VIEWBANK COLLEGE
Year 9 Handbook
2015
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GENERAL INFORMATION
In 2015, 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 August. In Term 4, students will undertake their first formal examination experience.

WELLBEING LEADER
The 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 two 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 WHEN REGULAR CLASSES OPERATE

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 Maths/Science focus whereas the Thursday afternoon club has a 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.

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>
</tbody>
</table>
After 5 days the work will not be accepted by the teacher. The student will receive a result which equates to 0%.

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 AusVELs grade across the prescribed assessment tasks. Each subject will have a number of prescribed 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 Form Assembly, General Assemblies and Year Level Assemblies, is compulsory. Regular and punctual attendance is essential. Students with significant absences need to be referred to 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.

USE OF STUDENT 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.

In addition, the Viewbank College Student Study Planner contains information relating to:
• The College Philosophy.
• Student Code of Conduct.
• Uniform regulations.
• Daily routines.
• Homework Guidelines.
• Mobile Phone/Computer/Internet Acceptable Use Policy.

In all courses, Year 9 student achievement will be monitored and assessed by a variety of assessment strategies. They will undergo a formal assessment and exam period for all subjects at the end of Semester 2.

THE COLLEGE UNIFORM
It is the policy of the Viewbank College Council that students wear the designated uniform during school hours and when travelling to and from school. The following expectations are put in place to ensure that the students represent the school with pride:
• Uniform items are to be clean, well maintained, labelled and appropriately worn
• The College blazer will be worn as the outer garment:
  - To and from school
  - At all school occasions, including:
    ▪ Assemblies (Year Level, Sub-School and Whole School)
    ▪ Excursions and incursions
    ▪ Concerts, performances, award ceremonies and public speaking
    ▪ Other events as required
(Note: On days of extreme heat during Term 1 and 2, the blazer need not be worn. The College pullover or spray jacket cannot be worn in its place.)
• The College spray jacket can only be worn during:
  - Physical Education/Sport classes
  - Sporting competitions
  - To and from school when raining
• Jewellery: All jewellery must be kept to a minimum due to safety reasons. Please note the following:
  - Religious items are not to be visible
  - Watches are acceptable
  - Piercings
    ▪ Ears: small sleepers or studs are permitted
    ▪ Other: all other visible piercings must be a clear plastic
• Hair: Any hair dyes need to be in natural tones and extreme hair styles are unacceptable.
## Girls Uniform

**College Blazer**  
Black leather lace up school shoes (or T-Bars)  
Viewbank College navy cap or hat  
Navy blue head band

**Summer:**  
- Viewbank College dress  
- Viewbank College slacks, with logo  
- White socks *(above ankle)*

**Winter:**  
- Viewbank College skirt (navy)  
- Viewbank College white shirt (short or long sleeved) with logo  
- Viewbank College slacks  
- White socks or navy tights  
- Navy blue plain scarf

**Sport and PE:**  
- Viewbank College maroon sports shirt  
- Shorts, navy, regulation, sport  
- Tracksuit pants, plain, navy  
- White socks *(above ankle)*  
- Runners  
- Viewbank College Spray Jacket (navy and maroon) (optional)

**Optional Items:**  
- Viewbank College pullover  
- Viewbank College spray jacket (navy and maroon)  
- Viewbank College tie  
- Viewbank College School Bag

## Boys Uniform

**College Blazer**  
Black leather lace up school shoes  
Viewbank College navy cap or hat

**Summer:**  
- Viewbank College navy shorts with logo  
- Viewbank College white shirt (short or long sleeved) with logo  
- Long College grey trousers  
- White socks *(above ankle)*

**Winter:**  
- Long College grey trousers  
- Viewbank College navy shorts with logo  
- Viewbank College white shirt (short or long sleeved) with logo

**Sport and PE:**  
- Viewbank College maroon sports shirt  
- Shorts, navy, regulation, sport  
- Tracksuit pants, plain, navy  
- White socks *(above ankle)*  
- Runners  
- Viewbank College Spray Jacket (navy and maroon) (optional)

**Optional Items:**  
- Viewbank College pullover
Uniform Suppliers
Stewarts of Ivanhoe  
283 Lower Heidelberg Road East Ivanhoe  
9499 1439
Stan Burley  
158 Burgundy Street Heidelberg  
9459 0431

Campus Uniform Shop
Stewarts of Ivanhoe 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 every first Saturday of the month 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.

MOBILE PHONES AND OTHER ELECTRONIC DEVICES
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. As a large learning community we recognise the use of mobile phones and similar electronic devices may be used to enhance student learning in class. However they can be disruptive to the learning environment and need rules to govern their use.

Mobile devices refer to any portable electronic devices e.g. mobile phones, iPods, iPads, cameras and similar devices.

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

Guidelines
- Mobile devices are to be used responsibly at all times.
- The school will not accept any responsibility for theft, loss, damage or health effects (potential or actual) resulting from mobile phone use.
- Parents and students should ensure that these devices are properly and adequately insured as personal property.
- Mobile devices must be switched off during class time unless required by the classroom teacher for educational purposes. The use of mobile devices in class is completely at the classroom teacher’s discretion.
- The sending and receiving of text messages, data or taking photographs is not acceptable during class time unless directed by the classroom teacher.
- Mobile devices must not be taken into any examination room or test, in line with VCAA policy.
• Students must not use any mobile device to take images or record conversations of other students or staff without consent.
• Use of mobile devices during excursions is to be determined by the classroom teacher/excursion leader.
• 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 visiting the Office or Wellbeing Leader who will make these arrangements if necessary.

In particular, students engaged in the inappropriate use of mobile devices by harassing others through SMS, voice or picture are in breach of the Cyberbullying Policy and will receive consequences in line with the Student Code of Conduct.

INSTRUMENTAL MUSIC
Tuition is offered in all musical instrument areas:

<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>

The College has 18 instrumental staff teaching lessons on a weekly basis during school time. Students are given a timetable that rotates on a weekly basis. There are also a large number of ensembles including 3 jazz bands, 3 concert bands, 2 choirs, 3 string orchestras and various small ensembles. The College also offers VCE Music Performance Units 1 – 4 and VET Music Industry Certificates II & III.

Please note: Instrumental Music requires a parent payment of $550.00.

ISDES (Individual School Drug Education Strategy)
In response to the state government’s “Turning the Tide” against drugs policy, the Department of Education & Early Childhood Development (DEECD) requires all schools to develop a drug education strategy called ISDES. Subsequently, students in Year 9 will undertake a unit of work related to drug education, with a focus on Health Education and Interpersonal Learning harm minimisation focus.

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. Traditionally, the House Points competition has been mainly based upon sporting activities, this year it will be expanded to all areas of school life. Some examples where points can be earned are through participating in any of the following: 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
We are currently reviewing and expanding the Transitions and Pathways program across the Middle Years to assist 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.

LEADERSHIP OPPORTUNITIES
Our Middle Years Leadership Team consists of 2 Middle Years Leaders and 8 Middle Years House 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 Homegroup conveying the thoughts and suggestions of their class members during group meetings.

SCHOOL PRODUCTION
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 CAMP/TOUR
Year 9 students will have the opportunity to travel to Queensland for a Healthy Living and Lifestyles Camp on the Gold Coast. Despite the complexities of running such a program, the College believes it to be a significant and rewarding experience for the students. The camp in 2015, will be in the final week of Term 2. 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.

CITY EXPERIENCE
As part of the Year 9 Program in 2015, students will participate in a City Experience program. This will take place over two weeks in August. 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>Year 1: Year 7 and part Year 8 work</td>
<td>PE/Sport Ed/LOTE as Year 7</td>
</tr>
<tr>
<td>Year 2: Part Year 8 and Year 9 work</td>
<td>PE/Sport Ed as Year 8</td>
</tr>
<tr>
<td>Year 3: Year 9 and 10 work</td>
<td>Year 9 electives</td>
</tr>
<tr>
<td>Year 4: English Units 1&amp;2</td>
<td>Subjects selected from the Senior School Subject Handbook</td>
</tr>
<tr>
<td>Year 5: Units 1&amp;2 and 3&amp;4 (if offered)</td>
<td>Breadth, extension</td>
</tr>
<tr>
<td>Year 6: Units 3&amp;4</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. Students enrolled in the Enhanced Acceleration program need to be aware that this program requires a parent payment of $60.00.

THE LIBRARY

Hours of opening
The library is open from 9.00am to 3.30pm for curriculum-related and recreational use.

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 to students for borrowing. The library staff are always available to assist students in their search for resource material or reading matter. Twenty-six computers provide access to the Internet, word processing and a range of other programs and library staff are available to assist with this. However 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.

CURRICULUM: The Australian Curriculum in Victoria (AusVELS)

In 2013 Victorian Schools began to phase in the Australian Curriculum. In 2014 all Domain Areas for foundations to Year 10 will be required to deliver the Australian Curriculum and report according to AusVELS levels.

AusVELS is the Foundation to Year 10 curriculum that provides a single, coherent and comprehensive set of prescribed content and common achievement standards, which Schools use to plan and assess learning and report student learning to parents. AusVELS incorporates the Australian Curriculum (F-10) within the Victorian Essential Learning Standards (VELS), thereby retaining Victorian priorities and approaches to teaching and learning.

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through the specification of achievement standards.
The Australian Curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia and Sustainability). Continua of learning have been developed for each, to describe the relevant knowledge, understanding and skills at particular points of schooling.

### SUMMARY OF THE 2015 CURRICULUM

#### YEAR 7 CORE

<table>
<thead>
<tr>
<th>English</th>
<th>^Japanese</th>
<th>Health and Physical Education</th>
<th>^Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>^Drama</td>
<td>Mathematics</td>
<td>^Food for Health</td>
<td>^History</td>
</tr>
<tr>
<td>^Geography</td>
<td>^Music</td>
<td>^Information &amp; Communications</td>
<td>^Textiles</td>
</tr>
<tr>
<td>^German</td>
<td>Science</td>
<td>Technology</td>
<td></td>
</tr>
</tbody>
</table>

(^ one semester subjects)

#### YEAR 8 CORE

<table>
<thead>
<tr>
<th>English</th>
<th>^History</th>
<th>Health and Physical Education</th>
<th>^Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>^Ceramics</td>
<td>Mathematics</td>
<td>^Design, Materials &amp; Technology (Wood/Metal/Plastic)</td>
<td></td>
</tr>
<tr>
<td>^Drama</td>
<td>^Music</td>
<td>^Art</td>
<td></td>
</tr>
<tr>
<td>^Geography</td>
<td>Science</td>
<td>^Visual Communication &amp; Design</td>
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<tr>
<td></td>
<td></td>
<td>German OR Japanese</td>
<td></td>
</tr>
</tbody>
</table>

(^ one semester subjects)

#### YEAR 9

| Art | German OR Japanese | Mathematics |
| English | Health Education | Physical Education |
| ^Geography | ^History | Science |

(^ one semester subjects)

Choose four (4) electives from the following:

<table>
<thead>
<tr>
<th>ELECTIVES</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>The Arts:</td>
<td>Ceramics</td>
<td>Digital Media</td>
</tr>
<tr>
<td></td>
<td>Mask &amp; Make-up</td>
<td>Music (Performance)</td>
</tr>
<tr>
<td></td>
<td>Urban Art</td>
<td>Visual Communication &amp; Design</td>
</tr>
<tr>
<td>Design, Creativity and Technology:</td>
<td>Design and Food Technology</td>
<td>Design, Materials &amp; Technology (Wood/Metal/Plastic)</td>
</tr>
<tr>
<td>Subject</td>
<td>Year 9 handbook 2015</td>
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<tr>
<td></td>
<td>English</td>
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<tr>
<td></td>
<td>English Literature</td>
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<tr>
<td></td>
<td>Foundation English</td>
<td></td>
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<tr>
<td></td>
<td>Philosophy</td>
<td></td>
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<tr>
<td><strong>ELECTIVES: CONTINUED</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health &amp; Physical Education:</td>
<td>Duke of Edinburgh Award - Bronze</td>
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<tr>
<td></td>
<td>Sport Education: Court Sports (Boys)</td>
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<tr>
<td></td>
<td>Sport Education: Court Sports (Girls)</td>
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<tr>
<td></td>
<td>Sport Education: Field Sports (Boys)</td>
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<tr>
<td></td>
<td>Sport Education: Field Sports (Girls)</td>
<td></td>
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<tr>
<td>Humanities</td>
<td>Dollars &amp; Sense (Consumer Education)</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics Strategies</td>
<td></td>
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<tr>
<td>Science</td>
<td>Forensic Science</td>
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<tr>
<td></td>
<td>Astronomy</td>
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</tbody>
</table>

**YEAR 10**

### CORE

<table>
<thead>
<tr>
<th>Subject</th>
<th>All students:</th>
<th>EA Program students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>English*</td>
<td>English</td>
<td>English Units 1 &amp; 2</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>Mathematics – Further</td>
<td>Mathematics – Methods</td>
</tr>
<tr>
<td></td>
<td>VCE Foundation Mathematics Units 1 &amp; 2</td>
<td>VCE General Mathematics (Advanced) Units 1 &amp; 2</td>
</tr>
<tr>
<td>Science^</td>
<td>Choose at least 1 of:</td>
<td>Atomic Chemistry/Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biology/Chemistry of Life</td>
</tr>
<tr>
<td>Humanities^</td>
<td>Choose at least 2 from Humanities Elective selection below.</td>
<td></td>
</tr>
</tbody>
</table>

(*year-long) (*semester-based)

Choose remaining Electives from the following:

### ELECTIVES

<table>
<thead>
<tr>
<th>Elective</th>
<th>Year 9 handbook 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td></td>
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<tr>
<td>Digital Media</td>
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<tr>
<td>Drama Improvisation</td>
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<tr>
<td>Drama Production</td>
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<tr>
<td>Music Performance</td>
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<tr>
<td>Phoenix Yearbook Magazine &amp; Desktop Publishing</td>
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<tr>
<td>Printmaking</td>
<td></td>
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<tr>
<td>Visual Communication &amp; Design</td>
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<tr>
<td><strong>Design, Creativity &amp; Fashion Illustration</strong></td>
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<tr>
<td>Design &amp; Food Technology</td>
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<tr>
<td>Fashion Illustration &amp; Pattern Making</td>
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<tr>
<td>Technology</td>
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<td>------------------------------------------------</td>
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<tr>
<td>Fashion &amp; Textiles</td>
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<tr>
<td>Food &amp; Technology (International Food)</td>
<td></td>
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<tr>
<td>Food &amp; Technology (Patisserie)</td>
<td></td>
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<tr>
<td>Information &amp; Communications Technology (ICT)</td>
<td></td>
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<tr>
<td>Product Design, Materials &amp; Technology (Wood/Metal/Plastic)</td>
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**ELECTIVES: CONTINUED**

<table>
<thead>
<tr>
<th>English</th>
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<tbody>
<tr>
<td>English Literature</td>
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<tr>
<td>Writers’ Workshop</td>
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<table>
<thead>
<tr>
<th>Health &amp; Physical Education</th>
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<tbody>
<tr>
<td>First Aid and Coaching</td>
</tr>
<tr>
<td>Recreational Leadership</td>
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<tr>
<td>Sport and Fitness</td>
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<tr>
<td>Sports Science</td>
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<table>
<thead>
<tr>
<th>Humanities</th>
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</thead>
<tbody>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Economics and Business</td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>Global Issues</td>
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<tr>
<td>History</td>
</tr>
<tr>
<td>History: American Studies</td>
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<tr>
<td>Legal Studies</td>
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</table>

<table>
<thead>
<tr>
<th>Languages Other Than English</th>
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</thead>
<tbody>
<tr>
<td>German</td>
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<tr>
<td>Japanese</td>
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<table>
<thead>
<tr>
<th>Mathematics</th>
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<tbody>
<tr>
<td>Maths Methods Elective</td>
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<table>
<thead>
<tr>
<th>Science</th>
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<tbody>
<tr>
<td>Psychology</td>
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<table>
<thead>
<tr>
<th>VET</th>
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<tbody>
<tr>
<td>Certificate III in Interactive Digital Media</td>
</tr>
<tr>
<td>Certificates III and IV in Creative Industries</td>
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## VCE SUBJECTS OFFERED

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
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<tbody>
<tr>
<td>Accounting</td>
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<tr>
<td>Art</td>
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<tr>
<td>Biology</td>
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<tr>
<td>Business Management</td>
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<tr>
<td>Chemistry</td>
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<tr>
<td>Drama</td>
<td>Drama #</td>
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<td>Economics</td>
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<tr>
<td>English</td>
<td>English/EAL</td>
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<tr>
<td>Food &amp; Technology</td>
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<tr>
<td>Geography</td>
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<td>Global Politics</td>
<td>Global Politics</td>
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<tr>
<td>Health &amp; Human Development</td>
<td>Health &amp; Human Development</td>
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<tr>
<td>History: Twentieth Century</td>
<td>History: Revolutions</td>
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<tr>
<td>IT Applications</td>
<td>IT Applications</td>
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<td>Legal Studies</td>
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</tr>
<tr>
<td>Literature</td>
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<tr>
<td>LOTE: German</td>
<td>LOTE: German *</td>
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<tr>
<td></td>
<td>Japanese *</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Foundation Mathematics</td>
<td>Further Mathematics *</td>
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<tr>
<td>General Mathematics (Further)</td>
<td>Mathematical Methods (CAS) *</td>
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<tr>
<td>General Mathematics (Specialist)</td>
<td>Specialist Mathematics *</td>
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<td>Mathematical Methods (CAS)</td>
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<td>Media Studies</td>
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<td>Music Performance</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education #</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics *</td>
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<tr>
<td>Product Design and Technology</td>
<td>Product Design and Technology</td>
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<tr>
<td>Psychology</td>
<td>Psychology #</td>
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<tr>
<td>Studio Arts (Ceramics)</td>
<td>Studio Arts (Fashion &amp; Textiles)</td>
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<tr>
<td>Studio Arts (Fashion &amp; Textiles)</td>
<td>Studio Arts (Printmaking)</td>
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<td>Studio Arts (Printmaking)</td>
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<tr>
<td>Visual Communication &amp; Design</td>
<td>VCE/VET: Certificate III in Interactive Digital Media</td>
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</tr>
<tr>
<td>VCE/VET: Certificate III in Interactive Digital Media</td>
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</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.
Semester Overview
Students achieving level 9 will design, make and present art works. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues and concrete and abstract concepts to generate ideas. They keep their intended aesthetic qualities in mind when they experiment with, select, vary combinations of and manipulate arts elements, principles and/or conventions to effectively realise their ideas, represent their
observations and communicate their interpretations of issues and concepts.

Elaborations
Exploring and Responding
Students will learn:
- To observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
- To analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts.
- To describe and discuss ways that their own and others’ arts works communicate and challenge ideas and meaning. They use appropriate arts language and, in the arts works they are exploring and responding to, refer to specific examples. They comment on the impact of arts works, forms and practices on other arts works and society in general.

Creating and Making
Students will be able to:
- Students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style.
- They evaluate, reflect on, refine and justify their work’s content, design, development and their aesthetic choices.
- Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities.
- Independently and collaboratively, they apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures.
- They vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes.
- They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

AusVELS Assessment Areas
Exploring and Responding
Creating and Making

YEAR 9 THE ARTS
Ceramics – Elective

Semester Overview
The Year 9 Ceramics course allows students to design, make and present art works. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations. They explore issues and both concrete and abstract concepts to generate ideas. Students keep their intended aesthetic qualities in mind when they experiment with and manipulate art elements and principles.

Elaborations
Creating and Making:
- Students will apply their arts knowledge and their understanding of style when developing three-dimensional work.
- Students will use reflection and evaluation to develop skills in refining and shaping their works and maintain a record of this process.

Exploring and Responding:
- Students will explore different contemporary and traditional arts to develop the concept of style.
- Students research a range of artworks to inform their concept of style and apply their observation skills when describing, comparing and analysing art works.

AusVELS Assessment Areas
Creating and making
Students will be expected to submit a practical folio of ceramic pieces and a visual diary containing a record of technical information, experimentation and exploration, research, reflection and evaluation.

Exploring and responding
Students will present reflections and evaluations and submit a written assignment.

Materials Charges
$70

YEAR 9 THE ARTS
Digital Media – 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, editing and photography; 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 apply 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
Exploring and Responding
Students will learn:
- The ways that codes and conventions, and production techniques have been used in selected media texts related to Body Image and advertising.
- Appropriate language to design and adhere to a brief for the creation of advertising the brand of a company and how to reflect on the effectiveness of the design process, procedures and techniques.
- Identification and analysis of techniques, codes and conventions to convey meaning in film.
- How social values are presented through the Teen Film genre.

Creating and Making
Students will be able to:
- Plan and create advertising material adhering to a brief.
- Use various media technologies such as Adobe Photoshop, InDesign and Final Cut Pro to storyboard and recut a film trailer.
- Analyse story and production elements through film analysis.

AusVELS Assessment Areas
Creating and Making
Exploring and Responding

YEAR 9 THE ARTS
Drama - Elective

Semester Overview
The Year 9 Drama course aims to involve students in a wide range of drama and theatre activities. Students will work to build their expressive skills through creating and making original performances. They will focus on developing and analysing character as well as understanding the importance of stagecraft for building performances. In addition, students will complete a series of written reflections and maintain a journal in class.

AusVELS Assessment Areas
Investigating and designing
Producing
Analysing and evaluating

YEAR 9 THE ARTS
Mask and Makeup - Elective

Semester Overview
The Year 9 course aims to equip students with both practical and artistic skills of theatrical make-up and a variety of mask making methods. Students will learn the skills for designing and applying theatrical make-up, with emphasis on hands-on experience. Students will also be introduced to the practical and artistic skills for a whole range of mask making with some reference to the history of masks in the theatre.
Elaborations
Students will learn:

- How to apply design thinking processes to generate expressive mask design
- To analyse key differences and applications of thematic and designs
- Engage in a range of makeup application tasks and design thinking processes
- To generate and maintain a visual diary (Folio) as a key to the presentation of successful final presentations and support material.
- To creatively use photography to represent successful makeup designs

AusVELS Assessment Areas
Creating and Making
Exploring and Responding

YEAR 9 THE ARTS
Music Performance – Elective

Semester Overview
Students 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 in a group setting and also in a solo situation. It is recommended that you are having music lessons on your instrument either externally or through Viewbank College.

Elaborations

- Perform as a soloist a program that displays a variety of musical styles.
- Perform in a group a program that includes original compositions and covers.
- Develop skills that allow for the notation of music from a listening perspective.
- Develop skills that allow for the notation of music from a theory perspective.
- Develop theory skills that allow them to compose/arrange music.
- Complete an assignment on the history of their chosen instrument

AusVELS Assessment Area
Creating and Making

Materials Charges
$40

YEAR 9 THE ARTS
Printmaking - Elective

Semester 1 & 2 Overview
This course is designed to further develop students with the printmaking processes. All students will be introduced to linoleum and wood printmaking, through to more advanced additive and reductive methods of printing. Students will learn to edition prints as well as explore by experimenting. Critical evaluation and aesthetic understanding of prints produced will play an important role. Students will investigate the work and practices of Australian and international printers from a variety of social, cultural, historical and contemporary contexts. This study will continue in Units 1, 2, 3 and 4 as Studio Arts Printmaking.

Elaborations
Students will learn:

- Techniques of additive and reductive printmaking
- To analyse key applications of printmaking as an artform.
- Engage in a range of tasks and visual problem solving in the art processes
- To generate and maintain a visual diary (Folio) as a key to the presentation of successful final presentations and support material.
- To present completed four prints as completed final presentations.
- Observational and thumbnail drawing skills: Freehand and rendering
- To apply manual and digital drawing and compositional skills: Art Elements and Art Principles.
- A pitch or a written report of 200 words based upon Australian and international printers of differing cultural and social climates.

AusVELS Assessment Areas
Ausvels assessment of students work is based upon all required outcomes, that is:

- One Folio (Visual Diary) of a minimum of twenty five pages of: Drawings, Annotations, Experiments, Research and Evaluation.
- Four completed prints. These are to be presented in a final presentation format.
- A pitch or written report of 200 words

YEAR 9 THE ARTS
Urban Art - Elective

Semester Overview
Students completing the Urban Art elective will follow the level 9 AUSVELS standards with an Urban Art focus. Students will design, make and present art works using materials and techniques common to street art in a studio context. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations of street art in Melbourne, consider what they have learned about styles and forms and explore issues and investigate the practices of other street artists to generate ideas. They keep their intended aesthetic qualities in mind when they experiment with, select, vary combinations of and manipulate arts elements, principles and/or conventions to effectively realise their ideas, represent their observations and communicate their interpretations of issues and concepts within the Urban Art movement and style.
Elaborations
Exploring and Responding
Students will learn:

- To observe, research and critically discuss a range of contemporary, stylistic, historical and cultural examples of Urban Art in the disciplines and forms in which they are working.
- To analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of street artists and urban contexts.
- To describe and discuss ways that their own and others’ arts works communicate and challenge ideas and meaning. They use appropriate arts language and, in the arts works they are exploring and responding to, refer to specific examples. They comment on the impact of street art works, forms and practices on other arts works and society in general.

Creating and Making
Students will be able to:

- Students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style.
- They evaluate, reflect on, refine and justify their work’s content, design, development and their aesthetic choices.
- Students realise their ideas, represent observations and communicate their interpretations by effectively combining and manipulating selected arts elements, principles and/or conventions to create the desired aesthetic qualities.
- Independently and collaboratively, they apply their knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures.
- They vary the content, structure and form of their arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes.
- They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

AusVELS Assessment Areas
Exploring and Responding
Creating and Making

Materials Charges
TBA

YEAR 9 THE ARTS
Visual Communication Design - Elective

Semester 1 & 2 Overview
Students will develop their understanding of how the visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. Visual communication design relies upon drawing as the most important part of the visual language to
support ideas and to communicate to an audience. Throughout this study students explore manual and digital drawing methods to develop and refine presentations. Students will investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts.

Elaborations
Changing your community
Students will learn:

- How to apply design thinking processes to generate concepts of change in the local community.
- To analyse key differences and applications of environmental, communication and industrial design.
- Engage in a range of tasks and design briefs to develop design thinking processes
- To generate and maintain a visual diary (Folio) as a key to the presentation of successful final presentations and support material.
- Observational, visualization and presentation drawing skills: Perspective, Orthogonal, Paraline and Rendering.
- To apply manual and digital drawing and design skills, ie: Photoshop, Illustrator, Indesign and Google Sketchup.
- The pitch and folio presentation

AusVELS Assessment Areas
AusVELS assessment of students work is based upon all required visual communications in the form of a fully completed visual diary (Folio) and class presentation in the form of a pitch.
Producing: includes producing a wide variety of tasty and nutritious foods, using a range of equipment and safe food processes.
Analysing and Evaluating: includes suggesting modifications to improve the production, presentation and nutritional value of a variety of food designs.
Nutritional Knowledge: includes learning about the main nutrients, the functional properties of foods and the importance of eating a well-balanced diet

AusVELS Assessment areas
Investigating and designing
Producing
Analysing and Evaluating

Materials Charges
$95

YEAR 9 DESIGN, CREATIVITY AND TECHNOLOGY
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
Investigating and designing:
- Investigate the characteristics and properties of wood, metal and plastics and related materials through testing, experimentation, and building of products

Producing:
- Prepare design proposals by learning and using appropriate technical drawing techniques and developing lists of materials required for production
- Produce products by learning and using appropriate techniques using designated equipment to specified degrees of accuracy and precision

Analysing and evaluating:
- Identifying and using safety equipment and developing risk hazard awareness
- Evaluation of the production tasks and of the final products

AusVELS Assessment areas
Investigating and designing
Producing
Analysing and Evaluating
YEAR 9 DESIGN, CREATIVITY AND TECHNOLOGY
Food for Special Occasions - Elective

Semester Overview
The Year 9 Food for Special Occasion elective aims to explore food and its role/application across a range of special occasions such as Chinese New Year, Healthy Breakfast ideas, Food for Sport Power and Sustainable Food Solutions.

Elaborations
Investigating and Designing: includes exploring ideas and concepts best suited to create sustainable design solutions.
Producing: includes producing a wide variety of tasty and nutritious foods, using a range of equipment and safe food processes.
Analysing and Evaluating: includes suggesting modifications to improve the production, presentation and nutritional value of a variety of food designs.
Nutritional Knowledge: includes learning about the main nutrients, the functional properties of foods and the importance of eating a well-balanced diet

AusVELS Assessment areas
Investigating and designing
Producing
Analysing and Evaluating

Materials Charges
$95

YEAR 9 DESIGN, CREATIVITY AND TECHNOLOGY
Information and Communications Technology - Elective

Semester Overview
The Year 9 Information Technology course enables students to become familiar with using ICT tools and techniques to visually represent their ideas. They explore various IT Applications to share ideas and collaborate in real-time, and develop conventions and good practices in managing and organizing files and filenames. Students will adopt a structured approach in the design and development of quality information products for desktop and mobile platforms incorporating computer programming. Students also explore the ethical and legal issues surrounding the use of computing with particular focus on internet security threats, cyber-bullying, privacy and web searching.
Elaborations

Knowledge and understanding
Students gain an appreciation of how information and communications technology may be used to solve problems, create solutions such as database, multimedia presentations and web pages through manipulation of images, text, data and software. Students will understand the importance of using computer resources ethically and responsibly, and are provided with strategies to be cyber-safe with particular emphasis on privacy and social media. Foundation elements of computer programming are investigated as well as logic, gaming and coding algorithms.

Key Skills: Students will be able to:
- Use either desktop or cloud-based “real-time” collaboration software applications to support high quality presentations
- Develop skills in logical and analytical reasoning to model computer code (programming)
- Create an interactive database to store, search and retrieve records
- Use web development software to create multi-page web-sites
- Organise files and folders in a computer network and ensure physical security of their data by incorporating regular backup onto USB
- Access and use VBC network services such as email, Moodle and Compass
- Identify risks associated with online services such as social media, and minimize those risks through locating and setting appropriate privacy levels
- Minimise chances of harm to themselves and others by actively adopting principles of cyber-safety and responsible digital citizenship
- Use software techniques to design and develop games for desktop or mobile devices such as iPad or Android

AusVELS Assessment Areas
ICT for Visualising Thinking
ICT for Creating
ICT for Communicating

YEAR 9 DESIGN, CREATIVITY AND TECHNOLOGY
Textiles - Elective

Semester Overview
This course aims to provide students with the opportunity to further their textile and garment making skills and explore a variety of techniques and materials. Projects may include boxer shorts, bags and accessories. At this level there is emphasis on individual expression of ideas and creative, ethical and sustainable use of materials. Students develop their own design briefs, and in response, research and develop a range of design ideas. They test properties of materials and 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 Fashion Illustration and Patternmaking.
Elaborations
Students will be required to:
- Develop their own design briefs.
- Investigate current fashion trends.
- Design and draw a range of boxer shorts, bags or other projects.
- Produce individually-designed garments/projects.
- Evaluate their finished designs.
- Gain an understanding of current garment labelling laws.

AusVELS Assessment Areas
Investigating and designing
Producing
Analysing and evaluating

Materials Charges
$25.00 sewing kit (or retain kit from Year 7)
$30.00 materials
• To understand that Standard Australian English is a living and evolving language
• To understand how authors experiment with sentence structure, vocabulary, metaphor and symbols for stylistic effect

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 present, reflect on, discuss and explore aspects of literary texts
• To investigate and experiment with language features
• To create literary texts

Literacy
Students will learn:
• To interpret, analyse and evaluate different perspectives of an issue
• To review, edit and refine students’ own and others’ texts for control of 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 explore and explain how language and visual choices are used by authors
• 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

AusVELS Assessment Areas
Reading and Viewing
Writing
Speaking and Listening

YEAR 9 ENGLISH
English Literature - Elective

Semester Overview
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading and viewing, speaking, writing and creating.

Elaborations
Language
Students will learn:
• To understand that Standard Australian English is a living and evolving language
• To understand how authors experiment with sentence structure, vocabulary, metaphor and symbols for stylistic effect

Literature
Students will learn:
Literacy
Students will learn:

- To analyse texts from familiar and unfamiliar contexts
- To interpret and compare representations of people and culture in literary texts
- To present, reflect on, discuss and explore aspects of literary texts
- To investigate and experiment with language features
- To create literary texts

Litersy

Students will learn:

- To interpret, analyse and evaluate different perspectives of an issue
- To review, edit and refine students’ own and others’ texts for control of 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 explore and explain how language and visual choices are used by authors
- To create imaginative and analytical texts
- To use a range of software to publish texts

AusVELS Assessment Areas

Reading and Viewing
Writing
Speaking and Listening

YEAR 9 ENGLISH
Foundation English – Elective

Semester 1 & 2 Overview

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading and viewing, speaking, writing and creating.

Elaborations

Language

Students will learn:

- To understand that Standard Australian English is a living and evolving language
- To understand how authors experiment with sentence structure, vocabulary, metaphor and symbols for stylistic effect
- To use cohesive devices in texts

Literature

Students will learn:
• To analyse texts from familiar and unfamiliar contexts
• To present, reflect on, discuss and explore aspects of literary texts
• 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 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 explore and explain how language and visual choices are used by authors
• To create imaginative, informative and persuasive texts
• To use a range of software to publish texts

AusVELS Assessment Areas
Reading and Viewing
Writing
Speaking and Listening

YEAR 9 ENGLISH
Philosophy – Elective

Semester Overview
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading and viewing, speaking, writing and creating.

Elaborations
Language
Students will learn:
• To identify how vocabulary choices contribute to abstraction
• To analyse and explain the use of symbols, icons and myth
• To understand how authors experiment with sentence structure, vocabulary, metaphor and symbols for stylistic effect

Literature
Students will learn:
• To analyse texts from familiar and unfamiliar contexts
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 one: 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 two: 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

AusVELS Assessment Areas
Personal, Social and Community Health
Movement and Physical Activity

Materials Charges
$200

YEAR 9 HEALTH & PHYSICAL EDUCATION
Health Education - Core

Semester 1 & 2 Overview
Over the course of a semester, students will participate in 2 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 health information from a range of sources to health decisions and
situations

- 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

AusVELS 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

AusVELS 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 Sport students perform complex movement and manipulative skills. They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. Students are encouraged to take responsibility for fair game play, umpiring and appropriate team behaviour. They will participate in four different court sports over the semester.

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

Learning through movement
- Transfer understanding from previous movement experiences to create solutions to movement challenges

AusVELS Assessment Areas
Personal, Social and Community Health
Movement and Physical Activity

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

Semester Overview
In Sport students perform complex movement and manipulative skills. They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. Students are encouraged to take responsibility for fair game play, umpiring and appropriate team behaviour. They will participate in a range of different field sports over the semester.

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

Learning through movement
- Transfer understanding from previous movement experiences to create solutions to movement challenges

AusVELS Assessment Areas
Personal, Social and Community Health
Movement and Physical Activity
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. Students reflect on their personal learning through evaluating their performance in the Australian Stock Exchange School Share Market Game.

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.
Economic knowledge and understanding
Students will:
- 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.

Economic reasoning and interpretation
Students will be able to:
- Interpret reports about current economic conditions, both national and global, and explain how these conditions can influence decisions made by consumers.
- Demonstrate an awareness of the impact of values and beliefs on economic issues, and how differences may be identified, negotiated, explained and possibly resolved.
- Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations

AusVELS Assessment Areas
Economic knowledge and understanding
Economic reasoning and interpretation

YEAR 9 HUMANITIES
Geography – Core

Semester Overview
Students will undertake two units of study in the Year 9 curriculum for Geography: Biomes and food security and Geographies of interconnections. The content is organised into two strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

Elaborations
Geographical Knowledge and Understanding
Area 1: Biomes and food security. Students will learn about:
- The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity.
- The human alteration of biomes.
- The challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world.

Area 2: Geographies of interconnections. Students will learn about:
- Perceptions people have of place, and how this influences connections to different places.
The ways that places and people are interconnected with other places through trade in goods and services, at all scales.

The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places.

Geographical Inquiry and Skills

Students will be able to

- Develop geographically significant questions and plan an inquiry that identifies and applies appropriate geographical methodologies and concepts.
- Evaluate sources for their reliability, bias and usefulness and collect relevant geographical data and information.
- Represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies.
- Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view.

AusVELS Assessment Areas

Geographical Knowledge and Understanding

Geographical Inquiry and Skills

YEAR 9 HUMANITIES

History - Core

Semester Overview

The Making of the Modern World

Students will undertake a study of the history of the making of the modern world from 1750 to 1918. The history content at this year level involves two strands: Historical Knowledge and Understanding and Historical Skills. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

Elaborations

Historical Knowledge and Understanding

Includes an Overview and three Depth Studies

- Making a Better World – The Industrial Revolution
- Australia and Asia – Making a Nation
- World War 1

Students will learn about:
• The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain and of Australia.
• The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication.
• The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples.
• Living and working conditions in Australia around the turn of the twentieth century.
• An overview of the causes of World War I and the reasons why men enlisted to fight in the war.
• The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign.

Historical Skills
Students will be able to:
• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
• Use historical terms and concepts.
• Identify and select different kinds of questions about the past to inform historical inquiry.
• Process and synthesise information from a range of sources for use as evidence in an historical argument.
• Identify and analyse the perspectives of people from the past.
• Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced.

AusVELS Assessment Areas
Historical Knowledge and Understanding
Historical skills

YEAR 9 LANGUAGES
German

Semester 1 & 2 Overview
The Year 9 course aims to develop students’ knowledge and appreciation of the German language in two main ways. Firstly, there is focus on communication in a language other than English, with students encouraged to become competent in the four main language dimensions: listening, speaking, reading and writing. Secondly, there is focus on Intercultural Knowledge and Language Awareness, with students encouraged to gain a deeper understanding and appreciation of the culture of the German-speaking countries. A language is a Core subject in Year 9. In Year 10, Languages become an elective study.

Elaborations
Communication in a language other than English

Students will:

- Recall of the main points from spoken texts through oral responses to questions, and the ordering and presenting of information in a given format such as a diagram, graph or chart
- Learn oral interaction on factual topics, using recycled or modelled language and appropriate pronunciation, tone and intonation
- Understand the key points of information when reading short modified texts
- Use accurate language, showing sensitivity to audience, context and purpose, when writing simple linked paragraphs in script on familiar topics

Intercultural Knowledge and Language Awareness

Students will be able to:

- Have an awareness of language varying according to context; for example, the linguistic differences between written and oral language, as in a report
- Reflect on, and test their understanding of language as a complex system
- Have awareness of language rules applied to, and patterns found in, speech and writing in everyday situations; for example, in formulaic expressions

AusVELS Assessment Areas

Communicating in a language other than English
Intercultural knowledge and language awareness

Materials Charges

Language Perfect TBA

YEAR 9 LANGUAGES

Japanese

Semester 1 & 2 Overview

The Year 9 course aims to develop students' knowledge and appreciation of the Japanese language in two main ways. Firstly, there is focus on communication in a language other than English, with students encouraged to become competent in the four main language dimensions: listening, speaking, reading and writing. Secondly, there is focus on Intercultural Knowledge and Language Awareness, with students encouraged to gain a deeper understanding and appreciation of the culture of the Japanese-speaking countries. A language is a Core subject in Year 9. In Year 10, Languages become an elective study.

Elaborations

Communication in a language other than English

Students will:

- Recall of the main points from spoken texts through oral responses to questions, and the ordering and presenting of information in a given format such as a diagram, graph or chart
• Learn oral interaction on factual topics, using recycled or modelled language and appropriate pronunciation, tone and intonation
• Understand the key points of information when reading short modified texts
• Use accurate language, showing sensitivity to audience, context and purpose, when writing simple linked paragraphs in script on familiar topics

Intercultural Knowledge and Language Awareness
Students will be able to:
• Have an awareness of language varying according to context; for example, the linguistic differences between written and oral language, as in a report
• Reflect on, and test their understanding of language as a complex system
• Have awareness of language rules applied to, and patterns found in, speech and writing in everyday situations; for example, in formulaic expressions

AusVELS Assessment Areas
Communicating in a language other than English
Intercultural knowledge and language awareness

Materials Charges
Language Perfect TBA

MATHEMATICS DOMAIN
SUBJECT DESCRIPTIONS

YEAR 9 MATHEMATICS
Mathematics - Core

Semester 1 Overview
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands:
• Number and Algebra - Solving Linear Equations and Simultaneous Equations, Percentages, Financial Mathematics, Expansion and Factorisation;
• Measurement and Geometry - Pythagoras’ Theorem and Trigonometric Ratios, Applying Trigonometry to Solve Right-Angled Triangle Problems and Bearings problems.

Semester 2 Overview
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands:
• Number and Algebra – Index Laws, Scientific Notation, Surds, Expanding and Factorizing Quadratic Expressions, Algebraic Fractions, Quadratic Graphs and Solving Quadratic Equations
• Measurement and Geometry – Length, Perimeter and Circumference, Area and Composite Shapes, Surface Area of Prisms and Pyramids, Volume of Prisms and Pyramids, Parallel lines, Congruence and Similarity
• Statistics and Probability – Venn Diagrams and Two-Way Tables, Tree Diagrams and Experimental Probability, Stem and Leaf Plots, Box Plots Measures of Centre and Spread.

 AusVELS Assessment Areas
Number and Algebra
Geometry and Measurement
Statistics and Probability

 YEAR 9 MATHEMATICS
Year 9 Enhanced/Accelerated Mathematics

This course has been designed to build on previous studies in Mathematics and to provide a solid foundation for future studies in VCE Mathematical Methods CAS. The Mathematics Domain includes the Content Strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students will undertake studies in all three of these content strands. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands.

 Semester 1 Overview
• Number and Algebra – Linear and Non-Linear Relations, Solving Linear Equations and Inequalities, Index Laws, Scientific Notation;
• Measurement and Geometry – Pythagoras’ Theorem, Trigonometric ratios and their Applications, Bearings, Congruent Triangles and Similarity, Circle Properties and Proofs

 Semester 2 Overview
• Number and Algebra – Quadratic Relations, Expanding and Factorizing Quadratic Expressions, Solving Quadratic Equations, Sketching Quadratic Graphs,
• Measurement and Geometry – Area, Surface Area of Prisms, Pyramids and Cones, Volume of Prisms, Pyramids and Cones
• Statistics and Probability – The Addition Law of Probability, Conditional Probability, Tree Diagrams and Independent Events

 AusVELS Assessment Areas
Number and Algebra,
Geometry and Measurement
Statistics and Probability.

Additional Information
Students will require an approved CAS calculator, preferably a Ti-Nspire.

YEAR 9 MATHEMATICS
Mathematics Strategies - Elective

Semester Overview
The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra; Measurement and Geometry; and Statistics and Probability.

The areas studied in this elective include Probability, Networks and Permutations. Students initially analyse simple games, progressing to building multiple scenarios within more complex situations. The Thinking Processes Dimension comprises: Reasoning; Processing and Inquiry; Creativity and Reflection; Evaluation and Metacognition.

AusVELS Assessment Areas
Number and Algebra
Statistics and Probability

YEAR 9 SCIENCE
Astronomy – Elective

Semester Overview
The three AusVELS Science curriculum strands, Science Understanding, Science Inquiry Skills and Science as a Human Endeavour 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. The Science as a Human Endeavour strand includes students recognising that scientific understandings, including models and theories, change over time. These advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries.

AusVELS Assessment Areas
Science Knowledge and Understanding
Science as a Human Endeavour
Science Inquiry Skills

Materials Charges
$30

YEAR 9 SCIENCE
Forensic Science - Elective

Semester Overview
The three AusVELs Science curriculum strands, Science Understanding, Science Inquiry Skills and Science as a Human Endeavour 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. The Science as a Human Endeavour strand includes recognising that people can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions.

AusVELS Assessment Areas
Science Knowledge and Understanding
Science as a Human Endeavour
Science Inquiry Skills

Materials Charges
$30
YEAR 9 SCIENCE
Science - Core

Semester 1 Overview
The three AusVELs Science curriculum strands, Science Understanding, Science Inquiry Skills and Science as a Human Endeavour are taught in an integrated way.

In semester 1, the Science Understanding strand includes 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. 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. 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. The Science as a Human Endeavour strand includes students recognising that people use understanding and skills from across the disciplines of science in their occupations.

Semester 2 Overview
In semester 2, the Science Understanding strand 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. It also includes investigating factors that affect the transfer of energy through an electric circuit. 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 Science as a Human Endeavour strand includes recognising how social and technological factors have influenced scientific developments and predicting how future applications of science and technology may affect people’s lives.

AusVELS Assessment Areas
Science Knowledge and Understanding
Science as a Human Endeavour
Science Inquiry Skills