

# Year 9

CURRICULUM HANDBOOK 2023



**KEW**  
HIGH SCHOOL

# Principal's Message

Successful students set goals, practice and respond to feedback across a range of curricular and cocurricular areas throughout their school experience. By immersing themselves in this process they become reflective, creative and considerate global citizens.

The curriculum at Kew High School is specifically designed to provide a successful academic pathway for every student. Students are able to set goals, practice and respond to feedback in a wide range of subjects. At Kew High School, students develop skills and knowledge in a wide range of subject areas and in doing so prepare for their own academic success in a range of diverse areas.

A key component of each student's successful engagement in the curriculum is parental involvement. We ask that every parent reads this handbook together with the student. With a shared understanding of the curriculum progression throughout Year 7 and 8, students, teachers and parents will be empowered to have meaningful conversations about the goals that have been set and reached, the responses to feedback and the engagement in practice that has occurred throughout the learning process.



**Josie Millard**  
Principal







## YEAR 9

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# Handbook Overview

During the first three years of schooling, students will undertake studies aligned with the Victorian Curriculum. The Victorian Curriculum 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 student learning programs, assess student progress and report to parents.

The Domains outlined in the Victorian Curriculum are grouped into the following studies:

LEARNING AREAS	CAPABILITIES
<b>The Arts</b> <ul style="list-style-type: none"><li>Dance</li><li>Drama</li><li>Media Arts</li><li>Music</li><li>Visual Arts</li><li>Visual Communication Design</li></ul> <b>English</b> <ul style="list-style-type: none"><li>English</li><li>English as an Additional Language (EAL)</li></ul> <b>Health and Physical Education</b> <b>The Humanities</b> <ul style="list-style-type: none"><li>Civics and Citizenship</li><li>Economics and Business</li><li>Geography</li><li>History</li></ul> <b>Languages</b> <b>Mathematics</b> <b>Science</b> <b>Technologies</b> <ul style="list-style-type: none"><li>Design and Technologies</li><li>Digital Technologies</li></ul>	<b>Critical and Creative Thinking</b> <b>Ethical</b> <b>Intercultural</b> <b>Personal and Social</b>

# Victorian Curriculum

Kew High School’s curriculum aligns with the Victorian Curriculum.

Capabilities such as critical and creative thinking, ethical and intercultural understanding and personal and social capabilities are an integral part of the curriculum at Kew High School.

Our online curriculum templates can be accessed through Compass. These documents reflect the dimensions, learning focus and achievement standards outlined in the Victorian Curriculum. All studies at Year 9 have differentiated curriculum documentation which is consistent with the Victorian Curriculum.

Teachers at Kew High School use a range of learning data to determine each student’s entry into a unit of work. Teachers use this information along with formative and summative assessments strategies to determine how to best teach each student.

Class Learning Tasks and Common Assessment Task results and feedback are instantaneously available to students and parents through the schools online reporting system. Feedback given in the CATs indicate whether the student is at, above or well above the expected standard



# Learners & Learning



Kew High School aims to provide a stimulating and challenging learning environment which is safe, supportive and inclusive and successfully prepares our students for the future. We recognise the importance of developing positive and respectful relationships and promoting pro-social values and behaviours.

The Kew High School motto is Aspire, Strive, Achieve and the school values are: Accountability, Social Equity, Participation, Integrity, Respect, Excellence. Teachers and students at Years 9 at Kew High School use the motto and values along with the following principles to guide their approach to learning:

## **CLASSROOM NORMS & EXPECTATIONS**

School Wide Positive Behaviour Support, Restorative Practices, mediation and counselling are key strategies employed to guide and develop student behaviour. Students with diagnosed learning difficulties will be supported with individualised education plans. The following classroom norms have been developed to ensure the learning environment is supportive and productive.

# Classroom norms and expectations

A

## Accountability

- Organised and prepared for learning
- Clean environment for learning
- Lead own learning

S

## Social Equity

- Inclusive and supportive of everyone's right to learn
- Understanding of strengths, differing abilities and beliefs

P

## Participation

- Involvement of all
- Proactive in learning
- Be your best

I

## Integrity

- Clear learning goals
- Positive learning environment

R

## Respect

- Respectful of all
- Following instructions

E

## Excellence

- Positive attitude
- Commitment for personal best
- High expectations of yourself and others
- Celebrate success

## Non-negotiables

- Wearing correct uniform
- Adherence to phone policy
- Prepared with correct subject equipment





**A**ccountability  
**S**ocial equity  
**P**articipation  
**I**ntegrity  
**R**espect  
**E**xcellence



# Overview of the Year 9 Program

Throughout Year 9 the established culture of learning is consolidated. Greater independence and opportunity is offered to students as they begin to consider the ways in which subject choices and learning behaviours will impact on their learning in future years.

In Year 9 students undertake core subjects of English, Mathematics, Science, Humanities, Language (Japanese or French), Health and Physical Education.

The remainder of their program is made up of elective subjects. These elective subjects are designed to engage students and allow them to experience a breadth of subjects prior to entering Year 10 which is fully elective based. In their electives students **MUST** choose at least one of Outdoor Education or Home Economics and two from the area of The Arts. The remaining electives are then based on student preference.

The program in Year 9 has been developed with the following aims:

- Engage, enrich, and extend all students in the school community cognitively, behaviourally and emotionally.
- Maximise student learning potential and give opportunities for all students to explore new experiences and interests as well as building on existing strengths.
- Improve student wellbeing and morale as well as a student's sense of connectedness to the learning community.
- Develop in students a culture of life long continuous learning.
- Develop in students an awareness of their roles and responsibilities in society and equip them with the skills to think deeply about real life issues around culture, government, environment, and ethics.
- Uphold the school values of accountability, social equity, participation, integrity, respect, and excellence in our relationships with others at all times.
- Support and encourage individuals to aim for their full potential by developing their unique skills and individuality.

- Develop a culture whereby any forms of unsafe behaviour which are negative, aggressive, or dangerous or do not protect the safety of school members are not tolerated.

## YEAR 9

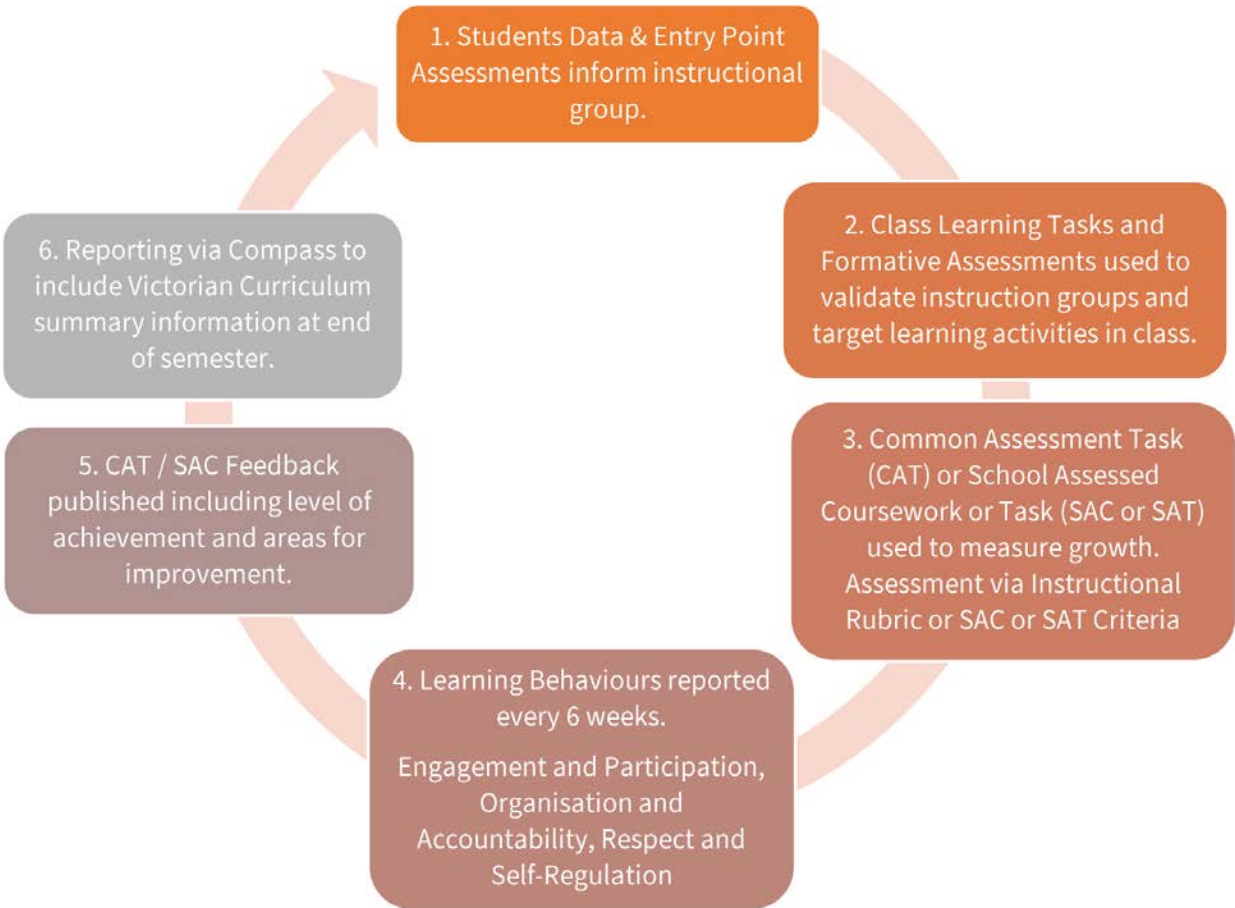
Domain	Number of periods per fortnight
Core subjects – compulsory for all students	
English	8
Mathematics	8
Science	6
Humanities	7
Physical Education	3
Health	4
Elective Subjects - Students select 5 units of 4 periods each from the below areas. Students must choose at least one of Outdoor Education and Home Economics and two from the area of The Arts.	
Outdoor Education	
Home Economics	
The Arts	



# Kew’s Continuous Assessment & Reporting Model

At the end of a semester students in Year 9 are able to print off a summary report which outlines their progress and growth throughout the semester. This summative report gives a detailed overall view of the student’s achievement in relation to the Victorian Curriculum Standard within each area of study.

Parents are encouraged to regularly access Compass as well as attending Student Led Conferences each semester to obtain information about their child’s progress.



# Student Wellbeing

Student wellbeing is integral to student learning. Students need to feel happy, safe and connected to reach their full social, emotional and academic potential. We have a dedicated wellbeing team to cater for the needs of students including a Student Wellbeing Coordinators, Chaplain, psychologist, psychotherapist and Adolescent Mental Health professional.. We deal with a range of issues including mental health issues, family issues, learning difficulties, social difficulties and conflict. Students may be referred for support by teachers, parents, other students or they may self-refer. Parent consent is required for students to access support from the school psychologist, psychotherapist and the Adolescent Mental Health Care worker.

Parents are encouraged to contact our Student Wellbeing Coordinator or Chaplain if they have any concerns about their child.

Student wellbeing is integral to student learning and flourishing. Students need to feel happy, safe and connected to reach their full social, emotional and academic potential. AT Kew High School, we have a dedicated and highly experienced wellbeing team to cater to the wellbeing needs and growth of our students. This includes a Student Wellbeing Leading Teacher, a psychotherapist and an Occupational therapy qualified Mental Health Practitioner.

The Wellbeing Team works in conjunction with the Junior, Middle and Senior Schools as well as with teachers in ensuring that there is a whole school approach to wellbeing and student flourishing.

We support students and families through a range of issues that young people may experience, including: mental health, family conflict, social issues, disordered eating, school refusal and absenteeism as well as social integration and developing a healthy internal narrative and growth mindset.

Kew High School is also at the forefront of responding pro-actively to the wellbeing needs of young people in a rapidly changing world. We are passionate about and proud of the fact that we are an inclusive and progressive school community.

Students often self-refer, or approach wellbeing with the support of a friend, though teachers and parents are also encouraged to refer students to the wellbeing team for a wellbeing conversation. Parents are encouraged to contact either:

**Mike Nelson**, Wellbeing Leader  
[mike.nelson@kew.vic.edu.au](mailto:mike.nelson@kew.vic.edu.au)

**Rosemary Carter**, School Chaplain  
[Rosemary.Carter@kew.vic.edu.au](mailto:Rosemary.Carter@kew.vic.edu.au)

**Jenny Wu**, Mental Health Care Practitioner  
[Jenny.Wu@kew.vic.edu.au](mailto:Jenny.Wu@kew.vic.edu.au)

If you have any wellbeing concerns for your young person.

## STUDENT WELLBEING: CONNECT

The Connect program has been implemented to build community, promote connectedness, and enhance student learning and wellbeing. It creates the opportunity for one staff member to become a significant adult figure in the life of each student who can provide care and support on a personal level. Research shows that a positive relationship with an adult figure outside the immediate family acts as a protective factor in a young person's life. Students participate in a weekly session with the same staff member who mentors them through their time at the school. Connect sessions provide a student with a smaller group of peers with whom they can interact to develop meaningful, supportive relationships. Building strong, positive relationships is central to the health and wellbeing of all individuals in a community and the Connect program provides a forum for this to occur. The Connect program material has been designed to support student learning in Values Education, Careers Competencies and the Personal Learning and Interpersonal Development domains of the Victorian Curriculum.





## Student Leadership

In order to foster and develop the leadership capabilities of our students, each year level has a Student Leadership Team that is elected from and by the student body at that year level. The House Leaders consists of 8 students, two from each of the houses: Barker, Booroondara, Cotham and Wilsmere. These students have a wide range of responsibilities including running Year Level Assemblies, organisation of lunchtime activities and sporting activities and organization of special days and programs such as Drama and Music Festivals.

The House Leaders at each year level work closely with the Year Level Co-ordinators and/or the Sub-School Co-ordinator to devise, co-ordinate and run special activities and programs for their year level. The Year 8 to 11 House Leaders are elected towards the end of the previous year. The Year 7 House Leaders are elected early Term 1.

## Learning Technologies

Kew High School implements an innovative information and communications technology (ICT) program. Our program is considered to be an exemplar of its kind across the state. Teachers and educational support staff are expert users of a range of learning technologies and both curricular and cocurricular programs are enhanced by these rich technologies. Learning formats are flexible at Kew High School and the program is able to be adapted quickly and effectively due to the technological capability of staff and students.

Parents and carers are asked to engage in the learning program through the Compass Parent Portal. This is the main communication tool between the school and home. Information regarding learning progress, attendance, school events and school engagement may be accessed through this portal.

## Integration & Student Support

Kew High School boasts a committed, knowledgeable, and professional learning support team. The focus for the team is to support pupils to access the full curriculum and to achieve their best academically, personally, and socially.

The learning support team works in close co-operation with the Year Level Coordinators and classroom teachers. To avoid any possible 'stigma' attached to a student who requires additional assistance, the support officer works with all students in the classroom. An unobtrusive yet close supervision of the student is maintained, and in this way, special needs students are not singled out. In most instances their peers remain unaware of their particular needs and social interaction is not hindered. This also provides the classroom teacher time to work personally with the student.

Students with specialised needs, such as a physical disability requiring personal contact, are fully supported to ensure they too avail themselves of the full curriculum. The team also runs a homework group twice weekly to help students keep up to date with their work and assist them in developing their organisational skills.

## Numeracy Support

All students have access to mathematics support sessions throughout the school week. These sessions occur at lunchtimes on two days of the week. Any student is welcome to attend in order to seek additional assistance with their class or homework. These support sessions are run by Kew High School mathematics teachers.



# Library

The Library sources and provides print, digital and audio-visual resources for use by students and staff in pursuit of school curriculum and recreational goals. The Library staff, services and resources aim to encourage all members of the school community to be independent lifelong learners in this rapidly changing information world. Students are encouraged to use the Library space for class work and private study, as well as chess and other recreational interests.

## HOURS

The Library is open at before school, at lunchtime and after school from Monday to Wednesday until 4:30pm. It will be closed early on Fridays and on staff meeting days.

## ID CARDS

All students are asked to present their ID cards when borrowing resources from the Library. ID cards are also needed for access to the photocopier. Replacement ID cards can be ordered from the General Office. The replacement cards cost \$10 and payment is required before the order is sent to Compass.

## BORROWING

Students are able to borrow books for two weeks. If needed all loans can be extended. However, it is preferred all audio visual loans are returned by the end of the day.

## LAPTOP COMPUTERS

Students can borrow a laptop from the Library when required. If a personal laptop is in the ICT office for repairs; if a personal laptop is not charged; and if a student has left their personal laptop at home.

# Enrichment Program

In Year 9 Kew High School offers extra-curricular programs which are designed to both extend the more able students and to support those students who are experiencing challenges with their learning.

Kew High School offers a wide range of opportunities for students to enrich their learning in many different areas. For some of these programs, students are asked to express interest in being involved, and for others, groups are formed on the basis of teacher recommendation. Students should ensure they regularly read the various school publications, and keep an eye on the Compass News Feed for details of the programs which may include some of the following:

## DEBATING

Year 9 students may elect to be part of the Inter-school Debating Competition organized by the Debating Association of Victoria. They receive training from a teacher / facilitator throughout Terms 1 and 2.

## PUBLIC SPEAKING

This option is offered to public speakers in Years 8 and 9. Students travel to Legacy House to test their public speaking skills by preparing a five-minute speech reflecting the broad ideals of Legacy. Each speaker is required to deliver an individual speech and to be prepared to deliver a two-minute speech on an impromptu topic. This option is designed to help students develop their confidence in speaking in a public forum.

## SCIENCE TALENT SEARCH

Through their Science classes, students explore and develop scientific responses in the form of posters, models, games, and essays.

## 3 IN 6 FILM COMPETITION

Students from all year levels are invited to sign up for a one-day event where they create a three-minute film on a given topic over 6 hours.

## SUBJECT COMPETITIONS

Geography, Maths, Science and English. All students are given the opportunity to participate in these national subject competitions.

## SCHOOL FOR STUDENT LEADERSHIP

Students can apply for the School for Student Leadership towards the end of Year 8 with a team of three boys and three girls selected from Kew High School. A rigorous selection process is followed to select the students. This process includes a written application and a formal interview. Students selected will attend the school for one term in Year 9. During their term at the School for Student Leadership students have the opportunity to mix with other teams of students from different schools and to develop their Community Learning Project, which is an integral part of their learning. The aim of the School For Student Leadership is to develop leadership and enterprise in young people. This is a great opportunity for interested students.

## SCHOOL PRODUCTION

Every second year the school presents a dramatic or musical production in the Renaissance Theatre on the school campus. All students are strongly encouraged to audition. Acting, singing and dancing skills may be sought by the Director of the Production, but more importantly, they will look for energy, enthusiasm and discipline.

## MATHEMATICS ENRICHMENT ACTIVITIES

Kew High School offers all students undertaking maths the opportunity to be enriched by participating in a broad range of activities. The curriculum offers all students a series of mathematical experiences that are both stimulating and challenging. As a result of these experiences, it is hoped that students will become more engaged in the learning of mathematics and will be rewarded with an improvement in their level of performance.

Some of the enrichment activities being offered involve all students, such as the Kew Maths Challenge, while other activities are offered to students based on their ability, such as the Mathematics Challenge for Young Australians.

# Expectations of Students in Year 9

## ATTENDANCE

Students are required to attend school on all designated school days including days of extra-curricular activities such as House Swimming and Athletics sports. Other special events which require attendance include Presentation Night. In the case of student absence parents should register any absence via the Compass Parent portal or a message left on the school absence line. In the case of absences of more than two consecutive days, parents are requested to contact the Year Level Co-ordinator or Sub-School Leader.

Students are required at school in the morning at 8.40 a.m. If a student has an appointment for the early part of the day, parents should put an attendance note on Compass to explain the absence and avoid any misunderstanding. Late comers must obtain a late pass from the Compass Kiosk and provide it to their classroom teacher on arrival. A record is kept at all levels of the school of students who arrive late.

Punctual attendance at all lessons is required of all students. Parents are able to monitor attendance on Compass.

Students are expected to remain in the school grounds throughout the school day, except when permission to leave is granted by the Year Level Co-ordinator or Sub-school Leader. If a student needs to be dismissed from school early because of a previously arranged appointment, parents should put a parent approval note on Compass. Students who need to leave early because of such an arrangement should report to the General Office at the beginning of the day in order to receive an early leavers pass.

## SUBMISSION OF WORK

Students are encouraged to develop sound organisational skills and to be efficient and reliable in their approach to studies. Students should take responsibility for ensuring that work is submitted by the due date. If this is not possible for some reason, an extension must be negotiated with the class teacher on or before the due date. An extension may be granted for up to one week where the teacher considers this to be reasonable. If work is not submitted by the due date and an extension has not been obtained the students' parents will be informed. If work is submitted more than one week late, the work will not be given a

detailed grade or feed-back. Students who fail to submit a piece of work for assessment will be at risk of not satisfactorily meeting the unit requirements and may be required to attend an academic progress interview with their parents.

## PROMOTION POLICY

Students will be eligible to progress to the next year level provided they have demonstrated the following:

- Satisfactory levels of achievement as indicated by an average of "At the standard" on learning tasks and common assessment tasks in all learning areas.
- A willingness to learn and a respect for other students' right to learn.
- Satisfactory attendance and a potential to succeed and cope with the level of learning in the level above.
- Adherence to the school norms and expectations.

## HOMEWORK

The purpose of homework is to reinforce and consolidate knowledge and skills which have been completed in class time. Homework is any work that is done at home which is associated with what is learnt at school.

### Homework can be:

- Written work such as completing unfinished class work, set homework sheets, assessment tasks such as assignments, projects and problem-solving tasks.
- Reading such as pre-reading of material for forthcoming classes or wide reading for general interest (novels, newspapers, magazines etc).
- Learning such as going over work done in class, making summaries of topics studied, preparing for tests, learning spelling, memorising poetry, preparing speeches and oral presentations, preparing debates.

It is important that students understand the differences between homework and home study. Students should make use of home study to reinforce ideas, concepts and skills which are introduced



# Expectations of Students in Year 9

Years 7, 8 and 9 is a time when students are expected to develop more responsibility for their learning and to work cooperatively with their classroom teachers and peers. Time management and study skills need to be developed in preparation for Years 10, 11 and 12.

The following homework time is offered as a guide:

Year 9: 8 hours per week

Parents should also check their child’s Learning Tasks on Compass for each subject to keep up to date with upcoming assessment tasks and their due dates. Parents can also check on Learning Tasks for each subject to see if assessment tasks have been submitted by the due dates. Parents are asked to encourage and support consistent student homework, and to review Learning Tasks on a regular basis.

## DEVELOPING EFFECTIVE STUDY HABITS

Students are expected to use their class time wisely, be fully prepared, take their correct books and laptops, pens and other equipment to all classes.

Students are expected to give their teachers their full attention and listen carefully when the teacher is speaking, especially when new information is being given. Students are expected to participate in all class activities and ask for help when needed. Teachers are there to guide student learning and assist them to achieve the best outcomes they are possible of achieving.

Students are expected to use their Compass schedule and task planner purposefully. Learning Task due dates appear within the Newsfeed section and can be monitored by parents and students.

Students are expected to take their Tablet PC to every class and home each night. During class students are expected to record in their Compass tasks the following things:

- Class work which needs to be completed.
- Revision exercises.
- Assessment tasks.
- Set readings.

- Study time for tests or Common Assessment Tasks.
- Set activities or tasks such as music and sports trainings.

Assessment tasks are recorded on Compass and the due dates are clearly accessible through the dashboard and through the Learning Tasks Tab.

At the end of the school day students should:

- Check their Compass tasks and homework that has been given during the day.
- Decide which books and equipment need to be taken home in order to complete the required learning tasks.

Students should only take home what is needed.

## AT HOME

Every week it is important for students to plan time to complete homework. We suggest students use a weekly study planner to assist with out of class time management. A weekly study planner will help to prioritise various time obligations (work, sport, clubs, household chores etc) and plan in advance when study and home-work can be completed.

A weekly study planner should be kept /displayed in a prominent place at home. When students arrive home from school at the end of the day, they should check and allocate time for each piece of homework to be completed. Initially, parents may need to help students to do this until they feel confident enough to do this independently.

Once time has been allocated to each task, students should stick to their plan. At the planned time, start promptly. If students have planned to work on an assessment task on a certain night at a certain time, then they should commit to that time. It is important to break major assignments down into smaller parts. Work-ing on these smaller parts, each night, will help to avoid last minute panic to complete an assessment task.

# Expectations of Students in Year 9

Effective study habits can be summed up in four easy steps:

- Record all homework / assessment tasks during class time.
- At the end of the day, check your Compass task list for homework and pack your bag with the required books / equipment.
- When you arrive home, refer to the Compass task list to enter homework and enter the tasks on the study planner.
- Stick to the study planner to complete set homework / assessment tasks by the due dates.

Parents should take an interest in class and homework and encourage students to complete their homework and study.

Students should review their homework by reading it aloud, by discussing what they have learnt with someone else. Students should email teachers or ask parents or friends questions about the set work if they are unsure what to do.

We ask parents to support their children in using a study planner and completing set homework. Using a study planner is a suggestion to help students to be organised and cope with the work requirements of secondary school.

In addition, it is suggested that they use a semester planner. Transfer all due dates for projects, assignments, assessment tasks and tests onto the semester planner. This will give an overall view of work and enable students to plan and avoid last minute panic.



# The Role of the Parent or Carer

Parents and Carers can show an interest in the students' progress at school by encouraging them to do their homework and taking a supervisory/support role in the completion of set homework.

**Specifically, parents and carers are asked to do the following:**

- Check the students' schedule every night for homework or notes of communication from the classroom teacher.
- Assist the learner to use a weekly study planner to plan homework.
- Support the learner to complete the semester planner by filling in due dates for assessment tasks.
- Communicate with classroom teachers, particularly if there are any concerns.
- Monitor, encourage, and reward learning progress.
- Know and use the features of Compass checking for newsfeed items and events, especially those requiring consent and / or payment.



# YEAR 9

## Subject Outlines

### CORE SUBJECTS

English .....	16
Mathematics .....	17
Science .....	18
Humanities .....	19
French & Japanese .....	20
Physical Education .....	21
Health .....	22

### ELECTIVE SUBJECTS

Art.....	23
Art 3D .....	24
Drawing.....	25
Ceramics & Sculptures .....	26
Printmaking.....	27
Textiles.....	28
Visual Communication Design.....	29
Urban Art.....	30
Drama .....	31
Music Performance.....	32
Home Economics.....	33
Media Studies .....	34
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**ENGLISH**

## English

The Year 9 course aims to equip students with the knowledge, skills and personal qualities to enable them to read, view and listen critically and to think, speak and write clearly and confidently. Students are exposed to a more sophisticated range of material and are expected to take greater responsibility over their work and have greater control over the selection of content of assessment tasks.

**VICTORIAN CURRICULUM**

An outline of the content descriptors for this subject can be accessed via: <http://victorianscurriculum.vcaa.vic.edu.au/overview/about>

**Speaking and Listening:**

Students analyse critically the relationship between texts, contexts, speakers and listeners in a range of situations. They draw on strategies to listen to and present spoken texts, including note taking, combining spoken and visual texts, and presenting complex issues imaginatively to interest an audience. They will begin detecting elements of persuasion.

**Reading and Viewing:**

Students read, view, analyse and discuss popular, contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance in their own lives. They also read, view, analyse and discuss informative and argumentative texts. They synthesise information from different texts and draw conclusions.

**Writing:**

Students' writing will begin to convey detailed information as well as creating sustained and cohesive narratives that experiment with different techniques and show attention to chronology, characterisation, consistent point of view and development of resolution.

Students begin writing argumentative texts dealing with complex ideas and issues.

**LEARNING FOCUS**

In Year 9 the course continues to focus on developing and extending students' spoken and written language and reading skills. Through an increasing use and control of linguistic structures and features, students develop their skills in conveying meaning and meeting the demands of purpose, context and audience. In constructing spoken, written and multimodal texts students make increasingly effective use of a wide range of word-processing and editing software.

**COMMON ASSESSMENT TASKS**

- CAT 1** Speaking and Listening: Prepare and deliver an oral presentation.
- CAT 2** Reading and Viewing: Prepare and present a comparative essay on two or more texts.
- CAT 3** Writing Folio: Draft and present a piece of persuasive or narrative writing.

## MATHEMATICS

### Mathematics

This course aims to enable students to develop:

- Confidence in one's personal knowledge of mathematics and ability to apply it.
- Specialist knowledge that provides for further study in mathematics.
- General numeracy skills for successful functioning in employment and society.
- Ability to apply mathematical concepts, skills and processes in posing and solving mathematical problems.
- Understanding of the role of mathematics in history, life, society and work.
- Mathematical reasoning and thinking through problem-solving, investigations and modelling.
- Computational skills, including mental, by hand, and technology- assisted.

with and without the use of digital technology. They relate three-dimensional objects to two-dimensional representations. Students explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.

In Statistics and Probability students describe bivariate data and use scatterplots to investigate relationships between two variables. They interpret the nature and degree of correlation between the two variables and use interpolation to make predictions from the data. Students also calculate relative frequencies to estimate probabilities. Students list outcomes for two-step experiments and assign probabilities for those outcomes and related events.

Within this learning focus, students also engage in a variety of problem solving activities and conduct investigative projects on related mathematical ideas and concepts.

### VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <https://victoriancurriculum.vcaa.vic.edu.au/mathematics/introduction/scope-and-sequence>

### LEARNING FOCUS

In Number and Algebra students apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations. They solve problems involving simple interest. Students use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology. Students sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology.

In Measurement and Geometry students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders,

### COMMON ASSESSMENT TASKS

**Project:** An investigative task that involves the application of mathematical reasoning, the ability to generalise and test the suitability of results, as well as communicating findings in everyday and symbolic language.

**Problem solving and modelling:** An open-ended problem-solving task involving the application of mathematical reasoning and thinking to solve unfamiliar, non-routine problems.

**Topic Tests:** Topics studied in Year 9 Mathematics include both formative and summative assessments. Each topic begins with a diagnostic pre-test and ends with a summative post-test. All post topic tests assess students' understanding of key mathematical concepts, and their ability to apply skills and processes to solve a range of mathematical problems under test conditions.

**End of Semester Test:** Understanding of key mathematical concepts and ability to apply skills and processes to solving a range of mathematical problems under exam conditions.



## SCIENCE

### Science

The Science course aims to encourage interest and investigation in the natural world. Students are encouraged to think independently and interdependently through class, group and individual activities.

In the four years, from years 7– 10, the necessary background is studied for progress to senior Science subjects (Physics, Biology, Chemistry, and Psychology). Information Technology is included in the curriculum as appropriate for research, measurement or presentation. This involves use of devices in the laboratory to collect, analyse and interpret observations in the science laboratory.

#### VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <https://victoriancurriculum.vcaa.vic.edu.au/science/curriculum/f-10?layout=3#level=9-10>

#### Science Understanding

Students learn by doing, and so the objective of the Science courses at Kew High School is to use hands on laboratory investigations to foster learning. Using the experimental approach allows students to design and perform experiments, and to draw conclusions from experimental evidence.

#### Science Inquiry Skills:

Students can identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge. They can communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate

#### LEARNING FOCUS

In Year 9, the Science curriculum addresses dimension outcomes for Victorian Curriculum Level 9 which includes:

- **Chemical Science:** Investigation of isotopes and radioactivity. Investigation of types of chemical reactions and the law of conservation of mass and endothermic and exothermic processes.
- **Biological Science:** The nervous system including the functions of neurons and different areas of the brain. Microbiologic pathogens and the effect of infectious and non-infectious diseases on humans, and how the body's

immune system keeps the internal conditions stable when infected pathogens. Ecosystems including abiotic and biotic components, the interaction between groups of organisms and the energy flow through these systems.

- **Physical Science:** Voltage and current and how they can be applied in parallel and series electrical circuits. Magnets and how they are used in the generation of electricity and the operation of motors.
- **Earth Science:** The theory of plate tectonics, the role of heat energy, and how they can explain global patterns of geological activity and continental movement.

#### COMMON ASSESSMENT TASKS

Although summative assessment processes are listed below, formative assessment will be ongoing, with teachers using inferences. Common Assessment Tasks (CATS) will be chosen from the following categories:

- 1. Topic Tests:** Understanding and application of the key scientific skills.
- 2. Practical Skills and Reports:** Classroom investigations that develop practical and report writing skills.
- 3. Research Projects:** building on the understanding they developed in the classwork to research and present information on a related area of interest.
- 4. Oral presentations:** Students or groups of students present their findings from their own research investigations
- 5. Multimedia presentations:** Students produce websites or pages, short movies or films, or even podcasts as they communicate their understanding of a given topic

HUMANITIES

Humanities

The Year 9 Humanities curriculum aims to develop student knowledge, understanding, and skills in Civics and Citizenship, Economics and Business, Geography and History. Students examine the complex processes that have shaped the world and investigate responses to different challenges including people’s interconnections with the environment.

COMMON ASSESSMENT TASKS

- CAT 1    Civics and Citizenship
- CAT 2    Economics and Business
- CAT 3    Geography
- CAT 4 & 5 History

VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <https://victoriancurriculum.vcaa.vic.edu.au/the-humanities/introduction/about-the-humanities>

LEARNING FOCUS

**Civics and Citizenship (Your Voice, Your Vote):** Students investigate Australia’s political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They compare Australia’s system of government with another system of government in the Asia region.

**Economics and Business (The Australian Economy):** Students consider how the Australian economy is performing and the importance of its interactions and relationships with the Asia region and the global economy in achieving growth and prosperity. Students explore the relationship between economic performance and living standards as well as the reasons why these differ across regions within and between economies.

**Geography (Biomes and Food Security):** Students investigate the role of the biotic environment and its role in food production. Students examine the biomes of the world, their alteration and significance as a source of food, and the environmental challenges and constraints on expanding food production in the future.

**History (Making a Modern World):** Students explore the making of the modern world from 1750 to 1918, including the Industrial Revolution, the road to Federation in Australia, and World War One. Students develop understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance.

## LANGUAGES

### French & Japanese

The learning of a Language is in direct response to Commonwealth and State Government recommendations that students should acquire proficiency in at least one language other than English.

At VCE level students may receive an ATAR scaling benefit by undertaking a Language study.

Students may choose either French or Japanese in Year 9 as a continuation of their studies in Year 7 and 8 or by approval of the Languages Coordinator or Sub School Leader.

All languages at Kew High School have the following aims:

- To introduce students to the target language using a communicative approach.
- To enable students to develop oral and written situational vocabulary.
- To enable students to understand and use the target language within the world of their experience.
- To foster an understanding of the culture, history and geography of the language speaking communities.
- To encourage an enjoyment and interest in language study To encourage an enjoyment and interest in language study and to understand its potential in a global context.
- To add to their general knowledge and to enhance their vocational and job skills.

### VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

#### Listening:

Students demonstrate comprehension of personal or factual information, opinions, and instructions by contributing turns in role play, making choices, creating captions, or making evaluative remarks.

#### Speaking:

Students make statements, each conveying a single fact or a list of facts in short exchanges, role plays or presentations.

#### Reading:

Students identify main ideas, factual information and sequences of events in short, simple modified texts and use the information to make choices or decisions from options provided.

#### Writing:

Students are able to convey personal or factual information in short letters, narratives or captions.

### COMMON ASSESSMENT TASKS

#### 1. Listening and Speaking

Students demonstrate comprehension of information/ express ideas in conversation/role play or oral report.

#### 2. Reading

Students identify the key points and purpose of texts and use it to make a comment, list of points or a simple report.

#### 3. Writing

Students produce linked sentences or paragraphs conveying ideas, information and plans, presented in a logical sequence.

The CAT schedule is adjustable in order to deliver flexible, adaptable and effectively differentiated learning and teaching for each cohort.



## HEALTH & PHYSICAL EDUCATION

### Physical Education

This course aims to enable students to develop:

- Proficiency in the execution of manipulative and movement skills during complex activities eg. Striking and fielding games, invasion games and net and wall games.
- Understanding of Skill Acquisition and how people learn new skills, the stages of learning and the sub-routines of skills.
- Applying theoretical knowledge into practical situations.
- Basic understanding of the structure and function of skeletal and muscular systems.

theoretical knowledge in the following areas:

1. Strike / Fielding Games.
2. Skill Analysis.
3. Invasion Games.
4. Student Led Invasion Games.
5. Body Systems.
6. Net / Wall Games.

*NOTE: KHS wide brimmed hat to be worn for all outdoor classes when UV is above 2.*

*Mouthguard recommended for all contact activities.*

### VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

### LEARNING FOCUS

Students develop proficiency in a range of movement and manipulative skills, and focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports. They employ and devise skills and strategies to counter tactical challenges in game situations.

- Students design and lead a class invasion games session.
- Students understand how people learn new skills, how to break down skills into their subroutines and the different stages of learning.
- They develop an understanding of how the body works during physical activity, in particular the skeletal and muscular systems.
- Students participate in a Lifesaving unit where they learn CPR and water safety and rescue skills.

### COMMON ASSESSMENT TASKS

Through self, peer and teacher observation and feedback, students will be assessed on their ability to demonstrate a range of movement and manipulative skills, decision making skills and

## HEALTH & PHYSICAL EDUCATION

### Health

The Health curriculum at Year 9 examines risk taking behaviour with a focus on binge drinking and respectful relationships (consent, sexuality and sexual decision-making). The Sexual Assault Prevention Program developed by the Centre Against Sexual Assault forms part of the content.

The Health Knowledge and Promotion dimension examines physical, social, emotional and mental health and personal development across various stages of the lifespan. It focuses on safety and the identification of strategies to minimise harms associated with particular situations or behaviours.

Students examine the promotion of health of individuals and the community through the use of specific strategies and the provision of health resources, services and products.

- Identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people.

#### COMMON ASSESSMENT TASKS

1. Challenge, Risk and Safety Standard Drinks Experiment.
2. Respectful Relationships Resource Evaluation.

## VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

## LEARNING FOCUS

The following key concepts are taught in Year 9 Health:

- Identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships.
- Identify and describe a range of social and cultural factors that influence the development of personal identity and values.
- Compare and evaluate perceptions of challenge, risk and safety.
- Demonstrate understanding of appropriate assertiveness and resilience strategies.
- Describe mental health issues relevant to young people.
- Analyse the positive and negative health outcomes of a range of personal behaviours and community actions.

**ART****Art**

**In Visual Arts, students experience and explore the concepts of artists and their artworks. Students learn about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.**

Art will involve students making and responding to artworks in traditional, contemporary, and emerging forms, using materials, techniques and technologies and processes. Students will explore various art forms, painting, drawing sculpture, printmaking, installations and digital media.

Students will produce art works and learn to select and manipulate elements and principles to create their own unique aesthetic and support their individual ideas. Students will reflect and discuss how their artworks will be presented to understand the artistic process.

For each artwork students produce, they progressively develop their ideas, personal style and artistic practice in their visual diary. They will use annotation and exploratory activities to document their thinking and develop skills and knowledge in relation to the particular art practice being studied.

Students will be looking at artworks by various artists that show how individual style and aesthetics are developed using art elements and principles.

Students will explore meanings and messages in artworks and how artworks reflect thinking in today's society.

**VICTORIAN CURRICULUM**

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

**LEARNING FOCUS**

- Explore artworks by other artists, including how artists manipulate materials, techniques and technologies, how artists express their intentions, and as sources of inspiration to develop their own personal style, themes and concepts in artworks.
- Analyse and evaluate how artworks from different cultural,

historical and contemporary contexts express intentions and viewpoints.

- Manipulate materials, techniques, technologies and processes in different artforms to produce artworks that communicate ideas, concepts and themes.
- Manipulate the art elements and art principles to produce artworks that communicate ideas, concepts and themes
- Conceptualise, plan, produce and display artworks for an audience that express artistic intentions.
- Document, develop, refine and evaluate an artistic studio process in a visual diary.
- Identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people.

**COMMON ASSESSMENT TASKS****CAT 1 Visual Diary**

Students document their art making process and annotate using art terminology. Students use their diary to trial ideas and demonstrate their artmaking skills before moving onto final artwork(s). This is where critical and creative thinking is assessed.

**CAT 2 Writing**

Students learn art terminology and then use it to discuss artworks.

**CAT 3 Artworks**

All final artworks from units across the semester are assessed.

## ART

### Art 3D

In Year 9 3D Art and Design students experiment with form to build 3D structures, models and sculptures.

Students learn how to work with a range of materials to make their 3D artworks. They experiment with materials such as wire to create portraits in a 3D space.

Students study 3D art and artists that are working in the field, analysing their work to explore techniques and gain inspiration. Students may work on projects such as creating

Shadow boxes in the style of surrealist Joseph Cornell who collected found objects to express themes such as childhood, Birds and Space.

While developing artworks students record their process in a visual diary, developing ideas and concepts. Students will need to sketch out their ideas before construction, demonstrating their creativity. Students will also learn art terminology related to 3D Art and Design that they will use to discuss their concepts. 3D Art and Design encourages students to explore practical skills that will be utilised in both Art and Visual Communication Design (VCD) pathways.

- Manipulate the art elements and art principles to produce artworks that communicate ideas, concepts and themes.
- Conceptualise, plan, produce and display artworks for an audience that express artistic intentions.
- Document, develop, refine and evaluate an artistic studio process in a visual diary.

### COMMON ASSESSMENT TASKS

#### CAT 1 Visual Diary

Students document their art making process and annotate using art terminology. Students use their diary to trial ideas and demonstrate their artmaking skills before moving onto final artwork(s). This is where critical and creative thinking is assessed.

#### CAT 2 Writing

Students learn art terminology and then use it to discuss artworks.

#### CAT 3 Artworks

All final artworks from units across the semester are assessed.

### VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

### LEARNING FOCUS

- Explore artworks by other artists, including how artists manipulate materials, techniques and technologies, how artists express their intentions, and as sources of inspiration to develop their own personal style, themes and concepts in artworks.
- Analyse and evaluate how artworks from different cultural, historical and contemporary contexts express intentions and viewpoints.
- Manipulate materials, techniques, technologies and processes in different artforms to produce artworks that communicate ideas, concepts and themes.



## ART

## Drawing

**Drawing is a foundational skill in visual arts practice. In this subject, students are immersed in the world of drawing and learn to use drawing as a form of technical and creative artistic expression to communicate their ideas.**

Students produce drawings using a range of materials and techniques, which may include graphite, coloured pencil, pastel, charcoal, pen, ink, marker or digital software. While developing skills in these media, students learn to manipulate the art elements and principles. In final artworks they express ideas and themes and begin to develop an individual style.

Importantly, students progressively develop their ideas, personal style and artistic practice in their visual diary. They document the process from the beginning to the completion of artworks. They use annotation and exploratory activities to document their thinking and develop skills and knowledge in relation to the art practices being studied.

Students also consider how different viewpoints and concepts are communicated through drawing-based artworks, looking at artists who worked in both historical and contemporary times.

They analyse how artists drawing materials and techniques and the art elements and principles to express ideas and themes.

Students make judgments and interpret the meaning of artworks to explore different viewpoints and how artists express their intentions.

## VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

## LEARNING FOCUS

- Explore artworks by other artists, including how artists manipulate materials, techniques and technologies, how artists express their intentions, and as sources of inspiration to develop their own personal style, themes and concepts in artworks
- Analyse and evaluate how artworks from different cultural,

historical and contemporary contexts express intentions and viewpoints

- Manipulate materials, techniques, technologies and processes in different artforms to produce artworks that communicate ideas, concepts and themes
- Manipulate the art elements and art principles to produce artworks that communicate ideas, concepts and themes
- Conceptualise, plan, produce and display artworks for an audience that express artistic intentions
- Document, develop, refine and evaluate an artistic studio process in a visual diary
- Manipulate the art elements and art principles to produce artworks that communicate ideas, concepts and themes
- Conceptualise, plan, produce and display artworks for an audience that express artistic intentions
- Document, develop, refine and evaluate an artistic studio process in a visual diary

## COMMON ASSESSMENT TASKS

## CAT 1 Visual Diary

Students document their art making process and annotate using art terminology. Students use their diary to trial ideas and demonstrate their artmaking skills before moving onto final artwork(s). This is where critical and creative thinking is assessed.

## CAT 2 Writing

Students learn art terminology and then use it to discuss artworks.

## CAT 3 Artworks

All final artworks from units across the semester are assessed.

## ART

## Ceramics &amp; Sculptures

In this subject, students are immersed in the world of ceramics and sculpture. They further develop hand-building techniques in ceramics (coil, slab and pinch) and employ more complex decorative techniques for embellishing clay forms. Students are also introduced to and create other types of three-dimensional art, using materials other than ceramics.

Over the course of a semester students produce various ceramic and sculptural pieces, employing various sculpting techniques, which may include carving and modelling, casting, construction and assemblage. While developing their skills, students learn to manipulate the art elements and principles, to present final artworks that effectively express ideas and themes.

Students progressively develop their ideas, personal style and artistic practice in their visual diary. They document the process from the beginning, to the completion of artworks. They use annotation and exploratory activities, to document their thinking and develop skills and knowledge in relation to the art practices being studied.

Students also consider how different viewpoints and concepts are communicated through three-dimensional artworks, looking at sculptors' form both historical and contemporary times. They analyse how sculptors use mediums, materials and techniques, as well as the art elements and principles, to express ideas and themes.

Students make judgments and interpret the meaning of three-dimensional artworks, to explore different viewpoints and how artists express their intentions.

express their intentions, how artists and their works can be used as sources of inspiration

- Analyse and evaluate how three-dimensional artworks from different cultural, historical and contemporary contexts, express intentions and viewpoints
- Manipulate mediums and materials, techniques and processes, art elements and art principles, to develop a personal style and produce three-dimensional artworks that effectively communicate ideas, concepts and themes
- Conceptualise, plan, produce and display artworks for an audience that express artistic intentions
- Document, develop, refine and evaluate art practice in a visual diary

## COMMON ASSESSMENT TASKS

CAT 1 Visual Diary

CAT 2 Writing

CAT 3 Artworks

## VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

## LEARNING FOCUS

- Explore relevant artists/sculptors and their artworks considering: how artists manipulate mediums and materials, how artists employ techniques and processes, how artists

**ART****Printmaking**

In Year 9 Printmaking, students develop knowledge and skills in different types of Printmaking processes such as mono printing, relief printing and intaglio printing.

They will experiment with a range of materials and techniques specific to different forms of printmaking, as they develop ideas and produce a folio of artworks over the semester. Tasks may include but are not limited to mono printing techniques, single - colour lino-printing, hand colouring techniques, Chine-colle techniques and intaglio collagraph printing. They will learn about different styles of image representation to suit different printmaking processes.

- Use art elements and principles to create aesthetic qualities and communicate ideas in artworks.
- Conceptualise, plan, produce and display artworks for an audience that express artistic intentions
- Document, develop, refine and evaluate an artistic studio process in a visual diary
- Analyse and evaluate artworks by artists from different cultural and historical contexts, including how artists use sources of inspiration, express ideas, manipulate materials, techniques and technologies, as well as use art elements and principles to achieve aesthetic effects in their work.

Students will develop their own personal style, working from sources of inspiration, to develop ideas for their final artworks. They will progressively document their thinking and the development of their artistic process in their visual diary, annotating and evaluating their progress at each stage of development. They will learn to select and manipulate art elements and principles in order to achieve aesthetic qualities in their work and to support the communication of their ideas.

Underpinning their learning will be knowledge gained from investigating and analysing the artistic practice and artworks made by different printmaking artists from different historical and cultural contexts. Students will research and analyse how selected artists use materials, techniques, art elements and art principles to express ideas, themes and aesthetic qualities in their work. Students make judgments and interpret the meaning of artworks to explore different viewpoints and how artists express their intentions.

**VICTORIAN CURRICULUM**

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

**LEARNING FOCUS**

- Manipulate materials and use printmaking techniques and processes, to produce artworks that communicate ideas, concepts and themes

**COMMON ASSESSMENT TASKS**

CAT 1 Visual Diary

CAT 2 Writing

CAT 3 Artworks

**ART****Textiles**

Students will be introduced to the function and use of a sewing machine as well as hand sewn skills needed in textile design.

They will complete practical tasks that apply complex skills, processes and techniques associated with pattern layout and machine production processes.

Students will work through the phases of investigation, designing, producing and evaluating soft sculptural works and garment construction using a range of techniques and materials.

Students construct items following a design brief. They will use a range of appropriate techniques and materials to specified degrees of accuracy and precision. For each work students produce, students will progressively develop their ideas, personal style and artistic practice in their visual diary. They will use annotation and exploratory activities to document their thinking and develop skills and knowledge in relation to the particular art practice being studied.

Students will develop an understanding of cultural and historical knowledge of visual arts works by comparing and contrasting characteristics such as styles, themes, purposes, ideas, and concepts in the visual arts.

- Manipulate materials, techniques, technologies and processes in different textile mediums to produce artworks that communicate ideas, concepts and themes
- Conceptualize, plan, produce and display artworks for an audience that express artistic intentions
- Document, develop, refine and evaluate an artistic studio process in a visual diary
- How to investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions;
- How to use a sewing machine to produce skilled and functional products and use appropriate technologies and processes to make designed solutions.

**COMMON ASSESSMENT TASKS**

CAT 1 Visual Diary

CAT 2 Writing

CAT 3 Artworks

**VICTORIAN CURRICULUM**

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

**LEARNING FOCUS**

- Explore artworks by other Textile artists, including how artists manipulate materials, techniques and technologies, how artists express their intentions, and as sources of inspiration to develop their own personal style, themes and concepts in artworks
- Analyse and evaluate how artworks from different cultural, historical and contemporary contexts express intentions and viewpoints



**ART****Visual Communication Design**

In Visual Communication Design (VCD), students review the knowledge they have retained from year 7 and build their skills in the related VCD areas: Environmental Design (architecture), Communication Design (graphics) and Industrial Design (product design).

Students build a technical skills folio including a range of drawing conventions, rendering skills and design analysis. The first few weeks of the course are dedicated to ensuring students have the necessary practical skills to realise their ideas.

The second unit concentrates on following the design process in order to develop their own designs for a store. Students have autonomy to choose their subject matter and then follow the process to develop branding and a poster. Students finally realise their store design by creating a two-point perspective drawing depicting their store, including the branding. This task is extended through the use of digital rendering techniques depending on time and student ability.

**VICTORIAN CURRICULUM**

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

**LEARNING FOCUS**

- Describe the purpose, audience and context of visual communications from different historical, social and cultural contexts, and how methods, materials, media, design elements and design principles are used in visual communications.
- Explore and apply methods, materials and media to create visual communications.
- Explore and apply the design elements and design principles to create visual communications.
- Use manual and digital drawing methods to create visual communications.
- Present visual communications that respond to different purposes, audiences and needs outlined in a design brief.

**COMMON ASSESSMENT TASKS****CAT 1 Drawing Folio**

This CAT assesses students' ability to develop their practical skills.

**CAT 2 Design Process**

This CAT assesses students' ability to follow the design process, explore their creative options and annotate their design intentions.

**CAT 3 Final Environmental Drawing**

Students produce a final two point perspective drawing that depicts the store they have designed including it's branding.

**ART****Urban Art**

In Year 9 Urban Art students study urban themes through visual arts practices.

They explore ethical issues related to producing and presenting urban artworks, considering a range of viewpoints including their own. Through analysing and creating artworks, students explore common themes in urban art, including the expression of personal identity, social and political issues and public engagement.

Students produce a number of urban artworks using different mediums and materials, techniques and processes. They learn to select and manipulate the art elements and principles, to effectively communicate their ideas.

For each artwork students produce, they progressively develop their ideas, personal style and artistic practice in their visual diary. They use annotation and exploratory activities to document their thinking and develop skills and knowledge, in relation to the art practices being studied.

Students research relevant artists from different times, cultures and places. They analyse how these artists have used materials and techniques and the art elements and principles, to express ideas and themes. Students make judgments and interpret the meaning of selected artworks to explore different viewpoints and how artists express their intentions.

- Analyse and evaluate how artworks from different cultural, historical and contemporary contexts, express intentions and viewpoints
- Manipulate mediums and materials, techniques and processes, art elements and art principles, to develop a personal style and produce artworks that effectively communicate ideas, concepts and themes
- Conceptualise, plan, produce and display artworks for an audience that express artistic intentions
- Document, develop, refine and evaluate art practice in a visual diary

**COMMON ASSESSMENT TASKS****CAT 1 Visual Diary**

Students document their art and creative thinking is assessed.

**CAT 2 Writing****CAT 3 Artworks****VICTORIAN CURRICULUM**

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

**LEARNING FOCUS**

- Explore relevant artists and their artworks considering; how artists manipulate mediums and materials, how artists employ techniques and processes, how artists express their intentions, how artists and their works can be used as sources of inspiration

## PERFORMING ARTS & DRAMA

### Drama

At this level students will be involved in a variety of activities which will lead to a greater understanding of acting, play-building and development of design-based production roles. Students will also participate, as a class, in the Drama Victoria Theatre Festival alongside other schools from around the state.

Students will work in both pairs and ensemble groups and are expected to be able to interact creatively and co-operatively.

They will be encouraged to review their work using the appropriate theatre terminology.

### COMMON ASSESSMENT TASKS

1. **Arts practice:** Collaboration with others.
2. **Arts practice:** Performance presentations and Drama Victoria Theatre Festival ensemble piece.
3. **Responding to the Arts:** Portfolio of work relating to Planning, Development and Presentation.

### VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

The process of exploring and developing ideas culminating in polished performance pieces and implantation of cohesive design production roles.

#### Exploring and Responding:

Developing critical responses to various theatrical elements through discussion and written responses.

### LEARNING FOCUS

Students will be refining their knowledge of theatre using different techniques and media

#### Units of Study:

1. Theatrical Structures – exploration of how to produce theatre using Elements of Theatre Composition, Dramaturgy, Design and Acting Skills
2. Script Interpretation – exploring ways of interpreting, designing and directing the action
3. Design Production Roles – students will learn specific skills related to the design elements in theatre production and will have the opportunity to specialise in specific design production roles other than acting.

## PERFORMING ARTS & DRAMA

### Music Performance

The Year 9 music program prepares students to become more confident and focused in their practical skills. They are taught performance and composition skills and are encouraged to play in a variety of different styles, building up a tolerance and appreciation of music from different times, styles and cultures.

Students study performance skills so that they become confident and organised when performing in a variety of situations, such as class concerts, public concerts, school functions and so on.

#### COMMON ASSESSMENT TASKS

- CAT 1 Performance: Students must perform four times during the semester and learn a range of technical skills as relevant to their instrument of choice.
- CAT 2 Multimedia Performance and Presentation
- CAT 3 Technical Test
- CAT 4 Composition

### VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

The process of exploring and developing ideas culminating in polished performance pieces and implantation of cohesive design production roles.

#### Exploring and Responding:

Developing critical responses to various theatrical elements through discussion and written responses.

### LEARNING FOCUS

Students become more responsible for their own musical development through the negotiation of the areas that they study in practical music. They are able to explore a variety of performance skills and use these in their presentations

Tasks relate to practical work and composition, including performance skills and techniques.

Responding to the arts

Analysis of music and its place in historical, social, cultural and functional contexts.

Self-analysis and personal responses to own, and others' work.



## DESIGN, TECHNOLOGY & FOOD STUDIES

### Home Economics

This subject aims to provide students with a wide variety of practical experiences where food from other cultures is explored and prepared.

Recipes from countries such as the UK, France, Germany, Mexico, Italy, Greece, India, Japan, Morocco, China, Spain, Malaysia and the USA are prepared in practical classes, along with an introduction to some of Australia's native ingredients. Ingredients common to each of these countries will be introduced, as well as typical and traditional methods of cooking, utensils and preparation techniques.

Students will also be able to link their knowledge of nutrition with the principles of health promotion, by selecting a cultural recipe to help explain these principles.

### VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

### LEARNING FOCUS

Students will:

- Develop knowledge and understanding of typical ingredients and recipes from a wide range of countries and cultures.
- Acquire an appreciation of the importance of Australia's multicultural society, and of how this has changed over time, particularly through the medium of food and flavours.
- Develop an ability to utilise the product design process to plan, prepare and evaluate a health promotion product using a chosen recipe.
- Continue to develop knowledge and understanding of the importance of personal and kitchen hygiene, and using food preparation equipment safely and efficiently.
- Be expected to work effectively, cooperatively and safely in small teams.

### COMMON ASSESSMENT TASKS

CAT 1 Community Healthy Eating Project.

CAT 2 Developing and demonstrating practical skills.

### COURSE COST AND MATERIALS

Students are required to pay \$45 for the cost of food materials.

Students are also required to purchase/wear a cap and apron set (\$25), which is available from the class teacher at the **beginning of the course, if they have not purchased the uniform in Year 8.**

## DESIGN, TECHNOLOGY & FOOD STUDIES

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### Media Studies

The media forms included in this study range from Television and Cinema through to print, and the internet. These media forms make up some of the most prominent and powerful elements of modern Australian society, they influence the way we see the world, our country and to some extent ourselves. This course aims to give students a greater understanding of media processes through practical work, filming and discussion.

#### COMMON ASSESSMENT TASKS

- CAT 1 Film Trailers Production
- CAT 2 Introduction to Photography - Framing and Composition
- CAT 3 Advertising and Photoshop
- CAT 4 Film Analysis - Responding and Interpreting

Students are introduced to a range of practical and technical skills covering Photography, Film Making and digital technologies, the use of photographic computer packages such as the Adobe packages covering Photoshop and Premiere Pro. Students work in collaborative situations, acting in specialist roles in the pre production, production and post production stage of the practical activities.

Students study the areas of narrative, visual literacies and social contexts of media products. Theoretical areas of study include the introduction to Photography, film genre, media influence in the news and current affairs areas and narrative construction.

#### VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

#### LEARNING FOCUS

- In Media at Year 9 students are introduced to the major concepts of construction and representation after examining mainstream media products.
- Still photography is the first unit covered leading to a study of the silent movie genre.
- Students are encouraged through practical exercises to create and exhibit their own products.

## HEALTH & PHYSICAL EDUCATION

### Outdoor Education

To allow Year 9 students to experience a range of new outdoor activities.

The emphasis is on fostering positive attitudes, co-operation, improving one's confidence, safe participation in and out of school, safe decision making, team building and effective communication skills.

- Bushwalking
- Team building activities

#### COMMON ASSESSMENT TASKS

1. Acquisition of Skills: Cycling and Bushwalking skills.
2. Camp: Complete a four-day camp, working in teams, preparations, meal planning.

Please note that students must complete the set assessment/classwork to attend the camps and excursions.

*Please note that there will be a number of activities that will appear as events on Compass and will require payment for attendance. These include a four day camp with an estimated cost of \$600 as well as a sailing excursion for approximately \$77.*

#### VICTORIAN CURRICULUM

An outline of the content descriptors for this subject can be accessed via: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

#### LEARNING FOCUS

The learning focus of this subject involves extending personal boundaries, building on self-resilience, independence, working in teams, using effective communication skills to achieve a common goal and learning to appreciate that everyone is different and may have different views on how a task can be achieved.

Students will be involved in a number of simple and complex tasks which they must work through individually and in groups. They will learn a range of new skills that will see them extend past their perceived limitations and learn how to take safe, measured risks in a controlled and supervised environment.

In some cases, the students will need to be self-reliant, such as when planning their meals for the four-day camp or packing their pack for a bushwalk. This allows them to develop individually and as a team.

Students will achieve these aims by participating in the following outdoor activities:

- Mountain Biking
- Sailing
- Campcraft (cooking, packing, navigation etc) and camping
- Four-day camp
- Setting up camp
- Camp cooking
- Minimal Environmental Impact practices

## YEAR 9 Course fees\*

Subject Code	Subject Name	Base Levy
9A3D	YR 9 3D ART AND DESIGN	\$40
9ART	YR 9 ART	\$40
9CER	YR 9 CERAMICS AND SCULPTURE	\$40
9DRA	YR 9 DRAMA	\$0
9DRW	YR 9 DRAWING	\$40
9MED	YR 9 MEDIA	\$15
9MUS	YR 9 MUSIC	\$10
9TXT	YR 9 TEXTILES	\$40
9UBA	YR 9 URBAN ART	\$40
9VCD	YR 9 VISUAL COMMUNICATION DESIGN	\$40
9EAL	YR 9 ENGLISH AS AN ADDITIONAL LANGUAGE	\$0
9ENG	YR 9 ENGLISH	\$0
9HEC	YR 9 HOME ECONOMICS	\$45
9HEA	YR 9 HEALTH	\$0
9OED	YR 9 OUTDOOR EDUCATION	\$260
9PED	YR 9 PHYSICAL EDUCATION	\$0
9HUM	YR 9 HUMANITIES	\$0
9FRE	YR 9 FRENCH	\$40
9JAP	YR 9 JAPANESE	\$25
9MAT	YR 9 MATHEMATICS	\$20
9SCI	YR 9 SCIENCE	\$35

\* Please note: these costs are indicative only. Final costs will be confirmed during course confirmation

