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**Drama**

**Length | One Semester**

**Subject Classification | Arts**

This course is aimed at encouraging and nurturing students’ creativity, group skills and confidence. It challenges students’ performance skills. The course centres on the study of imagery and use of ritual and symbol in performance to enhance dramatic meaning.

**Course Aims**

- Develop skills and concepts of drama
- Encourage self-awareness and self-expression
- Develop performance skills
- Encourage students to explore ideas and character
- Explore the use of body and movement in making dramatic meaning
- Enable students to describe and evaluate the way ritual, mask and symbol contribute to the dramatic impact and the meaning of their own and others performances
- Develop knowledge and understanding of the impact of ritual in Drama and the dramatic conventions of Classical Greek Drama.

**Scope**

**Arts in Practice**

- Group movement performances
- Mask performances.

**Arts Analysis**

- Journal writing
- Discussion and feedback
- Reflective and critical writing.

**Arts in Context**

- Ritual and the origins of Drama
- Introduction to Classical Greek Drama.

**Learning Outcomes**

By the end of the course students should be able to:

- Explore arts practice and knowledge of style form and genre to create / re-create art works within each arts form that present imaginative solutions and responses to ideas and issues
- Work as an individual or in groups to refine and shape presentations / performances for a specific purpose and for different groups of audiences / viewers.

**Design and Technology**

**Designing**

Students apply the Design Cycle approach to all creative work.

**Making / Creating**

Creating a mask for a specific character.

**Planning → Investigating → Evaluating → Creating**

Students apply the Design Cycle to their work on ritual, mask and Greek Drama.

**Critiquing**

All students are actively engaged in both reflection writing, as a written task and constructive criticism, as an oral task.

**Assessment**

Assessment is cumulative and consists of the following:

- Movement performance
- Mask performance
- Journal.

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**English**

**Length | One Year**

**Subject Classification | English**

The English curriculum is based around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online / virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

**Scope**

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic as well as texts designed to inform and persuade. These include various types of media texts including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.
Assessment

Assessment is cumulative and consists of the following:

- Literature studies
- Response to a text
- Text production
- Oral presentations
- Genre writing
  - Recount
  - Exposition
  - Narrative
  - Procedural
  - Explanation
  - Information report
  - Media / film studies
- Advertising
- Poetry
- Critical Literacy

Food Technology (Hospitality)

Length | One Semester

Subject Classification | Health and Physical Education, Design and Technology

This course is aimed at further developing students’ knowledge and understanding of making sound food and healthy lifestyles choices. Students have opportunities to create, design, evaluate and make connections between the theory and practical components of the course.

Students focus on preferred futures, taking into account ethics, legal issues, social values, economic, environmental and social sustainability factors. Students work independently and continue to develop their group work skills, innovation and enterprise skills communication and confidence.

Course Aims

Food focus

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

Technology context

- Knowledge and understanding of measurements
- Processes and production skills

Scope

- Recipes
- Food preparation
- Kitchen chemistry
- Food preparation equipment
- Cooking equipment

Learning Outcomes

By the end of the course, students should be able to:

- Evaluate factors that shape identities and analyse how individuals impact the identities of others.
- Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved.

Assessment

Assessment is cumulative and consists of the following:

- Practical tasks
- Workbook activities
- Assignments
- Evaluations.

Humanities

Length | One Year

Subject Classification | Studies of Society and Environment

The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live.

An understanding of world history enhances students’ appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia’s distinctive path of social, economic and political development, its position in the Asia-Pacific region and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia’s diverse society.

Scope

The course identifies important features of the period (1750 – 1918) as part of an expansive chronology that helps students understand broad patterns of historical change. As such, the overview provides the broader context for the teaching of depth study content and can be built into various parts of a teaching and learning program. This means that overview content can be used to give students an introduction to the historical period; to make the links to and between the depth studies and to consolidate understanding through a review of the period.
Learning Strands

- Historical knowledge and understanding
- Historical skills.

Achievement Standards

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgements about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame a historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.

Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose and draw conclusions about their usefulness. They develop their own interpretations about the past.

Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources and they reference these sources.

Assessment

Assessment is cumulative and consists of the following:

- Examinations
- Research projects
- Oral / written presentations
- Tests.

Mathematics

Length | One Year

Subject Classification | Mathematics

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 proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

They provide the language to build in the developmental aspects of the learning of mathematics.

Scope

Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities and the use of the trigonometric rations for right-angle triangles.

Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms.

Problem solving includes formulating and modelling practical solutions involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue.

Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

Learning Strands

- Number and algebra
- Measurement and geography
- Statistics and probability.

Assessment Standards

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios.

Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area right prisms and cylinders.

They use Pythagoras’ Theorem and trigonometry to find unknown sides of right angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem and leaf plots.
Assessment

Assessment is cumulative and consists of the following:

- Examinations
- Tests
- Assignments and directed investigations
- Documentation of mathematical procedures
- Mental strategies.

Modern Greek

Length   |   One Year

Subject Classification   |   LOTE

Modern Greek is a practical communicative course which aims to extend students’ skills in the six communication strands by providing them with numerous opportunities to use these skills. Students decode and identify a range of linguistic structures and features in a range of written and aural texts. Students then produce similar texts of their own.

Course Aims

- Increase understanding and the ability to analyse the function and structure of language
- Extend the appreciation and understanding of Australia as a country with a diversity of linguistic and socio-cultural perspectives
- Acquire cognitive, social and learning skills which may be transferred to studies in other learning areas.

Scope

- Friendships
- National Celebrations – 25th March
- Religious Celebrations and Festivities – Easter
- Mother’s Day
- Shopping / clothes / seasons
- Story writing / narratives
- Dormition of the Virgin Mary
- Ionian Islands / Peloponnese
- Homes
- Family relationships / disagreements
- Christmas Celebrations.

Learning Outcomes

By the end of the course, students should be able to:

- Recognise an produce a variety of texts in Modern Greek
- Present a brief oral presentation in Modern Greek
- Hold and sustain a brief conversation in Modern Greek
- Read, analyse and respond to different types of text
- Listen and respond to different types of texts
- Understanding of cultural awareness / values.

Design and Technology

Design
Students are challenged in designing:

- Newspaper article
- Sales advertisement
- Correspondence
- Pamphlets.

Making / Creating
Students make and create:

- A character fable
- Interview questions
- Dialogue.

Critiquing
Students evaluate the tasks, first in a formative way with each other and with the teacher. Students evaluate the end product with a written evaluation / critique. Critiquing is supported through student surveys and discussions.

Assessment

Assessment is cumulative and consists of the following:

- Examinations
- Oral / interactions; conversations, role plays and presentations
- Listening / reading and responding; identifying key points and responding to written and listened texts in Greek or in English
- Writing; writing letters, descriptions, summaries, articles in magazines and newspapers, dialogues, essays and spelling tests
- Cross domain; vocabulary and grammar
- Culture and society; various projects.

Music

Length   |   One Semester

Subject Classification   |   Arts

Year 9 Music is for beginner and mixed ability students who may not have access to an instrument outside the classroom or will be commencing study on an instrument or in voice. The main focus of this subject is performance on keyboard, guitar and drum / percussion, reading, writing music, notation and rhythms.

Pre-requisites

Successful completion of Year 8 Music and AMEB Grade 1 theory. Students undertaking this course must have some experience on an instrument or in voice, or will be commencing study on an instrument or in voice.
Course Aims

- To develop students’ awareness and appreciation of music
- To engage students in the creation and manipulation of music through composition, arranging and analysis
- To explore music through a variety of cultures and genres, styles and purposes of music across different societies
- To explore music and its genres
- To prepare students for senior music studies.

Scope

- Music appreciation
- Rhythm
- Pitch
- Treble and bass clef
- Simple, compound and odd time signatures
- Notation
- Grouping of notes and rests
- Scale structures
- Key signatures and accidentals
- Ensemble and solo performance.

Learning Outcomes

By the end of the course, students should be able to:

- Demonstrate listening / aural skills
- Understand notation
- Participate in solo and ensemble performance and are encouraged to be involved in any music co-curricular ensemble.

Design and Technology

Designing

Students apply the Design Cycle approach to all creative work:

Planning → Investigating → Evaluating → Creating

Students apply the design cycle to their work on own composition and PowerPoint presentations.

Making / Creating

- Creating a composition
- PowerPoint presentations
- Planning, recording and communicating ideas in different styles, including Australian music by Aboriginal and Torres Strait Islander artists, using specialised notation and terminology.

Critiquing

All students are actively engaged in both reflection writing as a written task and constructive criticism as an oral task.

Assessment

Assessment is cumulative and consists of the following:

- Course work
- Performance skills on a melodic instrument
- Read and perform basic rhythms on drum kit
- Demonstration of listening / aural skills
- Demonstration of an understanding of notation
- Identification of pitch, high and low
- Identify different tone colours
- Co-curricular ensemble participation
- Participation in ensemble activities
- Short tests
- Assignments.

Physical Education

Length | Full Year

Subject Classification | Health and Physical Education

The fundamental aim of the Year 9 Physical Education program is to provide for involvement in physical activity in a way which promotes immediate and long term benefits to the student. These benefits can be observed in terms of higher levels of fitness, better health, enjoyable social involvement and the satisfaction derived from skilled performance in individual and group activities.

Course Aims

- To provide opportunity for students to participate in a range of physical activities
- To achieve a sound level of proficiency in a range of basic coordination and movement skills
- To develop concepts of personal excellence and to strive for personal goals
- To have an understanding of and apply knowledge of rules and tactics appropriate to the chosen skills
- To demonstrate an ability to work both individually and in a group to develop communication and interpersonal skills.

Scope

Practical – may consist of the following:

- Volleyball
- Athletics
- Fitness and conditioning
- Badminton
- Indoor soccer
- Softball
- Football
- Gymnastics
- Ice hockey / ice skating.

Learning Outcomes

By the end of the course, students should be able to:

- Formulate goals and apply strategies to enhance participation in lifelong physical activities
- Successfully work as part of a team
- Demonstrate an improved level of overall fitness
- Apply new skills learnt to game situations
- Demonstrate an understanding of why overall fitness is important and how to achieve suitable levels of fitness.

**Design and Technology**

**Designing**
- Fitness Checklist
- Considers factors that enhance or impede ability to achieve and/or maintain fitness (e.g. motivation).

**Making / Creating**
- Researches and documents own fitness.

**Critiquing**
- Measures own performance against set goals and modifies factors affecting achievement in a particular physical activity.

**Assessment**

Assessment is cumulative and consists of the following:
- Practical application
- Performance checklist.

**Religion**

**Length | One Year**

**Subject Classification | Religion**

Through the daily experience of God's world, the students understand that God exists, is loving and caring. Their faith in God is awakened and expressed through prayer, worship and thanks. The celebration of God's gifts and the exploration of the life of Christ through the reading of the New Testament is also explored.

**Course Aims**

To teach students to face important decisions about friendships, lifestyles, school work, social issues and family life. Knowledge of the person and work of Christ inspires the students to make their choices in the light of his or her faith in Christ and Good News of God's love, forgiveness and joy.

**Scope**

- God as Giver through creation
- God's gift of the law
- The gifts of the Holy Spirit
- The annunciation of the Virgin Mary
- The Church service – prayer and worship
- Easter to Pentecost.

**Learning Outcomes**

By the end of the course, students should be able to:
- Research and celebrate the diversity of religious traditions in the community
- Have a better knowledge of their faith both practical and theoretical
- Understand that Great Lent is a special time of the year when we reflect, repent and prepare for Easter
- Realise that the faith is a way of life and that God and His Church are accessible to them.

**Assessment**

Religion is an unassessed subject.

**Science**

**Length | One Year**

**Subject Classification | Science**

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

**Scope**

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay.

They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

**Strands**

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills.
Learning Outcomes

By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales.

They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results.

They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Assessment

Assessment is cumulative and consists of the following:

- Examinations
- End of topic tests
- Assignments and guided investigations
- Oral presentations
- Class debates
- Practical reports.

Extension Science

Length | One Semester

Subject Classification | Science

Pre-Requisite | Nil, selection is based on aptitude and results in Year 8 Science

Learning Requirements

Students will be encouraged to:

- Develop observational and research skills
- Improve their use of scientific language in verbal and written communication

- Increase their understanding of Occupational Health and Safety Issues
- Develop and improve lateral thinking and problem solving skills
- Develop their understanding of the interrelationships within the sciences
- Develop an understanding of the interrelationships between Science and Technology.

Content Summary

The course includes a core of knowledge but has a strong emphasis on scientific discovery, interpretation and application to a wide range of problems.

Potential topics

- Practical Science
- Forensic Science
- Relativity.

The content will be an adjunct to the normal Year 9 Science Course.

Assessment

Assessment in this course is based on the following criteria:

Criterion A: Knowing and understanding
Criterion B: Inquiring and designing
Criterion C: Processing and Evaluation
Criterion D: Reflection on the impacts of Science.

Assessment tasks may include essays, reports, tests, posters, problem-solving activities and oral presentations.

Visual Arts

Length | One Semester

Subject Classification

This subject is designed to develop creativity and imaginative thought and to create artworks that explore social, cultural and or environmental issues.

Students will develop an appreciation for the range of expressive forms employed by artists and promote an understanding of the role of art and artists in society. They will also develop a repertoire of skills, techniques and disciplines required to demonstrate innovative interpretations of, and solutions to, art ideas as well as to increase knowledge and appreciation of Art and Artists.

Course Aims

- To develop student confidence in analysing and critically evaluating art
- To acquire foundations of knowledge of aspects of Art through personal inquiry, and to engage in the development, process and production of art.
- To develop work ideas that are related to acquire knowledge of Art.
- To develop existing skills in the fundamentals of visual arts, aesthetically, technically and conceptually.

Scope

Section 1

Over the one semester program, students will be required to produce one major artwork. Students present for assessment one major work of art. A folder of developmental or support materials is required for the major work.

Section 2

Arts Analysis and Response

Students will learn and employ processes for analysis and interpretation of style and technique relative to the themes explored. Students will respond in written form with reasoned and personal viewpoints in response to their own work.

Learning Outcomes

By the end of this course, students should be able to:

- Conceptualise, plan, make and evaluate visual art works
- Demonstrate a practical knowledge of media
- Demonstrate the acquisition of research skills
- Write about aspects of their work and the work of others in a critical and analytical manner
- Demonstrate skilful handling of media.

Design and Technology

Designing

Students are required to design a series of compositions to be applied to the making and crating process of the lino print edition.

Making / Creating

Students are to create an edition of lino prints.

Critiquing

Students are required to critique their own work and that of other in their visual diaries.

Assessment

Assessment is cumulative and consists of the following:

- Practical Studies
- Final Artwork
- Developmental work.