



**BRENTWOOD**  
**SECONDARY COLLEGE**

Brentwood Secondary College

**Year 9 2019**

Curriculum Handbook

---

## **IMPORTANT INFORMATION FOR 2019**

In order to maintain a balanced curriculum and to ensure students experience a breadth of subjects, we have implemented the following subject selection guidelines for 2019:

1. Every student in Year 9 is required to study the Core subjects: Maths, English, Science and Humanities for the full year.
2. Every student in Year 9 is required to study at least one Health or Physical Education elective unit.
3. Every student in Year 9 is required to study at least one Arts/Technology elective unit.
4. Students can select a maximum of 3 Arts/Technology elective units in their top 6 selections.

### **PLEASE NOTE:**

Students are not required to complete Language as a compulsory subject at Year 9 unless they are currently in our enrichment program. Students must keep in mind that if there is ANY chance they will want to study Language at VCE level, they will need to continue to study it at years 9 and 10. Students who choose to study Language at year 9 will be required to study the subject for the entire full year.

### **VICTORIAN CURRICULUM**

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship. The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards. Brentwood’s curriculum content and assessment tasks reflect the Victorian Curriculum requirements.

More information about the Victorian Curriculum may be obtained online at

<http://victoriancurriculum.vcaa.vic.edu.au/>

### **ENRICHMENT PROGRAM**

An Enrichment program, offered to Year 7 students who demonstrate academic skills above those of their peer group, continues into year 8 and 9. Students in the program undertake the same core subjects as the rest of the year level, in addition to further enrichment and in-depth studies of the curriculum. Students in the enrichment program are expected to continue with their language studies.

The two enrichment mathematics classes will run at the same time in year 9. One class will continue to be offered the opportunity to accelerate to the point of completing year 10 mathematics content by the end of year 9. The other mathematics class will not be accelerated to the same extent but will be provided with opportunities for enrichment of the year 9 content at a high level. The membership of the mathematics classes will be based on teacher recommendation. High achieving students in other classes could fill any vacancies that arise throughout the 3-year period.

### **LEARNING SUPPORT**

Learning support is offered to those students who require more time to develop their skills, and who need more intensive teacher support.

### **EAL and EAL SUPPORT**

English as an Additional Language (EAL) is offered to suitable students. Students who have recently arrived from overseas with a Non-English Speaking Background will receive additional EAL Support to further improve their English literacy on recommendation from their EAL teacher.

## HOW THE YEAR 9 CURRICULUM WORKS

### **(a) Home Groups**

These are composed of about 25 students. The Home Group teacher is responsible for administration, attendance, and support of the students in their care.

### **(b) Units**

Students will study 7 units each semester (or 14 for the year). With English / EAL, Maths, Science and Humanities being compulsory core studies for the year, this leaves 6 semester based 'electives' to be studied across the year.

### **(c) Choosing Units**

This handbook should be studied carefully so that students are fully aware of the Year 9 requirements and the various units offered. Students will have some freedom to choose units that best suit their interests. Students should experience a wide range of subjects in year 9. Year 10 provides the opportunity to specialise and narrow their focus to specific areas of interest.

### **(e) Subject Selection**

Information regarding the specific units being offered each semester is available to students in this handbook. Students will have a chance to indicate their preferences for the upcoming year. Students will be choosing their units for the entire year. This is to enable the best opportunity for students to receive their preferences, and so students can be provided with a balanced curriculum across the year.

Effort will be made to cater for student choice. However, it will not always be possible to give every student their first choice of subjects. Our goal is to give each student a balanced curriculum across their year of study, taking into account the guidelines set out on page 2 of this handbook, the preferences indicated by the students themselves, and the notion of equitable outcomes for all students.

### **(f) Career Action Plan**

All students at Brentwood Secondary College complete a Career Action Plan each year. The Career Action Plan is a planning document intended to reflect career development learning. The Career Action Plan helps young people develop their awareness and understanding of education, training and employment options. It is designed to develop the skills, knowledge and capabilities to effectively manage the transitions throughout their lives.

## Elective Subject Charges

In Year 9, students complete three electives in Semester 1 and three in Semester 2. Some of the elective studies have “elective subject charges” aligned to the subject. These are costs that are a compulsory payment for materials used in the class that are outside general educational items.

The following subjects have a cost associated with them and we have listed these for 2019.

Art and Design	\$60
Duke of Edinburgh Award	\$430
Food Technology	\$70
Media	\$60
Product Design Technology - Wood	\$65

### PROCESS FOR 2019

If your son/daughter selects one or more of these studies, you will be required to pay the elective subject cost for 2019 in late November/early December this year. Payment plans will be available. You will be informed of when this is to occur once we have communicated the provisional course early Term 4. Payment is via compass.

If the cost has not been paid or payment plan commenced by the due date, your son/daughter may be changed into a subject that does not have an essential educational items cost associated with it. Any student who moves into a subject after these appointments will be required to make the payment within two weeks to secure the place.

If your family requires financial assistance, please contact the school prior to course confirmation to discuss the options available.

## Year 9 Subjects 2019

All students will study English or EAL, Maths, Science and Humanities for the whole year.

### Compulsory Core Studies:

**ENGLISH**

**HUMANITIES – Geography/History**

**MATHEMATICS**

**SCIENCE**

Students will then be able to study **6 semester-based units**, across the year, from the list below.

The guidelines, as specified on page 2 of this handbook, must also be met.

§ = unit incorporates a subject charge, please see subject description for actual charge

### Elective Studies:

#### **ENGLISH as an ADDITIONAL LANGUAGE SUPPORT (full year / 2 semester units)**

*9ESS EAL Support – (only by recommendation of EAL teacher)*

#### **LANGUAGES UNITS (full year / 2 semester units)**

9GER German

9JAP Japanese

#### **ARTS / TECHNOLOGY UNITS (semester units)**

9ART Art and Design (§)

9DRA Drama

9FDT Food Technology (§)

9MED Media (§)

9MUS Music

9PDW Product Design Technology - Wood (§)

#### **HEALTH AND PHYSICAL EDUCATION UNITS (semester units)**

9DUE Duke of Edinburgh (§)

9HLH Healthy Habits

9PES Hitting and Striking Skill Development

9PEH Handball and Football Development

#### **INFORMATION TECHNOLOGY UNITS (semester units)**

9ITS Space Invaders

9ITF Future Tech Women

# ENGLISH LEARNING AREA

## INTRODUCTION

Efficient use of language is an essential skill. It is important that the individual communicates effectively in a variety of situations. To this end, the English units offered emphasise literacy and the development of verbal and written fluency, promoting effective language use for a wide range of audiences and purposes. Students are provided with opportunities to think, speak, listen, read and write on a wide range of topics. To assist in more appropriate use of language, the basic word and language skills are revised and extended. The study of literature is included as being valuable in its own right as well as further developing language skills. Students are also given the opportunity to consider other forms of texts such as film and the media, as they are increasingly influential in our modern life.

## YEAR 9 COURSE REQUIREMENTS

Each student must complete a sequential English unit **every semester**. Students will remain with the same teacher for both semesters.

## SEQUENTIAL UNITS

9ENG English
9EAL English as an Additional Language

## SEQUENTIAL UNITS

The units offered at Years 9 are part of a learning process, which begins in the Foundation year and continues into Year 12 and beyond. The skills taught involve reading, writing, speaking and listening. As students progress through the years they are expected to approach these tasks with increased sophistication.

## ENGLISH (9ENG)

**Aims:** These units are designed to develop students' literacy and critical thinking skills for a variety of purposes and audiences. Writing skills are a key focus. Students will be challenged to develop sophisticated responses in a variety of writing styles. Students will also undertake problem solving, research skills, reflection on their own learning and self-evaluation throughout the course.

### Content:

- Read a variety of texts including novels, poetry, print and visual media, non-fiction and information from the internet with informed and critical understanding.
- Write in various writing styles using the appropriate conventions and language.
- Develop self-directed learning and evaluation.
- Use their device in the creation and presentation of work.
- Speak in formal and informal styles to both small groups and the whole class, presenting information and opinions clearly and persuasively using appropriate strategies.
- Listen to and understand complex discussions and oral presentations.

### Assessment:

- Oral Work
- Text Work
- Text Essay
- Wider Reading
- Test

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)**

### **YEAR 9 ENGLISH AS AN ADDITIONAL LANGUAGE (9EAL)**

**Aims:** To develop and extend the English language skills of students from Non-English speaking backgrounds, by:

- Identifying the individual needs of students.
- Developing self-esteem and confidence.
- Focusing on and developing students' reading, writing, speaking and listening skills.
- Participating in activities aimed at enhancing their grammar and vocabulary.

**Content:**

- Read a variety of texts both in class and at home.
- Complete comprehension activities, tasks and extension work including examining the themes and issues.
- Write in a variety of styles and develop writing skills through a drafting process.
- Speak in informal and formal situations to both small groups and the whole class presenting ideas clearly.
- Listen to and understand instructions.

**Assessment:** Writing, reading and oral activities and tests.

### **ENGLISH AS AN ADDITIONAL LANGUAGE - SUPPORT CLASS (9ESS)**

**Aims:** This unit of English as an Additional Language is designed to help students who require some extra assistance with the English language, outside of their regular EAL class.

**Content:** Students participate in activities aimed at enhancing oral and listening skills as well as grammar and vocabulary through reading and writing tasks. There is also an opportunity for students to get support with homework and assignments from across curriculum.

**Assessment:** Various types of assessment will be utilised according to the learning requirements of the students.

**Enrolment in 9ESS is by recommendation of the EAL teacher.**

# HUMANITIES LEARNING AREA

## GEOGRAPHY (9GEO)

There are **two** units of study in the Year 9 Geography.

- **Biomes and Food Security** – students investigate the biomes of the world, their alterations and significance as a source of food. They will evaluate both characteristics and physical factors that affect the location of biomes. Students examine human impact and use of biomes as well as the role of rice production in S.E Asia and the agricultural systems that exist in Australia.
- **Geographies of Interconnections** – students investigate how people are connected globally in a variety of ways. They will assess the role and importance of tourism within interconnections, as well as the role of technology and its' contribution to economic development.

### Assessment:

- Geospatial skills
- Tests
- Fieldwork
- Classwork

**Fieldwork Component** – All students will attend a fieldtrip to rural/urban fringe agricultural activity (Haining Farm at Launching Place) as part of the fieldwork assessment (Geographic characteristics and sustainability).

## HISTORY (9HIS)

Students will study and develop knowledge and understanding of the Industrial Revolution, including the technological developments that transformed Western economies and societies. They will evaluate how European powers competed to establish more colonies to meet the demands for raw materials and establish new market. Students will be analysing events, which contributed to Australia's social, political and cultural development. They will evaluate the contribution of significant Australians to Australia's development. Students will also evaluate the struggle by marginalized groups in Australia to achieve civil and political rights as well as Australia's contribution to **World War 1**. Students participate in an interactive excursion visiting Trades Hall, Old Melbourne Gaol /Treasury Buildings and the State Library of Victoria.

### Depth Studies

- Industrial Revolution
- Making a Nation
- World War 1

### Standards:

- Analyse and describe key aspects of life.
- Analyse change and continuity over time.
- Sequence events and develop timelines.
- Assessing the value of evidence and the veracity of selected evidence.
- Frame research questions and report their findings.
- Evaluate historical sources for meaning, points of view, values and attitudes.
- Appropriate use of historical conventions including bibliography.

### Assessment:

- Extended responses
- Essays
- Creative task
- Source Analysis of written and visual documents



## MATHEMATICS LEARNING AREA

The Mathematics units are designed so that students wishing to embark upon further academic studies in Mathematics select a **mainstream** sequence.

**Overall Aims:** To ensure that all students are competent with basic number skills and to cultivate reasoning and problem solving skills. All students will need to develop the ability to: execute basic arithmetic and algebraic skills, perform measurement tasks and spatial tasks, interpret data, understand and apply probability. Mainstream Mathematics units are designed to be undertaken in the sequence shown below. Students who are having difficulty in coping with the standard of work in the mainstream units, and/or are identified as being on an Individual Learning Plan, will be provided with a modified program and modified assessment.

### MATHEMATICS (9MAT)

**Semester 1 Aims:** That students develop mathematical skills in: theorem of Pythagoras, algebra, solving equations, probability, data and statistics and percentages and money.

**Semester 2 Aims:** That students develop mathematical skills in: linear graphs, measurement and time, indices, trigonometry, algebra and geometry.

#### Semester 1:

- Review of number properties relating to fractions, decimals and ratio
- Introduction to Pythagoras' Theorem and its application
- Algebraic skills of simplification and expansion
- Solving linear equations, inequalities and simultaneous equations
- Probability, including Venn and tree diagrams
- Data and Statistics, including summarising and presenting data
- Percentages and Money, including the application of simple and compound interest

#### Semester 2:

- Linear Graphs, including graphing linear relations, the use of gradient, determining the equation of a straight line, transposition, and distance and midpoint formulae
- Measurement and Time, including perimeter, area and volume calculations
- Indices, including an exploration of index laws and their application to algebraic expressions
- Trigonometry, including an introduction to the trigonometric ratios and their application
- Algebraic skills of binomial expansions and more complex factorisation
- Geometry

#### Assessment:

- Topic Tests
- Semester Exam
- Projects
- Homework

#### Please note:

Students who are currently in our enrichment program will continue to study mathematics as an enriched subject or will be invited to study accelerated mathematics in year 9 as an advanced placement.

# SCIENCE LEARNING AREA

## SCIENCE (9SCI)

### Aims:

- To build upon the foundational principles related to the mainstream sciences; biology, chemistry, psychology, earth science and physics, that were introduced to students in Year 8 core science.
- To prepare students for the broad range of science subjects offered in Year 10 and beyond.

### Content:

In Year 9, students will explore:

#### Semester 1:

- Consumer science and the scientific method
- Chemistry, including the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. Students will also study chemical reactions including acids and bases.
- The conservation of matter as well as the transfer and transformation of energy. Students will apply their understanding of energy to the study of electricity, light and the electromagnetic spectrum.
- The ways in which the human body as a system responds to the external environment through the nervous and endocrine systems.

#### Semester 2:

- The complexity and importance of marine ecosystems and the impact of human activity on delicate marine ecosystems.
- The DNA molecule and its importance in genetic technology and diverse medical applications. Students will investigate the inheritance of genetic traits using zebra fish as a model organism.
- The discipline of psychology to study human behaviour and the functioning of the brain.
- Additionally, students will build on their developing science skills by performing investigations in the context areas of crime-scene investigation (CSI) and renewable energy.

In addition to National Curriculum requirements, students will:

- Design and implement a Student Led Inquiry Investigation
- Attend incursion/excursion programs to make real-life links with the curriculum materials
- This unit will also focus on developing robust scientific and practical skills, the appropriate use of basic laboratory apparatus, the suitable choice of measurement methods and the compiling of scientific reports of findings. Students will learn to appreciate that Science evolves as new knowledge is discovered and the process of discovery is mostly collaborative.

### Assessment:

- Tests
- Inquiry Investigations
- Creative Tasks
- Practical work

**Costs:** Nil. However, excursions/incursions will also be offered where appropriate and at a cost to be advised.

## ARTS / TECHNOLOGY LEARNING AREA

*Includes:*

- ART & DESIGN**
- DRAMA**
- FOOD TECHNOLOGY**
- MEDIA**
- MUSIC**
- PRODUCT DESIGN TECHNOLOGY - WOOD**

**Introduction:** Within modern society, there is an increasing need to understand the visual image and processes of construction. They also need to express ideas creatively through performance and the moving image.

The Arts units are designed to give students visual and creative awareness through experiences in the history of art and a diversity of practical mediums. Increasingly digital and computer based design and production is a component of most Art units.

It is important to note that many job opportunities arise directly from Arts based activities and the student should consider this in the selection of Year 11 and 12 subjects in VCE.

**Finance:** Because of the complexity and variety of materials used in the Arts the levy available for funding only covers a small portion of the actual costs. Therefore students doing unit courses will be required to contribute towards **some** of the cost by paying an art fee. This fee will cover the cost of materials and items taken home by the students such as paints, clay for ceramic articles, paper, extended drawing media and folios, etc. Exact amounts of unit fees are published in the curriculum handbook.

### **Recommendations for selection of Arts Units:**

All students should choose units based on their interest and their desire to develop creative skills. These skills, both practical and theoretical, can be used in directing a student towards Year 11, Year 12 and tertiary studies in this area.

**Assessment:** All units will be assessed on a continual basis. All work, attitudes and progress will be included. Marks will be compiled and assessed for reports. Students are also required to complete assignment work and some practical work at home. Self-appraisal will also be incorporated in many units.

**Protective Clothing:** It is advisable for students to supply and wear art shirts.

## **ART & DESIGN (9ART) - \$60 elective subject fee**

**Aims:** This unit aims to improve the student's perceptive skills and powers of observation in terms of representation from the real world and to introduce various means by which aesthetics and designs are used to convey concepts. To extend on the skills and techniques developed in earlier units in either 2D or 3D media. Also students will develop an awareness of the purpose and function of design and how it creates a particular style reflecting the spirit of its time. They will also begin to explore the role of the designer in making visual communications in our society and are provided with opportunities and experiences in which to create and make their own visual communications. Students are introduced to the Elements and Principles of Design and through a range of practical tasks develop a sound understanding of how these are used in design process.

### **Content:**

- Art and Visual Communication Design techniques (including, but not limited to drawing, painting, ceramics, print-making, technical drawing and ICT based design) relevant to the appropriate media will be examined with the emphasis on developing practical skills.
- More sophisticated methods of production processes and techniques will be explored. Digital technologies will be used to enhance folio work.
- Elements and Principles of Art and Visual Communication
- Exploration of the Art and Design processes will be explored for the specific study areas.
- Art and Design analysis

### **Assessment:**

- Folio of completed works
- Skills with a range of materials and techniques
- Analysis of art works and visual communication designs
- Visual Diary
- Class participation
- Self-evaluation

## **DRAMA (9DRA)**

**Aims:** this unit aims to develop the students' awareness of physical form and characterisation and how to manipulate it through body language, facial expressions and vocal variation to create characters and a believable world.

Through script analysis, improvisation and the use of different theatre styles the students have the opportunity to create meaningful performances for their peers and select audiences, as well as reflect on the practices of others and themselves.

### **Content:**

- Development of improvisation and role play towards performances
- Voice production
- Script and characterisation study
- Reflection exercises

### **Assessment:**

- Development and participation
- Students' willingness to be involved in class activities
- Theatre styles
- Performance groups
- Improvisation and character
- Script work
- Voice and body characterisation
- Observation skills
- Written assignments

## **FOOD TECHNOLOGY (9FDT) - \$70 elective subject fee**

**Aims:** In this course students build on the knowledge they learnt in Year 8. While learning about food from around the world, they focus closely on hygiene and safety in the kitchen, knife skills and food preparation skills. Students explore the different food groups and produce and evaluate meals to suit particular requirements. They are encouraged to be creative with dishes and have opportunities to design their own recipes throughout the course.

**Content:** development of skills learnt in year 8 Food Technology

- Food from around the world
- Hygiene and food safety
- Food preparation skills
- Food groups
- Producing and evaluating meals
- Food models
- Nutrients

**Assessment:**

- Practical work
- Tests
- Design tasks
- Research assignment

## **MEDIA (9MED) - \$60 elective subject fee**

**Aims:** This unit aims to explore a series of short film and photographic texts and investigates the constructs of genre, roles and social influences, which affect the messages the text conveys. This unit also provides students with an introduction to media in VCE, the opportunity to practice screen/photo-acting techniques and to participate in a range of the following tasks: short films, animation and photography. This unit also introduces students to the visual elements of film and photographic construction including framing, sound, lighting and camera work. Students will come in contact with a variety of film and photography techniques.

**Content:** Students could participate in a range of the following tasks:

- Short films
- Media themes
- Film construction and techniques
- Story boards and elements
- Camera techniques
- Screen acting skills
- Photographic techniques

Students will work collaboratively in teams as well as individually. They will plan and produce a folio of work.

**Recommended Preparation:** Students interested in working in film/T.V., in a behind the scene capacity should consider this unit.

**Possible assessment pieces:**

- Photography
- Film / music videos
- Media advertising
- Print
- Written analysis

## MUSIC (9MUS)

**Introduction:** Music is widely recognised as a powerful influence throughout all cultures. It's an almost instinctive means of creative expression, and as such soothes, excites, amuses, angers, saddens, and even lulls us into buying things. Music reaches into the fundamental areas of personal, social and cultural identification, communication, and emotional functioning. If education encourages the growth of the complete individual as an integral part of their community, then music is vital to it.

The Year 9 Music Course has been designed for students to discover and explore areas of musical interest, and also to allow the sequential development of core skills at different levels. All units of study give the opportunity to compose and perform music, as well as to learn about a wide range of musical styles.

### VCE MUSIC

Brentwood offers VCE Music Performance for Units 1, 2, 3 and 4. To be eligible to study Music Units 1 and 2, students must be receiving instrumental tuition. Students wishing to study VCE music should complete as many music units as possible.

### INSTRUMENTAL MUSIC

Learning a musical instrument provides students with opportunities to develop skills in performing as a team member within an ensemble, and as a soloist. These skills are known to contribute significantly towards the refinement of social and self awareness, communication, creative thinking and analysis, and the abilities to learn and achieve lessons are held during class time on a weekly rotating timetable.

### COURSE STRUCTURE

Understanding and investigating music

**Aim:** This unit is designed to assist with the development of music performance whilst introducing students to analytical approaches to music on a cultural level. Students also explore areas of music that interest them as well as how music can form part of one's identity.

**Content:** Students explore different approaches and methods in preparing musical performance pieces for different contexts. They study the affect that music can have on other art forms including media and visual art. Students develop their theory and aural skills through a range of practical and written activities. Students hone their ability to use musical terminology in discussion as well as in their written work.

#### Assessment:

Group and Solo Performance  
Theory and Aural Skills Test(s)  
Research and Investigation Assignment  
Classwork and Participation  
Composition

## **PRODUCT DESIGN TECHNOLOGY WOOD (9PDW) - \$65 elective subject fee**

**Course Outline:** Practical Arts offer valuable experiences to both complement academic studies and act as a basis for practical vocation.

It has been found that the range of practical experience and abilities varies widely. In response to this all Practical Arts units are designed to give each student work projects which are suited to his or her particular needs and abilities. This allows each student to progress fully in each unit.

**Finance:** As student projects vary widely in size and cost, students are required to contribute on a “user pays system”, to a portion of materials used.

### **COURSE STRUCTURE**

**Aims:** To develop a comprehensive understanding of the design process, documenting all steps and stages using a Visual Diary. Become capable of using complicated forms of construction with emphasis on dexterity control and planning skills (such as dowel and housing joints). The aim is to design, produce and evaluate a usable product.

**Content:** Respond to a design brief based a design need or problem. Undertake research relevant to a design brief; produce a range of design options including selection and justification of preferred option. Producing a product using a variety of tools and equipment including hand tools and power tools as well as basic static machinery. Production process includes measuring and marking of components, construction methods including dowel and housing joints. Evaluation of both the design and production stages.

**Recommended Preparation:** This semester length unit gives time for development of a more comprehensive range of skills, this includes design and production processes

**Assessment:** Students will be assessed on the investigating and design process documented in their Visual Diary. Presentation and quality of the production piece. Evaluation of both the design and production processes.

# HEALTH AND PHYSICAL EDUCATION LEARNING AREA

## PHYSICAL EDUCATION

**Introduction:** We aim to provide students with the skills, knowledge & attitudes to lead active & healthy lives. Students will experience a wide range of physical activities, including a variety of sports and recreational activities.

Emphasis will be placed on students' participation, development of personal fitness and ability to perform a range of skills in game situations. In addition to practical activities, there will be an increased emphasis on theory in order to best prepare students for the rigors of VCE studies.

To participate in practical lessons students must wear full Brentwood PE/Sports uniform.

**Assessment:** Students will be assessed on the following items:

- participation
- development and application of skills and strategies
- fitness
- written task(s)

## HITTING AND STRIKING SKILLS (9PES)

### Aims:

This unit enables students to:

- extend their knowledge of the rules, skills development and strategies employed in a variety of hitting and striking sports;
- analyse the role of Physical Activity in improving quality of life;
- investigate the changes made to sporting equipment in order to enhance performance;
- identify and evaluate a range of practices that lead to enhanced sports performance;
- use practical activities to underpin theoretical understanding; and
- gain an insight into VCE Physical Education.
- Analysing current Health Education topics and trends.

### Content:

This unit is a combination of theoretical and practical applications in skill development.

This unit include the:

- physical, social and mental health benefits of regular participation in physical activity;
- increased health risks associated with being physically inactive;
- technological advancements in sports equipment design, material, structure and technique;
- roles and responsibilities of the coach;
- various Health Education topics and trends.

The practical areas of study in this unit will focus on a wide range of hitting and striking sports, including: hockey, cricket, golf, softball, lacrosse, tennis, squash, table tennis, fencing and some badminton. There will be some excursions/incursions for a small charge depending on the activity.



## HANDBALL AND FOOTBALL SKILLS (9PEH)

### Aims:

This unit enables students to:

- extend their knowledge of the rules, skills development and strategies employed in a variety of handball and football sports;
- analyse the role of movement analysis, practice and feedback in enhancing performance;
- investigate sports injury risk management strategies used to reduce the risk of injury;
- identify and evaluate a range of psychological strategies used to enhance performance;
- use practical activities to underpin theoretical understanding; and
- gain an insight into VCE Physical Education.
- Analysing current Health Education topics and trends.

**Content:** This unit is a combination of theoretical and practical applications.

The theoretical areas of study in this unit include:

- video analysis of a selected skill;
- types of practice and transfer of practice;
- the role of feedback in skill learning;
- managing and preventing common soft tissue injuries; and
- how to use control arousal, anxiety and mental imagery in order to enhance performance.
- various Health Education topics and trends.

The practical areas of study in this unit will focus on a wide range of ball sports, including; touch rugby, lawn bowls(If available), European Handball, Gaelic Football, Australian Rules Football, gridiron and some netball, basketball, volleyball and soccer.

## HEALTHY HABITS (9HLH)

**Introduction:** Health provides students with skills, knowledge and attitudes to make healthy lifestyle decisions.

**Assessment:** Students will be assessed on the following items:

- classroom engagement
- oral presentation(s)
- written task(s)
- test(s)

### Aims:

This unit enables students to:

- investigate the impact of alcohol, illicit drugs and healthy eating on health and wellbeing;
- examine the range of personal, environmental and social factors that can influence an individual's choices and explore and evaluate options, consequences and healthier and safer alternatives; and
- develop an understanding of emergency assessment and first aid care in order to be able to demonstrate management of basic first aid situations.

### Content:

The areas of study in this unit include:

- Safe partying
- BAC – Blood Alcohol Concentration
- Standard drinks
- Illicit Drugs
- Cannabis
- Digestive System
- Nutrients
- Food models
- Food labeling
- Adolescent Eating Habits
- Dietary related diseases
- Dieting
- Basic First Aid
- Personal Identity

## THE DUKE OF EDINBURGH'S AWARD (9DUE) - \$430 elective subject fee

**Cost:** \$430 covers course fee and the adventurous journey hike/camp

**Aim:** The Duke of Edinburgh's Award (Bronze Level Certificate) requires a student to demonstrate an on-going commitment (approximately 1 hour per week for 6 months) in order to complete activities in four areas: Volunteering (Service), Skill, Physical Recreation and an Adventurous Journey. Students are given opportunities through which to achieve personal goals, foster initiative, develop confidence and build interpersonal skills including communication and teamwork.

**Content:** The Duke of Edinburgh's Award, an internationally recognised program, promotes personal development through the undertaking of a single adventurous journey (4 days and 3 nights) and the participation in a local community volunteering project. The Skill and Physical Recreation must be completed in the student's own time.

Students must commit to full participation in all aspects of the program. As well as the required financial commitment, students are required to commit to:

- attending an information night regarding the program.
- learning a skill for 3-6 months. E.g. cooking, sport coaching, photography, a language.
- participating in a physical recreation endeavour for 3-6 months. E.g. running, a sport, kayaking.
- completing 3 months of community service involvement. E.g. Coaching or teaching primary school students.
- completing a single adventurous journey (4 days and 3 nights hike)
- actively promoting the safety of self and others.
- completing the on-line record for the Duke of Edinburgh's Award (Bronze Level Certificate)
- completing an expression of intent to partake in all aspects of the program.

### **Assessment:**

- Oral Presentation
- Inspirational person report
- Participation in and completion of a diverse range of class activities
- Community Service
- Adventurous Journey
- Class activities

# INFORMATION TECHNOLOGY

**Introduction:** The increasing emphasis on information and communication technology in today's world means that all students need to be aware of this technology and how it is used. Therefore, there is a need for students to learn computer related skills which they can use both as a tool in their further education and as a skill when they join the work force.

## SPACE INVADERS (9ITS)

### Aims:

- To challenge students' thinking skills and to introduce them to a range of different software applications used for creativity and solving information problems.
- To build upon the skills learnt in Year 8 Information Technology that relate to programming and design making.

**Content:** Students will develop skills using applications such as the Adobe Master Collection, Microsoft Office 365, Game development platforms and a programming language. Students will use different types of software to present and will be required to justify, develop and modify solutions to meet specific audience needs when producing a digital solution. Students will create a solution using a text-based programming language and will be challenged to use computational, design and systems thinking.

### Assessment:

Assignments  
Collaborative Projects  
Classwork

## FUTURE TECH WOMEN (9ITF)

**Aim:** This unit is for females only and allows them to have fun with I.T. in a club environment whilst challenging the gender imbalance of STEM in the workplace. This course makes a connection between the uses of I.T. with I.T. careers. The setting aims to prepare learners with skills to be ready for the 21st century.

**Content:** Future Tech Women is all about 'fun, creativity, learning and teamwork'. Students will produce, collaborate and work with engaging interactive materials in forms such as digital, 3D design and printing, and other visual representations. Students will examine a range of emerging technologies and develop efficient techniques for the acquisition, analysis and display of information obtained from other sources.

### Assessment:

Assignments  
Collaborative projects  
Classwork

## LANGUAGES LEARNING AREA – GERMAN AND JAPANESE

A language is by its very nature sequential. To study your chosen language as part of your VCE studies, it is recommended that you study your chosen language and achieve satisfactory grades throughout Years 8, 9 and 10. It is also important to note that students choosing either German or Japanese at Year 9, will be expected to continue with their studies of this subject for the WHOLE year.

### YEAR 9 GERMAN (9GER)

#### Aims:

- To develop students' ability to understand contemporary German in written and spoken texts.
- To write and speak effectively in German about familiar everyday situations.
- To heighten awareness of German culture and lifestyle.
- To promote understanding and tolerance of other cultures.

**Content:** In this unit students develop their listening, speaking, reading and writing skills by studying topics which relate to their own world, e.g. expressing opinions about music, film and other media, exchanging information and opinion about teenage and health issues, home life in Germany and Australia, travel, asking for and giving directions.

Students are required to learn topic-related vocabulary and extend their understanding of major grammatical structures e.g. perfect tense, modal verbs, imperatives, accusative and dative prepositions, coordinate and subordinate clauses, comparative and superlative forms. Some activities may involve the use of information technology resources for research and for the production of assignments.

#### Assessment:

- General class work and homework
- Participation in language activities
- Formal grammar and vocab tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in German
- Project work.

### YEAR 9 JAPANESE (9JAP)

#### Aims:

- To develop students' ability to understand and use Japanese within the world of their experiences and in topics related to events of general interest.
- To convey personal or factual information in writing and speaking
- To heighten awareness of Japanese culture and lifestyle
- To promote understanding and tolerance of other cultures

**Content:** In this unit students develop their listening, speaking, reading and writing skills by studying topics related to their experiences, eg. locations, schools and seasons, shopping, describing people and ordering in a restaurant. Students are required to be familiar with topic-based vocabulary. They will expand their grammatical knowledge in use of adjectives to provide details, descriptive words and how to express wishes and preferences. They are also required to learn the significance of particles. Students learn to provide reasons for preferences using adjectives when expressing simple opinions in role-plays and present a restaurant role play, using expressions and fillers to maintain the dialogues. A research project on an aspect of Japanese culture encourages students to further develop their intercultural knowledge.

#### Assessment:

- General class work
- Participation in language activities
- Formal grammar and vocabulary tests
- A range of in-class assessment tasks using reading, writing, listening and speaking skills in Japanese
- A cultural and language assignment

## Year 9 2019 Course Selection

### Selection process:

Note – You are automatically enrolled in the core subjects (English, Maths, Science, Humanities) for the year – see page 4 of the Year 9 Curriculum Handbook. You do not need to enter these subjects.

To complete your elective choices, please follow the instructions below:

1. Read the subject guide and discuss with your parents/carers.
2. Log onto <http://spring.edval.education> with the web code that has been emailed to your Brentwood email address
3. Enter your preferences by Wednesday 5<sup>th</sup> September
4. Once you have entered your preferences, print off the confirmation sheet and get your parents to sign the form.
5. Return the form with your selections to your Home Group teacher by Friday 7<sup>th</sup> September.

### Please note:

#### *Number of units*

In your main preferences, you must select a total of 6 units.

#### *Selecting a Language*

If you are selecting a language, you must select the language in the 5<sup>th</sup> preference and then you will leave preference 6 as 'No Selection'. The Language units count as 2 preferences (units).

#### *Selection rules*

You must select at least one Health or PE subject and at least one subject from the Arts.

You cannot select more than 3 Arts subjects in your top 6 selections.

#### *Reserves*

You must select two reserve subjects. Languages cannot be selected as a reserve and must be selected in your top 6 preferences if you want to study a language.

#### *Submission Error Message*

Check you have selected 6 units only. German and Japanese count as 2 semester units.