able to:

- Explain the choice of variables to be controlled, changed and measured in an investigation
- Using modelling and simulations, including using digital technologies, to investigate situations and events
- Using the internet to facilitate collaboration in joint projects and discussions
- Designing and constructing appropriate graphs to represent data and to look for trends and patterns
- Using secondary sources as well as their own findings to help explain a scientific concept

Materials Charges: May be subject to a materials charge. Please refer to the Materials Charges document.

YEAR 9 SCIENCE
Forensic Science - Elective

Semester Overview
The two strands of the Victorian Curriculum Science, Science Understanding and Science Inquiry Skills are taught in an integrated way. The Science Understanding strand includes students recognising that different types of chemical reactions are used to produce a range of products and this can be used to identify unknown substances. It also includes learning that the motion of objects can be described using the laws of physics. This knowledge can be used during car crash investigations or ballistics analysis or blood spatter patterns. It also includes learning how genetics, particularly DNA analysis, can be used to ‘fingerprint’ suspects and link suspects to crime scenes. The Science Inquiry Skills strand includes students selecting and using appropriate investigation methods. This may include field work and laboratory experimentation, to collect reliable data. It also includes students learning to assess risk and address ethical issues associated with these methods. Students will also learn to evaluate their conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data.

Elaborations
Science understanding
Students will learn:

- To consider the use of genetic testing for decisions such as identification of suspects and the use of this information by organisations such as insurance companies
• To investigate how chemical reactions can be used to determine the identity of unknown substances
• To gather data to analyse everyday motion produced by forces, for example, measurements of distance and time, velocity, mass, acceleration and force

Science Inquiry Skills
Students will be able to:
• Discuss what is meant by ‘validity’ and how they can evaluate the validity of information in secondary sources
• Judge the validity of science-related media reports and how these reports might be interpreted by the public
• Use primary or secondary scientific evidence to support or refute a conclusion or claim
• Suggest more than one possible explanation of the data presented
• Describe data properties (for example mean, median, range, outliers, large gaps visible on a graph) and their significance for a particular investigation sample, acknowledging uncertainties

Materials Charges: May be subject to a materials charge. Please refer to the Materials Charges document.

YEAR 9 SCIENCE
Science - Core

Semester 1 Overview
The two strands of the Victorian Curriculum Science, Science Understanding and Science Inquiry Skills are taught in an integrated way. The Science Understanding strand includes students recognising that living organisms respond to their environment to stay healthy. Organisms use coordinated and interdependent internal systems to respond to changes in their environment. It also includes identifying that living organisms use enzymes to change the rate at which chemical reactions occur. It also includes identifying that energy transfer through different mediums can be explained using the wave and particle models. It also includes students exploring the properties of waves, and situations where energy is transferred in the form of waves, such as sound and light. The Science Inquiry Skills strand includes students designing questions that can be investigated using a range of inquiry skills. Students also design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety.
Elaborations
Science understanding
Students will learn:
- To describe how the requirements for life (oxygen, nutrients, water and removal of waste) are provided through the coordinated function of body systems, for example, the respiratory, circulatory, digestive, nervous and excretory systems
- To explain (using models, flow diagrams or simulations) how body systems work together to maintain a functioning body
- To investigate the response of the body to changes as a result of the presence of microorganisms
- To identify functions for different areas of the brain
- To model the 'knee jerk' reaction and explaining why it is a reflex action
- To identify responses involving the nervous and endocrine systems
- To explore how images can change when the arrangement of the mirror or lens is altered
- To explore the mechanism of the human eye and corrective technologies
- To observe the spread and order of colours in the visible spectrum
- To describe the different types of radiation in the larger spectrum of radiation
- To use a wave model to describe the measured properties of sound, wavelength and frequency

Science Inquiry Skills
Students will be able to:
- Formulate questions that can be investigated within the scope of the classroom or field with available resources
- Develop ideas from students' own or others' investigations and experiences to investigate further
- Revise and refine research questions to target specific information and data collection to the specific problem identified
- Explain the choice of variables to be controlled, changed and measured in an investigation
- Identifying and managing potential hazards used in experimental investigations
- To decide how much data are needed to obtain reliable measurements
- To select and using probes and data loggers to record information

Victorian Curriculum Assessment Areas
Science Understanding
Science Inquiry
Elaborations
Science understanding
Students will learn:

- To consider the role of energy in chemical reactions
- To recognise that the conservation of mass in a chemical reaction can be demonstrated by simple chemical equations
- To investigate how chemical reactions result in the production of a range of useful substances
- To use word or symbol equations to represent chemical reactions
- To investigate the effect of a range of factors, for example, temperature and catalysts, on the rate of chemical reactions
- To investigate parallel and series circuits and measuring voltage drops across and currents through various components
- To compare circuit design to household wiring
- To investigate the action at a distance or the field model around magnets of different shapes
- To investigate the movement of a magnet and a wire to produce electricity
- To investigate the effect of a magnet on a current from a battery to produce movement
- To recognise that the Law of Conservation of Energy explains that total energy is maintained in energy transfers and transformations
- To recognise that in energy transfers and transformations, a number of steps can occur and

Semester 2 Overview
The two strands of the Victorian Curriculum Science, Science Understanding and Science Inquiry Skills are taught in an integrated way. The Science Understanding strand includes students examining how the Collision Theory can also be used to predict how changes will affect the rate of a chemical reaction. Students will also identify that controlling the rates of chemical reactions is used by the chemical industry. It also includes investigating factors that affect the transfer of energy through an electric circuit. It also includes recognising that the interaction of magnets can be explained by a field model and that magnets are used in the generation of electricity and the operation of motors. It includes recognising that some of the Earth’s resources are renewable, but others are non-renewable. The Science Inquiry Skills strand includes students analysing their methods and the quality of their data, and explaining specific actions to improve the quality of their evidence. They also learn to evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.
the system is not 100% efficient so that usable energy is reduced

- To consider how choices related to the use of fuels are influenced by environmental, social and political considerations

Science Inquiry Skills
Students will be able to:
- Apply specific skills in the use of scientific instruments
- Select and use probes and data loggers to record information
- Identify how human error can influence the reliability of data
- Use spreadsheets to present data in tables and graphical forms and to carry out mathematical analyses of data
- Design and constructing appropriate graphs to represent data and to look for trends and patterns
- Explore relationships between variables using spreadsheets, databases, tables, charts, graphs and statistics
- Describe data properties (for example mean, median, range, outliers, large gaps visible on a graph) and their significance for a particular investigation sample, acknowledging uncertainties