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# TABLE OF SUBJECT OFFERINGS

	YEAR 9 Core	Periods/ Fortnight	Year 9 Accelerated Learning Program (SEALP)	Periods/ Fortnight	Year 9 Enrichment Program	Periods/ Fortnight
<b>CORE SUBJECTS</b>	English	10	English	10	English	15
	Science	5	Mathematics	10	Science	5
	Physical Education	5	Science	8	Physical Education	5
	Health	5	Humanities	6	Health	5
	MATHEMATICS :	10	Physical Education/ Health	5	MATHEMATICS :	10
	LANGUAGES: Italian or Indonesian	10	LANGUAGES : Italian or Indonesian	6	Economics (One Semester)	5
	Economics (One Semester)	5			History (One Semester)	
	History (One Semester)				Geography (One Semester)	
	Geography (One Semester)				<b><i>NB: Enrichment students do not do a Language</i></b>	
	STRIVE	5	STRIVE	5	STRIVE	5

	<b>YEAR 9 Core</b>	Periods/ Fortnight	<b>Year 9 Accelerated Learning Program (SEALP)</b>	Periods/ Fortnight	<b>Year 9 Enrichment Program</b>	Periods/ Fortnight
<b>ARTS/TECHNOLOGY ELECTIVES</b>	Art Visual Communication Food Technology Wood Technology Fibre Technology Systems Technology Metal Technology Drama – Semester Drama - Full year Ceramics Music Painting & Drawing Guitar Games Programming Living in a Digital World Barwon Valley Volunteering	5 periods per semester	Core SEALP subjects and a choice of Year 10 Electives.  Please refer to the Yr. 10 Handbook for subject descriptors.  SEALP students will be provided with a list and planning sheet for selecting subjects.	10 periods per semester	Art Visual Communication Food Technology Wood Technology Fibre Technology Systems Technology Metal Technology Drama – Semester Drama - Full year Ceramics Music Painting & Drawing Guitar Games Programming Living in a Digital World Barwon Valley Volunteering	5 periods per semester

## YEARS 9 to 10 – DEVELOPING PATHWAYS

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In these years' students develop greater independence of mind and interests. They seek deeper connections between their learning and the world around them and explore how learning might be applied in that world. They need to experience learning in work and community settings as well as the classroom. They are beginning to develop preferred areas for their learning.

Year 9 students focus on the contribution made by personal attributes and effective communication skills to their future life and work roles. They participate in activities that highlight the skills, knowledge and attitudes required for successful transitions to further education, training and employment.

Students should construct a program based on their talents and interests. Students should seek guidance and advice from their family, friends, House Leaders, Pathways Coordinator and teachers.

### **Why Pathways?**

1. To assist students and parents see connections between Years 9 & 10, VCE, tertiary institutions and employment.
2. To provide purpose and direction to a program of studies.

Considerations when making choices:

1. Do I have the ability and interest in the subject I am selecting?
2. Do I think I would enjoy the field of work which these subjects could lead to?
3. Do subjects you enjoy.
4. Do subjects you are interested in.
5. Do subjects you wish to develop your skills in.
6. Use Year 9 to try new subjects.

<b>CONTACT PERSON:</b>	MR NICK MASTERS CAREERS and PATHWAYS MANAGER
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## ASSESSMENT AND REPORTING

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Assessment for the Victorian Curriculum Standards requires a mix of summative assessment of learning to determine what the student has achieved, formative assessment to inform the next stage of learning that will occur, and ongoing assessment which focuses on teacher feedback alongside student reflection and self-assessment.

It is a constructive process which looks back as needed to make judgments about progress, but is primarily designed to help the student learn more effectively and the teacher to contribute to student learning. It provides students with an opportunity to display the knowledge, skills, understanding and attitudes they have developed and motivates them by recognising what they have accomplished. When it then is shared between teachers, assessment also contributes to better understanding of each student's development over time, and how best to ensure they will improve.

Seen in this way, assessment is not an end in itself, but rather a means of educational improvement.

# RATIONALE BEHIND STRIVE DEVELOPMENT

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The STRIVE program focuses on providing students with Life Long Skills. Both Mainstream and SEALP year 9 students participate in this subject. It aims to develop independent thinkers who will be able to use formal methods of inquiry and apply their learning to the outside world. Activities such as the camp and community service will be crucial contributors to this growth. STRIVE provides students with the foundation to make a seamless transition through later years whilst promoting a genuine sense of community.

## **Aims**

STRIVE aims to:

- Take learning beyond the classroom.
- Give students the opportunity to develop and explore their own interests and passions.
- Provide students with life-long skills
- Enrich student welfare and self-esteem via enhanced pastoral care.
- Promote students to become better citizens.
- Extend their capacity of thinking skills to be more critical, competent and creative.
- Encourage students towards a greater sense of responsibility and the ability to manage themselves in relating to others.
- Provide a foundation for Years 10, 11 & 12
- Through participation in a Career Education program students will consider where their strengths and abilities lie. The students take part in activities that will assist to make decisions about future pathways to a career, make the transition to Year Ten and gain knowledge about the world of work and employment opportunities. Activities include: Morrisby Career profiling and interviews, excursions to tertiary institutions, guest speakers, and mock interviews with Belmont Rotary. Parent participation in the pathway planning process is important. Interviews are conducted with House Leaders to discuss Year Ten subject selections and individual interviews are encouraged with the school's careers counsellor, Mr Nick Masters.

# ENGLISH

**Number of Semesters:** Two  
**Periods/Fortnight:** 10 periods

Students will continue to develop skills in English to produce, study and respond critically to spoken, written, and visual texts created for a wide range of audiences and purposes. They learn to be critical and independent users of texts and language appropriate to situations in school, in their daily lives and in the workplace.

Students read and respond to a range of texts, including literary texts such as novels, short stories, plays, poetry, informative and persuasive texts and visual texts such as the film. They develop a critical understanding of the different media texts, such as current affairs, news articles and reviews. They explore and interpret different perspectives on complex issues and respond to these in written and oral form. They develop their skills in writing appropriately and effectively in a range of text types for a variety of audiences and purposes. They practice writing expressively about thoughts, feelings, opinions and ideas, and constructing considered arguments to persuade others to share a point of view. Students listen to and produce a range of spoken texts in a variety of formal and informal situations characterised by complexity of purpose, and subject matter.

**CONTACT PERSON:** MR ROGERS

# SCIENCE

**Number of Semesters:** Two  
**Periods/Fortnight:** 5 periods

At year 9 students will continue to develop the skills and understandings introduced in years 7 and 8.

The four major topic covered are:

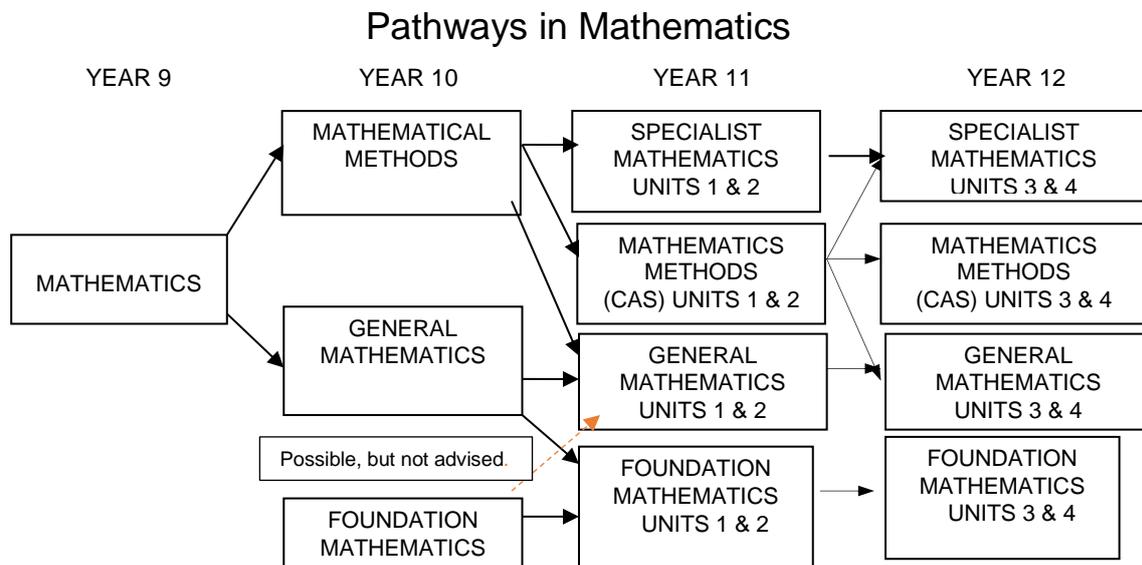
- Chemistry (atoms and reactions)
- Responding and control (nervous and hormonal systems)
- Electromagnetism (magnets and electric circuits)
- Ecosystems (flow of energy and matter in the environment)

Assessment tasks will include; practical reports, a student designed practical activity, research assignments and topic tests. Skills and competencies are regularly monitored and reported each semester.

The CATS will cover; designing an investigation into the rate of a chemical reaction. Investigating how our bodies respond to stimuli. Constructing and testing an electrical device. Investigating an ecosystem.

**CONTACT PERSON:** MRS TAFT

# 9 MATHEMATICS



This diagram shows the full range of Mathematics studies offered up to Year 12 as when making your Mathematics choice you will need to think broadly beyond Year 12 and work backwards.

Although it is unlikely that students have a definite career path planned in Year 9, and students who do have an intended career in mind may change their ideas in the next 3 years, it is important that you make your subject choice with the aim of keeping your options open.

As shown in the diagram, there are 6 VCE Mathematics studies provided (3 in each of Year 11 & 12) designed to cater for the needs and aspirations of a wide range of students.

Students who choose the VCAL pathway often study Foundation Mathematics.

Leading into these studies, we offer 3 levels of Year 10 Mathematics.

1. **Mathematical Methods** is designed for students who **intend** to undertake Mathematical Methods and/or Specialist Mathematics in VCE. The topics studied are Algebra, Probability, Linear Graphs & Equations, Trigonometry, Quadratic Graphs & Equations.
2. **General Mathematics** is designed for students intending to undertake General Mathematics, Numeracy Mathematics or Foundation Mathematics in the first year of VCE. The topics studied are Linear Equations & Graphs, Financial Mathematics, Measurement, Geometry, Statistics & Probability.
3. **Foundation Mathematics** is designed for students who intend to do Unit 1 and 2 Foundation Mathematics in VCE or Unit 1 and 2 Numeracy Mathematics in VCE-VM or no VCE Mathematics. Throughout the year students will be presented with “Real World” application tasks that require them to build and apply on their Numeracy Skills as well as consolidating their ability to reason and problem-solve. The topics studied are Statistics, Measurement, Geometry, Percentages, Algebra Patterns & Rules, Probability and Finances.

**CONTACT PERSON:** MS EVENDEN

# 9 HEALTH

**Number of Semesters:** One  
**Periods/Fortnight:** 5 periods

All students study Health as a core subject in Year 9. The course is structured using the Victorian Curriculum as a guide for learning and assessment activities. Students complete 4 periods a fortnight all year.

The course covers:

1. **Health and well-being** – Students identify the components of health as a framework for the year's work. They explore physical, social, emotional, spiritual and mental dimensions of health.
2. **Nutrition** – Students examine nutrition in relation to their energy and growth needs. They analyse the links between nutrition and dietary related diseases and ways of improving their own health and wellbeing.
3. **Alcohol and Drug Use** – Students examine perceptions of challenge, risk and safety. They contrast risks that promote personal and social growth with those that endanger health; such as alcohol and illegal drug use.
4. **Respectful Relationships** – Students explore relationships. They learn strategies for supporting themselves and other young people experiencing challenges in relationships or with their sexuality, and learn about the community services available.
5. **Building Resilience and Growth Mindset** - Students extend their learning about establishing personal identity. Students explore growth mindset and resilience strategies that could be used in a range of situations. They reflect on aspects of grief and loss. They examine mental health issues relevant to young people and consider the importance of family and friends in supporting their mental health and emotional health needs.

Student resources will be provided both on Compass and also via hard copy in class when required.

Common Formative Assessment Tasks (CFAs) will be required to be submitted throughout each Unit of work and a final assessment task (CAT) will take place to assess student learning against the Victorian Curriculum. In most cases, CFAs should generally be uploaded to Compass Learning Tasks and feedback will be provided to both students and parents via this platform. CAT comments and feedback will also be provided via Compass.

Assessment includes a range of activities; journal writing for personal reflection, short answer responses, PowerPoint presentations, brochures and written reports. Students use a range of evidence-based websites in researching the topics covered in class.

Guest speakers may also be engaged to instruct the students in class time.

**CONTACT PERSON:** Mrs PARSHOTAM

# 9 PHYSICAL EDUCATION

**Number of Semesters:** Two

**Periods/Fortnight:** 5 periods

All students study Physical Education as a core subject in Year 9.

The course is structured using the Victorian Curriculum as a guide for learning and assessment activities.

## Course Content

Students will participate in four different Term based Units per semester;

- Term 1. **Personal Trainer** - Students design, implement & evaluate personalised plans for improving or maintaining their own and others' physical activity & fitness levels.
- Term 2. **Pass and move** – Students develop, implement & evaluate movement concepts & strategies involved in invasion sports and game.
- Term 3. **Balance and movement** – Students evaluate their own and others' movement compositions and provide and apply feedback in order to enhance performance situations; Gymnastics/ Dance
- Term 4. **Serve it up** – Students transfer their understanding from previous movement experiences to create solutions to movement challenges within Striking, Fielding and Net Games.

*Some activities will be run in the local Geelong community and will involve a cost for transport and admission to use the facilities, for example, Table Tennis, AeroSport Centre for Gymnastics.*

## Assessment

- **Practical** – Students are required to participate in all practical sessions; strategic planning, coaching cooperation, skills fitness & safety.
- **Theory** – theory classes will be **held regularly** throughout the semester to support the practical sessions. For example some activities may include; PowerPoint presentation, brochures, laboratory reports, and other forms of formative worksheets.

Guest speakers may also be engaged to instruct the students in class time.

**CONTACT PERSON:** MR BELL

# 9 GEOGRAPHY

**Number of Semesters:** One

**Periods/Fortnight:** 5 periods

## Content

Student's study the relationship and interaction between the natural and human environments, from a spatial perspective. The two units studied are:

1. **Biomes and food security** focuses on investigating the role of the biotic environment and its role in food and fibre production. Students examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.
2. **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.

These areas of study focus on current issues and events and their effect on the environment, economy and people. A range of scales is considered: local, regional and global.

## Assessment Tasks

- Mapping and practical skills
- Research using a variety of sources
- Bookwork
- Tests of skills, knowledge and understanding
- Class activities and participation

**CONTACT PERSON:** MR THOMPSON

# HISTORY

**Number of Semesters:** One

**Periods/Fortnight:** 5 periods

## Course Aims

The study of this unit will provide a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalisation and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War 1 1914-1918, the 'war to end all wars.'

## Topics

### 1. Movements of People

#### Study 1: Making a Better World

- The population explosion
- Trade, empire and shipping
- Child Labour
- Crime and Punishment
- Migration

#### Study 2: Australia and Asia

- Beginnings of conflict
- Blood on the frontiers
- 'White Australia' and the outside world
- Nationalism and Australian identity
- Voting rights for women

### 2. World War 1

- What caused the Great war
- The Western Front
- Gallipoli
- Trench warfare
- The home front

**CONTACT PERSON:** MR THOMPSON

# ECONOMICS

**Number of Semesters:** One

**Periods/Fortnight:** 5 periods

**Economics** is the study of how different societies allocate scarce resources to satisfy the wants and needs of its members. As with any social science, economics is concerned with human social behaviour: the behavior of individuals and the interaction among them. Economics is also concerned with how to best manage resource scarcity and addresses the requirements for human survival and economic sustainability.

## Topics

- Discovering the meaning of Economics
- Needs and wants – What kind of consumer am I?
  - Teenage affluenza
- Supplementary and complementary products – wise buying and purchasing decisions
- An introduction to demand and supply
- An investigation into the issue of poverty from an economics perspective
- Globalisation – the importance of logos in the lives of teenagers

## Assessment Tasks

- Case study
- Poster
- Oral presentation using internet research
- Review questions – on a DVD
- Brochure and news article
- Exam

## Resources

- Teacher reference text – “Money, Markets and Citizenship – VCTA”, 2<sup>nd</sup> edition, Jules Aldous et al.
- DVDs – Movies and documentaries
- Internet research
- Class sets and handouts

**CONTACT PERSON:** MS SCANNELL

# LANGUAGES

**Number of Semesters:** Two

**Periods/Fortnight:** 5 periods

LANGUAGES = Indonesian or Italian

Learning a language offers students the opportunity to:

- Use the language to communicate with its speakers
- Understand how language operates as a system and, through comparison, how other languages, including English, are structured and function
- Gain direct insights into the culture or cultures which give the language its life and meaning
- Consider their own culture, and compare it with the cultures of countries and communities where the language is spoken
- Add to their general knowledge
- Enhance their vocational prospects

## Content

Each semester is based on themes depending on the language. Topics may include:

- |  |  |
|--|--|
| <input type="checkbox"/> Leisure time                    | <input type="checkbox"/> Weather and the environment |
| <input type="checkbox"/> In the home                     | <input type="checkbox"/> School                      |
| <input type="checkbox"/> Going into the city             | <input type="checkbox"/> Transport/Travel            |
| <input type="checkbox"/> Clothing and shopping           | <input type="checkbox"/> Markets & restaurants       |
| <input type="checkbox"/> Public holidays and festivities |  |

## Assessment

Assessment is based on reading, writing, listening and speaking.

Assessment may take the following forms:

- |                         |   |
|-------------------------|---|
| • Topic tests           | • Role plays                                |
| • Listening             | • Writing letters, emails, post cards, etc. |
| • Comprehension         | • Cultural Assignment                       |
| • Reading comprehension |   |

**CONTACT PERSON:** MS COLOGNI - ITALIAN / MS PURDY - INDONESIAN

# STRIVE

**Number of Semesters:** ONE

**Periods/Fortnight:** 5 periods

Strive is an innovative subject developed specifically to meet the needs of Year 9 students. It focuses on developing independent thinkers and provides them with essential Life Long Skills. Learning themes include: Term 1 – Strive into your future; Term 2 – Strive into Pathways; Term 3 – Strive into the Community; Term 4 – Strive onwards. Ultimately, students engage in various activities, workshops and motivational guest speakers throughout the year to enhance their community engagement, develop career pathways; further develop positive social skills, increase student engagement and mapping of individual pathways.

The subject takes learning beyond the classroom and gives students the opportunity to develop and explore their own interests and passions. Strive provides the foundation for students to become better citizens, to develop a greater sense of responsibility and the ability for greater self management.

**CONTACT PERSON:** MS WOODHART

# THE ARTS

**Arts** electives for Year 9 include Art, Painting & Drawing, Ceramics, Visual Communication, Drama, and Music. The Arts program provides the opportunity for students to express themselves through a wide range of creative activities. It also aims to develop perception and self-confidence.

**DURATION:** One Semester Unit  
5 periods per fortnight

**CONTACT PERSONS:** MS ZAHRA AND MS DE BRUYN

Specific contact persons are listed below the description for particular areas of study within the Arts area.

## ART

**Number of Semesters:** One  
**Periods/Fortnight:** 5 periods

### Course Aims

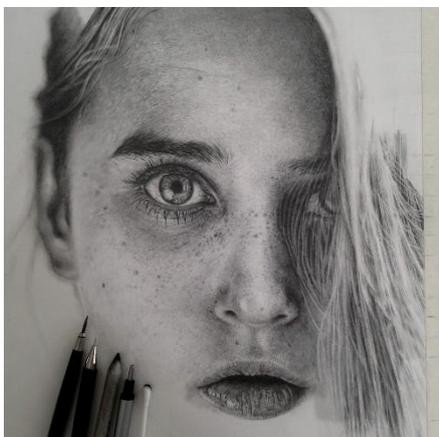
- Students investigate portraiture artworks.
- Students learn how to create and render a realistic portraiture in graphite.
- Students learn about Modern Art portraiture styles to create a Pop Art painting/drawing.
- Students evaluate their art making through annotation.

### Course Content

Students use 'Drawing on the Right Side of the Brain' techniques to learn how to create a realistic portrait of someone they admire. They then examine artworks from the Pop Art movement, to learn about modern art styles and create a contemporary portrait painting/drawing. A student's technical ability to draw can be greatly increased from taking this course.

### Assessment

Students present their art investigation and planning in a visual diary. They produce two finished artworks, including self-evaluations.



**CONTACT PERSON:** MS ZAHRA

# PAINTING AND DRAWING

**Number of Semesters:** One

**Periods/Fortnight:** 5 periods

## Course Aims

- Students investigate artists and art history to create innovative artworks.
- Students learn how to create contemporary self-portraits based on personal metaphor.
- Students experiment with painting and drawing materials and techniques.
- Students evaluate their art making through annotation.

## Course Content

Students learn about humankind's fascination with animals and how mythical beasts have played an integral part of our history since prehistoric and ancient times. They learn about anthropomorphism and how to morph themselves with a creature to create a contemporary self-portrait. Next, they study film director and artist Tim Burton by viewing his artworks and films. They create their own Burtonesque artwork that tells a story about them. A student's artistic creativity is encouraged and nurtured whilst taking this course.

## Assessment

Students present their art investigation and planning in a visual diary. They produce two finished artworks, including self-evaluations.



**CONTACT PERSON:** MS ZAHRA

# CERAMICS

**Number of Semesters:** One

**Periods/Fortnight:** 5 periods

Ceramics is to be offered to Year 9 students as a continuation of the Year 7 and 8 courses. The main objective is to offer students a longer and more concentrated period of time to develop the necessary skills in this area. It is expected that students will experience a range of ceramic techniques.

Students will be encouraged to develop their skills, as well as aesthetic appreciation, personal expression, enjoyment, visual awareness and imagination through continued use of ceramic materials and techniques.

The Year 9 Course consists of two main areas:

**1. Arts Practice**

This is the practical component of the course and involves students in exploring ideas, developing skills and techniques and presenting their art works. This area represents the major part of the course and offers a varied syllabus including working with a broader range of Ceramic materials and techniques.

**2. Responding to the Arts**

Students engage in descriptions, analysis, interpretation and evaluations of their own and others' artworks. They also learn about art history and the relationship between social and cultural issues and art.

**ASSESSMENT:** Both Arts Practice and Responding to the Arts will be separately assessed and reported.

**CONTACT PERSON:** MS STEVENS

## VISUAL COMMUNICATION

**Number of Semesters:** One

**Periods/Fortnight:** 5 periods

Visual Communication is a study in communication between people, through visual representation. Students will learn to design and prepare graphic sheets covering a wide range of topics.

Visual Communication explains, directs, shows and measures, using symbols, diagrams and drawings. Students will be taught to produce graphic examples using traditional instruments as well as computer aided drawings.

The Year 9 Course consists of two main areas:

**1. Arts practice**

This is the practical component of the course and involves students in exploring ideas, developing skills and techniques and presenting their work to others. Students will develop manual skills using a wide range of media and equipment. Some computer work will also be required.

**2. Responding to the arts**

Students engage in descriptions, analysis, interpretation and evaluations of their own and others works. The importance of annotations and review of their own work will be stressed. Research and analysis of other work through reading, internet and presentation of examples is a key component of the course.

They also learn about the graphic communication histories and the relationship between social and cultural issues, and graphic communication practices.

**Assessment:** Both Arts practice and responding to the Arts will be assessed and reported.

**CONTACT PERSON:** MR PETRIE

# DRAMA

**Number of Semesters:** One Semester or Full year

**Periods/Fortnight:** 5 periods

Students can choose Drama for 1 Semester or for the whole year.

The Drama course in **Semester One** involves improvisation, play building and play-writing which allow for the creation of an original theatre piece which will be performed for the TakeOver Program at GPAC. This involves a number of schools within the Geelong area performing a self-devised piece. Work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management and sound and lighting. Increasingly, students use new technologies such as digital FX and multimedia. There are 3 excursions involving workshops to the Geelong Performing Arts Centre.

**Cost:** There will be costs involved in attending performances outside of BHS.

The Drama course in **Semester Two** also has a strong performance base, complimented with a focus on the 'process' of performance as well as the creation of a polished end-product. The creation of a series of shorter dramatic statements, exploring the way humour works and how it operates in drama will be used in the creation of a group devised performance.

**CONTACT PERSON:** MS MANN / MS JACKA

# MUSIC

**Number of Semesters:** One

**Periods/Fortnight:** 5 periods

## Aims

The Year 9 Music course involves students in a variety of activities including listening, performing and composing. This subject is based on music performance (both solo and group), and learning about music in film and television. Students will need to be able to play a musical instrument, or sing, or be willing to learn an instrument throughout this unit. Students will study all aspects of putting together a performance program, ranging from – song-writing, arranging music, theory, aural training, and rehearsal techniques, as well as learning about the use of music in film, television and video games.

## Content

1. Students will prepare and present a Solo and Group performance program on the instrument (including voice) of their choice
2. Students will keep a record of aural training and theory exercises and undertake tests to develop their skills in these areas
3. Students will undertake a variety of Listening Journal activities to develop their skills and knowledge of the elements of Music
4. Students will undertake written activities investigating a variety of musical styles developing their skills in the use of musical language and observation
5. Information technology skills will be developed through creative and research activities, including the use of music-specific computer programs

## Assessment

- Solo and Group Performances
- Aural and Theory tests
- Maintaining a Listening Journal
- Presentation on a Film/TV/Video game composer
- Portfolio of creative work

**CONTACT PERSON:** MS A LINTON

# GUITAR

**Number of Semesters:** One

**Periods/Fortnight:** 5 periods

## **Aims**

The Year 9 Guitar course involves students in a variety of activities including listening, performing and composing. This subject is based on music performance (both solo and group), and learning about the Australian Music Industry. Students will need to be able to play the Guitar, or be willing to learn the Guitar throughout this unit. Students will study all aspects of putting together a performance program, ranging from – song-writing, arranging music, theory, aural training, becoming familiar with sound equipment (P.A. Operation), and rehearsal techniques, as well as learning about the Australian Music Industry and careers.

The school will supply Guitars for students to use in class.

## **Content**

1. Students prepare and present a Solo and Group performance program on the Guitar
2. Students prepare an assignment on a selected Guitarist and their Guitar performance techniques
3. Students will present a song analysis of a track featuring the Guitar using the elements of Music
4. Students will maintain a Listening Journal
5. Students will develop Music theory and reading skills
6. Students will maintain a portfolio of song writing activities

## **Assessment**

- Solo and Group performance on Guitar
- Assignment on a Guitarist and their Guitar performance techniques
- Song analysis of a track featuring the Guitar
- Listening Journal
- Music Theory and Music reading workbook and tests
- Song writing portfolio

**CONTACT PERSON:** MS LINTON

# DESIGN AND TECHNOLOGIES

Design and Technologies: Electives for Year 9 Design and Technologies learning area include Fibre, Food, Metal, Wood and Systems. The Design and Technologies Curriculum provides the opportunity for students to create quality designed solutions. Students consider the economic, environmental and social impacts of technological change, and how the choice and use of technologies may contribute to a sustainable future. Students also take into account the ethical, legal, aesthetic and functional factors that inform the design processes.

Standards in the Design and Technologies Learning Area are organised in three strands:

- Technologies in Society: Students explore issues around sustainability and emerging technology.
- Technology in Contexts: Students look at characteristics and properties of materials for product development.
- Creating Designed Solutions: Students create products within the sub strands of Investigating, Generating, Producing, Evaluating, Planning and Managing.

**DURATION:** One Semester Unit  
5 periods per fortnight.

**CONTACT PERSON:** MS DONALD / Mr WEBB

## FIBRE

**Number of Semesters:** One  
**Periods/Fortnight:** 5 periods

**Content** Students design, create and evaluate a series of products including boxer shorts, a pencil case and an upcycled garment for the Op Shop Project. They use tools, equipment, machines, materials and processes to safely and creatively make their products. Students explore materials characteristics and properties including sustainability. They use planning and managing processes to coordinate their designed solution.

**Assessment:** Students will be assessed on their ability to meet Victorian Curriculum Standards by performing learning tasks to demonstrate the application of knowledge and skills.

**Cost:** The students will need to purchase their own fabric for the boxer shorts as well as \$10 to buy a garment at the Op Shops.

**CONTACT PERSON:** MS B DONALD

# FOOD

**Number of Semesters:** One

**Periods/Fortnight:** 5 periods

**Content** Students continue their development in food knowledge and skills, they will learn to adjust recipes and personalise food products. They will continue to build their nutrition and food science knowledge.

**Investigating And Designing:** Students combine practical and design skills with knowledge to generate design Options.

**Producing:** Students work in teams, pairs or individually. It includes the safe use of tools and equipment to manage ingredients and processes to produce a quality product.

**Analysing and Evaluating:** This involves students describing, analysing and reflecting on the value of their product, often in a comparative manner.

**CONTACT PERSON:** MS E FULLER

# METAL

**Number of Semesters:** One

**Periods/Fortnight:** 5 periods

**Content**

**Investigation and Design:** Students gather information, develop and use design and technology skills, knowledge and processes to create new or improved products.

**Production:** Students use tools, equipment, machines, materials and processes to safely and creatively make quality products.

**Analysis and Evaluation:** Students compare the outcomes of design and production activities and create relevant evaluations.

**Assessment:** Students will be assessed on their ability to meet Victorian Essential Learning Standards by performing tasks demonstrating the application of knowledge and skills.

**CONTACT PERSON:** MR D HEALEY

# WOOD

**Number of Semesters:** One  
**Periods/Fortnight:** 5 periods

**Content** Students investigate, design, produce and evaluate a personal storage product. They use planning and managing processes to coordinate their designed solution. Students use tools, equipment, machines, materials and processes to safely and creatively make their product. They explore materials characteristics and properties including sustainability.

**Assessment:** Students will be assessed on their ability to meet Victorian Curriculum Standards by performing learning tasks to demonstrate the application of knowledge and skills.

**Cost:** Students may supply their own wood materials and hardware or reimburse the school for materials used. The cost is determined by the choices made by students.

**CONTACT PERSON:** MR HEALEY

# SYSTEMS TECHNOLOGY

**Number of Semesters:** One  
**Periods/Fortnight:** 5 periods

**Content** Students will learn how basic electronic components work and how to identify them. Students will then construct a mechanical/electrical project. Students will learn how to read inputs and control outputs with an 'Arduino'.

**Investigation and Design:** Students will investigate what an 'Arduino' is and what it can be used for, and will design a simple 'Arduino' project.

**Production:** Students will use tools, equipment, materials and components to safely and creatively make quality systems.

**Analysis and Evaluation:** Students complete written evaluations to determine how well the product complies with the design brief.

**CONTACT PERSON:** MR S WEBB

# INFORMATION AND COMMUNICATION TECHNOLOGIES

## DIGITAL TECHNOLOGIES

Electives for Year 9 Digital Technologies learning area include Games Programming and Living in a Digital World. The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving.

Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs.

The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking.

Digital Technologies comprises of three related strands:

- Digital Systems
- Data and Information, and
- Creating Digital Solutions.

**DURATION:** One Semester Unit  
5 periods per fortnight.

**CONTACT PERSON:** MS BUTLER

## GAMES PROGRAMMING

**Number of Semesters:** One  
**Periods/Fortnight:** 5 periods

### Aim

In Games Programming students use Game Maker or other software to design and develop their own interactive computer games, such as platform style games, mazes, platform and arcade games. Students investigate gaming elements such as storyline and characters and increase their knowledge of gaming genres. Students undergo a structured problem-solving process, acquiring skills in analysing, designing, developing, testing and evaluating games.

### Assessment

- Game Reviews
- Portfolio of work
- Digital Solution - Game

**CONTACT PERSON:** MS BUTLER

# LIVING IN A DIGITAL WORLD

**Number of Semesters:** One  
**Periods/Fortnight:** 5 periods

Number of Semesters: One  
Periods/Fortnight: 5 periods

## **Aim**

In Year 9 Living in a Digital World, students explore a range of new and innovative digital technologies devices, exploring how they can be used to solve real world problems. They consider the ethics of new technologies, explore cybersecurity, and learn about being responsible users of technology.

Students expand on their skills in a range of software applications commonly found in workplaces as well as learning the basics of web design. They develop their knowledge of the characteristics of data by manipulating various data types, such as text, sound, numbers, and images.

## **Assessment**

- Portfolio of work
- Team research project
- Digital solution prototype

**CONTACT PERSON:** MS BUTLER

# BARWON VALLEY VOLUNTEERING PROGRAM

**Number of Semesters:** One  
**Periods/Fortnight:** 5 periods

The Community Volunteer Program (CVP) is a subject that gives students exposure to working with students with special needs at our neighbouring Barwon Valley School and opens their minds to the possibilities of working in this field later in their lives. The students at the Barwon Valley School range for 5 -18 years of age and are of all levels of ability. Participation in this program teaches students life skills that are transferrable in everyday life, like compassion, empathy, patience, persistence and gives them invaluable hands on skills in working with small groups and in a team environment. The Belmont High School students, in small groups, are allocated a supervising teacher and the same classroom/students for the entire semester. This is to ensure continuity with the staff and the students from the Barwon Valley School, in order to enhance the rapport, relationships and trust built over this time.

This program can be at times, challenging, but is very rewarding on a personal level and a powerful experience for those who participate.

**Assessment** – Induction program, including a tour of the Barwon Valley School; an online reflection outlining activities undertaking; reflection on personal achievements/self-assessment and teacher observation and feedback at the end of the semester.

**CONTACT PERSON:** MR N MASTERS