

Year 9 Course Selection Handbook 2023



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Introduction

The curriculum offered by East Doncaster Secondary College aims to cater for the needs of a wide range of students. As students advance from their studies of a set of common core subjects at Years 7 and 8 to Year 9, the opportunities to select elective subjects increases progressively. At Years 9 and 10, students are able to choose from a number of elective subjects, enabling them to extend their understanding and skills in those subjects in which they have a particular interest. These are important years for the broadening of student knowledge across all key learning areas prior to the selection of VCE subjects.

Physical Education, just as in Year 7 & 8, is a compulsory subject for all Year 9 students, in addition to the timetabled sport program. All Year 9 students are expected to participate in the athletics, cross-country and swimming carnivals held on designated days. It is anticipated that the athletics carnival will be held over a full school day in 2023. In addition, Health and Personal Development is also a compulsory subject for all Year 9 students.

Language continues to be a compulsory subject in Year 9. Students continue to develop skills in the language (Italian or Chinese) that they had selected to study in Year 8.

The out-of-College experience at Year 9 will be City Experience which will take place over one week during Semester 1. All students are expected to participate in this valuable learning program which develops independence and teamwork skills.

Structure of the Year 9 Curriculum

In order to cater for the aspirations and interests of all students, the Year 9 curriculum incorporates elective subjects as well as compulsory subjects. To help your choice of the elective subjects, a brief outline of each is provided in this booklet.

Core subjects

All students in Year 9 will study a core of eight subjects. These subjects are:

English/EAL	5 periods
Humanities (Geography/History)	3 periods
Language – Italian/Chinese	3 periods
Mathematics	5 periods
Physical & Sport Education	3 periods
Science	3 periods
Health & Personal Development	2 periods
Total	24 periods per week

Elective subjects

In 2023 students will be studying four semester length electives in Year 9. Each elective will be taught for three periods per week. These electives have been designed to provide a broad range of educational experiences.

Students have the opportunity to select from a range of Creative Arts, Performing Arts and Technology subjects.

- 1 All students must select **one elective unit** from The Arts and **one elective unit** from Technology.
2. Select a **further two elective units** from either group.

(Students may end up with any of the following combinations: 1 Art and 3 Technology, 2 Art and 2 Technology, 3 Art and 1 Technology)

Art Subjects:	Technology Subjects:
Art	Food Technology
Ceramics	Information Technology
Media Studies	Music Technology and Production (MTP)
Music Performance	Product Design & Technology (Textiles & Fashion)
Performing Arts	Product Design & Technology (Wood/Metal/Plastics)
Visual Communication	STEM
	Systems and Technology

Selection Procedure

Students will complete a Course Selection form provided by the set date. Those who complete the selection form after the set completion date cannot be assured of the subjects of their choice. Every effort will be made to allow students to pursue their first choices. However, additional preferences are needed so that classes of an appropriate size can be arranged.

Factors to Consider

Before making your decision about which elective units to select, consider the following points.

1. Select subjects based upon your strengths and interests; that is, the studies you like, and in which you gain good marks.

Parents/Guardians please note that subject contributions may apply to electives. For further information please refer to <https://www2.education.vic.gov.au/pal/parent-payment/policy>

Subject contributions are subject to annual review in Term 4 each year and will be communicated to parents via Compass towards the end of the year.

2. Reasons that are not a wise basis for making subject choices are:
 - selecting a unit simply because your friends choose them
 - selecting units that 'look easy'
 - selecting or omitting a unit because you either like or dislike a particular teacher's approach. At this stage there is no certainty who will be teaching a particular unit. Careful consideration by students, parents and teachers will enable you to make the wisest choices.

General Comments

1. The wishes of every student will be carefully considered. However, the formation of all elective classes is subject to having sufficient students in each class and also to the feasibility of constructing a timetable, which will suit the majority of students. Where a student's choice of electives cannot be provided, their next preferences will be used.
2. Any student may obtain general information about careers and tertiary courses from the Careers Co-ordinator.
3. Students should be aware that they are choosing semester length electives that may be timetabled in either first or second semester. Students cannot change elective subjects during the year.
4. Your cooperation in submitting elective choices by the due date is requested. This will enable the College to confirm your son/daughter's course at the earliest date.
5. Please keep this information for future reference.

Full Year Subjects

English

At Year 9, besides the basic skills of listening, speaking, reading and writing, the development of logical thinking is strongly encouraged. As in previous years the overall aim is to further develop students' abilities in the language skills area.

Aims

Students will be able to:

- interpret, evaluate and process information from a variety of texts
- formulate ideas and opinions to about texts
- articulate views, feelings and experiences in written and oral forms for a range of audiences and purposes
- develop greater appreciation of the structures and contexts of traditional and contemporary literature
- develop skills in analysing current issues through an investigation of persuasive language

Areas of study

1. Reading

It is expected that students will study at least one text (novel, play, collection of short stories or film) per term. Discussion, writing and other activities will relate to plot, characters, and their motivations and students' response to them. Students will look at themes to see what the text tells them about themselves, their society and the world. A range of other material including poetry, newspaper articles, films and other visual texts and essays will be presented and discussed.

2. Writing

This will include imaginative/personal, informative, argumentative and persuasive styles, incorporating drafting and editing. The conventions of good writing will continue to be fostered and creativity will be encouraged.

3. Speaking and Listening

Activities will include talks, debates, discussions, reports, reading aloud and interviews. Students should be able to deliver clear, well-researched oral presentations for a range of different purposes. Attention to specific audiences will be required.

Assessment

At Year 9, assessment is ongoing and based on the variety of work done in class and at home. This may include analytical text responses, research tasks, exercises, creative writing as well as other oral and written work. There will also be a mid-year and end of year exam.

English as an Additional Language (EAL, formerly known as ESL)

At Year 9 the basic skills of listening, speaking, reading and writing are further developed.

Aims

Students will be able to:

- Speak and write clearly, fluently and accurately
- Listen to and respond to material with more complex language structure
- Read more challenging texts and make more detailed responses

Areas of study

1. Listening
Participating in a variety of listening tasks in a range of styles eg. formal, conversational.
2. Speaking
The ability to request and give information, be able to give instructions and descriptions, share experiences and to participate in class discussions.
3. Writing
Will include a variety of written forms, including personal, informative, imaginative, narrative, persuasive letters and diaries. Attention will be given to vocabulary and grammatical structures.
4. Reading
Two novels, a film, short stories and texts from the media will be studied. Students will be able to develop a further understanding of plot, character, theme, style and develop a critical and evaluative approach to their reading.

Assessment

Assessment is ongoing and based on the variety of work done in class and at home. This may include assignment's, research tasks, exercises, creative writing and other oral and written work. There are also mid-year and end of year exams.

Humanities (Geography & History)

In Year 9, students will learn units related to Geography and History throughout the year. The units are carefully planned so they complement each other giving the students an insight about how connected these subjects are. There is an emphasis on Australia's history and geography whilst also exploring neighbouring regions in Asia. We link relevant issues into the Humanities course to develop students' understanding of how important History and Geography are to our everyday life.

Semester 1

Geography

Biomes and food security

In this unit students study the role of the biotic environment and its role in food and fibre production. They learn about biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of food security in the future using studies drawn from Australia and across the world.

Geographies of Interconnections

Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students investigate the effects of consumerism on the place of manufacture and the place of purchase as a way of understanding their global impact.

Key skills:

- Data collection & analysis
- Short answer responses
- Research & Presentation
- Case studies

Semester 2

History

Australian History: *The Making of a Modern World*

In this unit students develop their historical skills by studying the changing features and movement of people across the globe from 1750 to 1918. They investigate the significance of the Industrial Revolution on migration patterns and the impact this had on the world. A key focus will be on the development of new technologies and the creation of new social conditions as a result.

Australian History: *Australia and Asia*

Students investigate the effects of colonisation and transportation. They learn about the experiences of migrants, and develop empathy skills as a part of this unit. Students will investigate the development of Australia's self-government.

Australian History: *World War I*

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of war in world and Australian history. They will explore the ANZAC experience from a global and local perspective, digging into the history behind the ANZAC legend.

Key Skills

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

Health & Personal Development

This subject develops students' abilities to use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing in order to promote their development, build and manage respectful relationships, and learn to use resources for the benefit of themselves and for the communities with which they belong.

Aims

- to explore the characteristics of positive relationships and how these can be promoted

- to examine the influence of culture and relationships on behaviour, self esteem and attitudes
- to explore mental health issues relevant to young people
- to compare and evaluate situations of challenge, risk and safety
- to develop skills that demonstrate appropriate assertiveness and resilience strategies
- to provide opportunities for students to develop greater independence
- to analyse the positive and negative health outcomes of a range of personal behaviours and community actions
- to develop skills and knowledge to make informed decisions
- to identify and analyse a range of health products and services available

Areas of Study

- Dimensions of health and wellbeing
- Self concept and identity
- Personal and productive relationships
- Sexuality education
- Mental health and wellbeing
- Drug education and risk taking behaviours
- Civics and citizenship - community involvement

Assessment

Students will be assessed using a range of methods, which may include assignments, research tasks, tests, oral presentations, reading and writing tasks and general observation.

Languages – Chinese

The Year 9 Chinese course builds on the skills developed at Year 8. The level focuses on developing students' capacity to take part in conversations and to interact in familiar situations. It also enables students' to express preferences and plan activities using simple structures and routines. Students' capacity to read is consolidated and extended as is their capacity to write linked, meaningful sentences.

Aims

- Use communication strategies to maintain oral interaction in culturally appropriate ways
- Listen for specified items of information and use this information in activities
- Display knowledge of the social and cultural context of familiar situations
- Read short passage of familiar material for enjoyment and to entertain
- Identify the main linguistic and cultural features of familiar text-types
- Write short texts of a few linked sentences based on known language
- Adapt known language to write stories, postcards and letters

Areas of Study (Non-Chinese background class)

1. School Study and School Life

2. Chinese Food/Western Food
3. Diet and Health
4. Shopping and Chinese Currency
5. Living Environment

Areas of Study (Chinese First Language)

1. The internet revolution and AI development
2. Competition between Chinese cities
3. Urban development and the environment
4. Chinese traditions and changes
5. The global impact of China's growth

Assessment

Students will be assessed using a range of methods, which include tests, oral presentations, reading and writing tasks and general observation.

Languages – Italian

The Year 9 Italian course builds on the skills developed at Years 7 & 8. The level focuses on developing students' capacity to take part in conversations and to interact in familiar situations.

Aims

Students will be able to:

- Continue to develop the appreciation of and awareness of Italian
- Express themselves clearly and accurately in Italian both orally and in written form
- Increase their vocabulary and level of comprehension in workplace situations and within the community
- Improve the structure of their writing in order that expression and style be developed

Areas of study

1. Food and Italian cultural aspects related to food
2. Health
3. Daily routine
4. The weather
5. Leisure & free time
6. Making plans
7. Talking about the weekend/holidays (Grammar: Past Tense)
8. Travel

Assessment

Students will be assessed using a range of methods, which include tests, oral presentations, reading and writing tasks and general observation.

Mathematics

The Year 9 syllabus aims to give students a wide range of skills in arithmetic, geometry, algebra and problem solving.

Aims

Students will be able to:

- consolidate work completed in previous years
- develop basic algebraic skills
- develop an appreciation for problem solving and projects
- develop the ability to work in groups in order to stimulate ideas
- gain confidence and satisfaction in learning new skills

Areas of study

1. Number Skills
2. Arithmetic and percentages
3. Pythagoras' theorem
4. Algebra (Expanding and factorising)
5. Probability
6. Linear equations and linear graphs
7. Quadratics and Parabolas
8. Quadratic Graphs
9. Statistics
10. Geometry
11. Trigonometry
12. Measurement
13. Financial Mathematics

Assessments include

Exams

Topic Tests

Problem Solving

Projects

Class and homework exercises

ALPHA Mathematics

The Year 9 ALPHA Mathematics program combines the key learning components of both Years 9 and 10 Mathematics. This accelerated mathematics curriculum prepares students for the opportunity to undertake a VCE Mathematics in their following Year 10 program.

Areas of Study

- Surds and Exponentials
- Geometry

- Trigonometry
- Measurement
- Linear Relationships
- Expanding and Factorising
- Quadratic Functions
- Statistics
- Probability

Assessments include

Exams

Topic Tests

Problem Solving

Projects

Class and homework exercises

Physical Education

All students in Year 9 are required to undertake two periods of Physical Education per week.

Aims

The unit aims to:

- Encourage the development of physical fitness.
- Practise skills to enable participation in a variety of outdoor activities and environments.
- Encourage lifelong participation in physical activities by providing a wide range of sports and recreational pursuits.
- Develop students' sporting skills.
- Develop strategies and tactics in sports.

Areas of study

Practical Course Outline

Students participate in a themed curriculum based upon different countries and the cultural significance of certain sports:

American Invasion - Baseball, Gridiron, Lacrosse, Spikeball, Street Hockey and Ultimate Frisbee.

Euro Trip - Bocce, European Handball, Korfbal, Soccer, Tchoukball and Volleyball.

Australian Made - AFL, Cricket, Lawn Bowls, Netball, Touch Rugby.

Taste of Asia - Badminton, Basketball and Table Tennis.

Assessment

Development of practical skills

Application of rules and theory

Physical Fitness Level

Science

The Year 9 Science course is designed to satisfy both strands of the Victorian Curriculum, Science Understanding and Science Inquiry. It includes material that ensures students have access to a scientific education that is related to their personal experience in everyday life and provides a valuable means for them to explore and understand their world while providing scientific knowledge. The course is aimed at further reinforcing their scientific approach in aspects of Biological, Chemical, Physical and Earth and Space Science with student learning essentially based on experimental work.

Aims

Students will be able to

- Develop knowledge, skills and attitudes in each of the studies of Biology, Chemistry, Physics and Earth and Space
- Develop skills and techniques necessary in handling laboratory apparatus
- Refine their scientific inquiry techniques

Areas of study include

1. Thinking Scientifically
2. Responding to the World
3. Energy
4. Inside the Atom
5. Earth and Space
6. Science Inquiry Skills

Assessment

Assessment will be based on a combination of topic tests, bookwork and assignments/projects/practical work

Sample Learning Tasks

- Senses and Reflexes Experiment Design and Report
- Immune and Nervous System Test
- Ohm's Law Practical Report
- Electricity Test
- Types of Chemical Reactions Practical Task
- Chemistry Research Task
- Radioactive Analysis Task
- Inquiry Project

Semester Length Subjects

ART SUBJECTS

Art

In Year 9 Art, students will experience a wide range of activities that include drawing, painting and sculpture. Materials, techniques and topics explored will include wire sculpture, oil painting, grey lead pencil and composition design. Students will also undertake short written tasks based on discussions, research and analysis of art works.

Assessment will be based on

- folio of final artworks
- visual diary work; drawing and concept development
- analysis, research and interpretation of artworks

Ceramics

In Year 9 Ceramics, students work through a number of projects focussed on developing both hand-building and surface design techniques. Techniques will include slab, coil, hand building and glazing. Students will work through a studio art process to produce work based on a range of themes. They will be encouraged to extend upon such themes to reflect their own ideas and interests. Artists artworks and practices are explored and analysed through a series of short written tasks.

Areas of study

Studio process: Inspiration, Research and Idea development towards practical tasks

Folio: Ceramic artworks using a range of construction techniques and surface application

Written Tasks: Review of Ceramic artists idea development and making processes

Assessment

Assessment will be based on:

1. Research, development and planning through the Studio Art Process
2. Ceramic Artworks
3. Artist Reviews

Performing Arts

This is an exciting new unit which aims to provide a wide variety of performing arts activities in drama, dance, lighting, costume, set design and make-up. The course will be designed to the individual interests of each student to develop an awareness of, and confidence in, creativity and expression through the performing arts.

Students examine a variety of stagecraft, forms and conventions, to develop their own works for both stage and screen. Later, students will be encouraged to explore a particular topic or theme for an extended period with a view to performance. Activities include design, choreography, stagecraft creation, rehearsal and performance. Students can choose to be on stage as a performer or work backstage and in the stagecraft creation. Students will also have the opportunity to experience a live performance at a professional theatre and analyse the stagecraft involved.

Aims

- to work co-operatively and positively with others
- to develop a commitment to their role in the performing arts
- to develop stagecraft specific skills in a student's own areas of specialism
- to introduce students to a number of theatrical forms and styles
- to develop skills in arts criticism and aesthetics

Assessment will include

- student's participation in devising and rehearsing plays
- student's contribution to discussion, group work, play building and stage-craft workshops
- students written work in script writing, stagecraft blocking, choreography and play reviews, where appropriate
- a written analysis of a professional production.

Media

This course is designed to give students a broad introduction to media theory and production. Students will study the language of film and will learn the basic principles and techniques of film production - including cinematography and editing - and start to make their own films.

Aims

- To develop basic media awareness and understanding
- To provide practical experiences with the technology of film, video and TV, including introduction to basic digital camera/video usage and editing processes
- To develop critical awareness of the media.

Assessment

Assessment will be based upon class and group participation, completion of written work and homework, storyboarding and planning of short films, and presentation of major projects such as:

1. Practical activities including activities using Adobe Premiere Pro and short film making activities
2. Written responses and tests

Music Performance

Music Performance focuses on providing opportunities for students to deepen their understanding of their chosen instrument through performance. Students will extend their instrumental skills through solo performances in a wide variety of musical styles with a strong focus on ongoing, personalised feedback from peers and the teacher. In addition, students will focus on developing **active listening skills**, by listening to music varying from hip-hop to contemporary film music, as well as **music creation** including topics on composition and music language.

The course is suitable for all students interested in performing music, regardless of their musical background and previous training. It is recommended that students play an instrument or be

prepared to build on the basic instrument skills they have learnt in Year 8 Music.

Areas of study

- Solo performance
- Active Listening - The Elements of Music
- Composition
- Written and oral music language

Assessment

- Ongoing performance workshops
- Performance assessments
- Active Listening responses
- Composition projects
- Music language quizzes/tests

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- students written work in script writing, stagecraft blocking, choreography and play reviews, where appropriate
- a written analysis of a professional production.

Visual Communication Design

This unit will cover both the creative and conventional areas of Visual Communication Design.

The creative component has a design emphasis where students will write a design brief to research, develop and refine a design for a given product. The student will explore design elements and principles, the design process, layout techniques, and problem solving strategies as well as presentation techniques, they will investigate a variety of different media to investigate their strengths and weaknesses.

The subject will focus on the three areas of design; Industrial, Communication and Environmental Design. Students will use a variety of drawing styles both freehand and instrumental to answer given problems. Students will explore and investigate a variety of rendering and presentation techniques. Computer-based design will form a component of the course, in the creation of refined designs and an Architectural model using industry based programs such as Sketch Up and Adobe based software

Assessment will be based on

- Architectural 3D CAD Model
- Communication Design Process (Street signs)
- Rendering using various media (Pencil, Software and Copic Markers)
- Presentation design
- Visual diary development showing a design process
- Analysis of visual communication/s

TECHNOLOGY SUBJECTS

Digital Technology

This unit is designed to give students an insight into Microsoft Office applications and Python Programming Language and to develop the fundamental skills and knowledge all students should possess. These skills will be applicable in all subject areas and in the future workforce where computers are playing an increasing role. Activities set for this unit include projects based on the four phases of the Problem Solving Methodology: Analysis, Design, Development and Evaluation.

Areas of study

Skills

Students will be taught skills related to Windows Operating System, file management, Excel spreadsheets, Access databases, Internet Research and Python programming language.

Sample Projects:

1. Develop an Excel Spreadsheet to solve a given problem using Excel function such as Goal Seek and internet research

2. Design the algorithm to solve a given problem using pseudocode and then develop the program using the Python programming language

Assessment

Assessment will be based on completion of class tutorials, projects and skills tests.

Food Technology

Year 9 Food Technology is an exciting subject that aims to develop key cookery skills through the production of a range of healthy dishes. Students will apply the design process to investigate, design and produce healthy meals and evaluate the outcomes. Key themes of the unit include Food Safety, Healthy Meal Planning, Ethical and Sustainable Cooking and the 'Meatless Monday' campaign. Key knowledge and skills include: the design process, kitchen management, food safety and hygiene, food design, nutrition and sustainability.

Weekly practical productions emphasise collaborative team work. Students will also gain knowledge about the sensory properties and nutritional content of a variety of foods, as well as food styling and presentation techniques.

Areas of Assessment

- Evaluations, quizzes, and investigations
- Design tasks and classroom activities
- Weekly practical productions

During practical productions students are assessed on:

- Safety and hygienic work practices
- Kitchen and time management
- Recipe comprehension and technical skills
- Sensory properties of food

Music Technology and Composition

Music Technology and Composition is a one-semester course designed to immerse students in the world of digital music. This innovative course will allow students to specialise in areas of interest such as Audio, Recording and Digital Composition whilst also gaining an understanding of the science of sound. Students will utilise digital music technologies in the music department such as Garageband, Logic Pro and recording equipment. This hands on course focuses on active learning experiences and the development of music technology and composition skills that can be extended in the future.

The course is suitable for all students interested in music composition and/or digital music.

Areas of study

- The Science of Sound
- Legal and Ethical Issues in Digital Music
- Digital Composition
- Studio Recording
- Composing for film and video games

Assessment

- Terminology quizzes
- Research articles
- Persuasive essay - Issues in Digital Music
- Class discussions and debates
- Composition Portfolio - MIDI arrangements, audio and video recordings

Product Design and Technology: Textiles & Fashion

The aim of this unit is to develop skills in garment and textile design and production. Course content will include use of sewing machines and equipment, the introduction to **block** patterns, garment construction techniques, fashion design, the study of fibres and fabrics, textile design and surface decoration.

Areas of study

Students will learn about:

- The sewing machine and how to use it
- How to use an overlocker
- Fabrics and fibres
- The design process
- Design elements & principles and how they relate to fashion
- Design & production of pyjama pants and an eco-friendly product

Assessment

- Product design process to research, design and plan practical projects
- Practical tasks relating to:
 - Fibres and fabrics
 - Ethics & sustainability in the Textile industry

Product Design and Technology

Product Design and Technology elective provides students with the opportunity to design and construct products using many materials including wood, metal and plastic materials. Students work through the product design process to solve a design problem.

Areas of study

- Working through a design process including developing a design brief
- Researching ideas for inspiration
- Technical drawing
- The use of hand tools and machines
- The production of a product which demonstrates the students creativity, ideas and hand skills
- Evaluating

Assessment

1. Investigating and defining

2. Design and planning
3. Practical Projects
4. Self-evaluation

STEM

This new subject offering in 2023 provides opportunities for students to further develop their interest in STEM through Problem Based Learning, where the four disciplines are integrated. Students engage in self-directed learning, tackle real-world problems and develop 21st Century skills such as collaboration, creative and critical thinking, and communication.

Students are introduced to the Stanford University Design Thinking Process, which is a methodology used for creative problem solving. Students work through a series of steps; empathise, define, ideate, prototype and test, to address authentic and real-world challenges, such as clean water and energy, and sustainable housing. Students use a range of digital tools and technologies throughout, combined with hands-on activities, group work and research tasks.

Areas of study

- UN Sustainable Development Goals
- Problem Based Learning and Design Thinking Process
- Clean water and sanitation
- Affordable and clean energy
- Sustainable cities

Assessment

- Reflective journal
- Collaborative group work
- Development of prototypes
- Sustainable house design
- Quizzes/tests

Systems & Technology

Systems and Technology provides students with the opportunity to better understand and explore basic electronics. Students will complete a number of electronic projects whilst developing an understanding about energy systems electrical tools, and equipment and identifying electrical components.

Areas of study

- Design and construction
- Electronic circuitry and components
- Soldering and circuitry
- Safe use of tools and equipment
- Product evaluation
- Problem solving

Assessment

1. 4 Practical Projects
2. Designing and development of practical projects
3. Assessing and evaluating abilities and work
4. Observations of students aptitude