Year 9 Handbook 2015

245 Eastbourne Road, Rosebud VIC, 3939
Ph: (03) 5986 8595   Fax: (03) 5981 2276

Rosebud.sc@edumail.vic.gov.au
Please note: This booklet is available on our website – www.rsc.vic.edu
WELCOME TO YEAR 9

All students will complete 18 units of study. Each unit is a semester in length. The units of study are divided into core units and stand alone units. The core units as set out below are compulsory.

In the Year 9 program all students will complete the following core/compulsory units:-
- 2 units of English
- 2 units of Mathematics
- 2 units of Learning 4 Living (a detailed explanation of this program appears further on in this booklet)
- 2 units of Science,
- 2 units of Humanities
- 2 units of Health and Physical Education
- 1 unit of Visual Arts
- 1 unit of Home Economics

Students will choose the remaining 4 units from the list of stand alone units.

LANGUAGES (Indonesian and Japanese).
Students continuing with their LANGUAGES will do so for the whole year. This means that LANGUAGES will count as the 2 of the stand alone units.

The handbook is divided into two sections. The first part describes the compulsory/core units that the students must undertake. The second section describes all the subjects available in the stand alone units.

Parents and students should start to think ahead to further study and possible career choices so that subject choices are made which maximise their options for the future. A wisely chosen course will enable students to acquire a broad base of skills and knowledge as preparation for VCE and beyond. The college has a vast network of resources including subject teachers, level coordinators and career advisors. We encourage students and their parents to fully utilise these resources. Take care with your elective choices, seek out appropriate advice and good luck in Year 9.

WHILE THE COLLEGE WILL AIM TO MEET THE CHOICES MADE BY THE STUDENTS, IT MUST BE STRESSED THAT CLASS SIZES AND BLOCKING CONSTRAINTS MAY AFFECT THE FINAL OUTCOME FOR THE STUDENTS.

Geoff Pattison
Assistant Principal

Maria Spokevicius
Sub School Leader
**Year 9 Course Selection for 2015**

*General Information*

The Handbook contains general information about the year 9 program, unit descriptions of the Core 14 units and descriptions of the stand alone units on offer. Students should read these descriptions carefully before selecting a unit. These elective choices should be based on their relevance to further study and to possible career paths.

All students will do a total of eighteen units over the year; nine in each semester.

Fourteen of the eighteen units are compulsory. These subjects are English A and B, Health & Physical Education. A and B, Learning 4 Living A and B, Mathematics A and B, Science A and B, Humanities A and B, one unit of Visual Arts and 1 unit of Home Economics.

The four remaining units will be chosen from the Stand alone units on offer across the Key Learning Areas of The ARTS, ENGLISH, HEALTH AND PHYSICAL EDUCATION, HUMANITIES, LANGUAGES, MATHEMATICS, SCIENCE and TECHNOLOGY.

**LANGUAGES**

All students are encouraged to maintain their LANGUAGE with both Indonesian A and B and Japanese A and B being offered. Students must indicate their choice on the form in the section labelled LANGUAGES and have their LANGUAGE teacher sign in the space provided on the course selection sheet. The LANGUAGES choice will take the place of two stand alone units.

**STAND ALONE UNITS** these enable students to delve further into their areas of interest in The ARTS, ENGLISH, HEALTH AND PHYSICAL EDUCATION, HUMANITIES, LANGUAGES, MATHEMATICS, SCIENCE and TECHNOLOGY. Students will complete four units from this section, two in the first semester and two in the second semester. The students will nominate eight preferences in this section.
In Year 9 an integral part of the integrated curriculum program involves a “City Experience Camp”. This is a compulsory part of the curriculum and is designed to engage students in activities which are formalised as grades on their December reports.

The aims of the experience are:-

- For students to engage in school work by experiential learning
- To know and safely use various forms of public transport
- To investigate and present research assignments to teachers and families
- To view and experience various cultures, professions and activities
- For students to become familiar with commuting between the Peninsula and Melbourne
- For an enhanced experience of the city by experiencing Melbourne at night in a supervised activity or visit.

The camp will take place in Term 2 and 3. It will be spread over 4 days. Day 1 is an information day held at school. On day 2 students will commute to the city and return to Rosebud, completing an amazing race style activity in small groups. On day 3 students will travel to the city and stay overnight, returning at the end of Day 4.

During the camp students will complete major self-directed projects which will then be assessed by the class teachers of English, Humanities, Science, Mathematics and Health and Physical Education.

The students will work and move around in the city in small groups. These groups will be worked out in conjunction with the class English teacher. The groups will have a nominated mobile phone to carry with them at all times during the day/s. Teachers on the camp will contact groups during the day on a number of occasions via a mobile phone and speak to all members. The students will also be given a list of contact numbers and a map prior to the camp. During the evening and night activity students will be under the direct supervision of the camp teachers.

The cost of the camp will be around $100.00. A deposit will be required by the end of first term. It can then be paid off over the following weeks.
Unit Description:
The program is designed to provide an academically rigorous subject that centres on:-
   a) developing student-teacher-parent relationships
   b) improving student connectedness with the school
   c) engaging the students in their learning
   d) providing relevant curriculum for students
   e) developing students as independent learners.
   f) developing group and cooperative learning
   g) developing health/fitness and self confidence

Learning 4 Living is a 6 period subject, where the 6 periods will all occur on the one day. This will enable excursions, guest speakers and other activities to take place without impacting on other classes and students. A team of 3 staff will work with approximately 50 students for that day.

The curriculum is centred around the following units:-
1. Health and Fitness. Students are involved in an extensive fitness program with the help of ‘Active Lifestyle Specialists’. The unit also covers drug education, sex education, relationships and care of life programs.
2. Me, myself and I. The theme of this unit centres on learning about oneself and relationships with others. Students will be encouraged to recognise and accept individual differences. They will celebrate the good things about themselves. Students will be required to take calculated risks as part of their personal and social development.
3. Thinking Globally. The theme of this unit will enable students to develop an understanding of where they fit in the world. Having an acceptance of other cultures, religions, customs and lifestyles is paramount to functioning successfully in this global community.
4. Money, money, money. This theme will require students to take studies in the areas of finance, stock market, smart saving, smart earning and smart spending.
5. In the Community. This theme will require students to work in teams while undertaking a community project and class research activities.

All units will be assessed through projects, presentations, a student workbook and digital portfolio. The Learning 4 Living program will incur a cost of $100 ($50 per semester, in line with other elective subjects). The cost covers numerous excursions, guest speakers and equipment used during the course.

The City Experience day trip and overnight camp also form a part of this program. This is integrated with the curriculum from English, Humanities, Maths and Science. The City Experience camp incurs a separate cost, as explained in the previous page of this booklet.

Central Australia Camp
The opportunity to attend this camp in Term 4 is an elective part of the Year 9 course.
ENG9

Unit Description:

The year 9 English course is designed to build on the skills you have developed in previous years, and to develop new skills which will be required when you enter the senior school next year.

There has been a conscious decision to make the course quite demanding. There are a significant number of tasks to be completed in order to meet the course requirements. It is important that you keep up to date and complete the work to the best of your ability.

Although there will be variations from class to class, there are a range of tasks that will be completed by all Year 9 students. This includes the study of two texts each semester. Novels, short stories and films may be included. You will also continue to write essays on the texts – a key skill for the years ahead.

Each semester will also include a range of other writing styles so that you end up covering creative, instructional, informative and persuasive writing. Oral presentations are also set. These will range from class discussions and debates to short or extended individual talks.

In Term 1, all students will complete the Introductory Unit, which was begun in the last week of Year 8. This is an important assignment and a grade for this task is included as part of the half year report. It is one of the set tasks completed by all students.

In Semester 2, Year 9 students undertake the City Experience. This involves activities from a range of subjects. Much of the planning and preparation is done in English – and all students will present an oral report and written tasks as part of their English grades.

Assessment

Areas of assessment for this subject are:

- Introductory Unit  (Semester 1 only)
- Reading Activities  (Semester 1 and 2)
- Writing Activities  (Semester 1 and 2)
- Speaking and Listening Activities  (Semester 1 and 2)
- City Experience  (Semester 2 only)
HPE9

Unit Description:
In this unit students aim to further develop previously learnt physical and social skills. Students will develop advanced knowledge in the various activities undertaken. Students will be required to participate in decision making and problem solving. Lessons will be utilised to develop and consolidate on physical skills and movements. Problem solving, risk taking, communication and team work skills will be an important focus in various activities. Various teaching and learning techniques will be employed throughout the unit. Teacher/peer coaching, peer assessment, problem solving, questioning, SEPEP (Sport education in physical education program), teacher assessment, self assessment and evaluations will be used. Students will also be required to take a component of a lesson (peer teaching) to develop confidence and communication skills.

Through all lessons students are required to behave appropriately with all individuals and team members. They are also required to be dressed in the correct P.E. uniform. Physical education is unique in that students interact in a social environment on a consistent basis.

SPORTS COVERED

- Athletics
- Cricket
- Netball
- Basketball
- Football
- Volleyball
- Cross Country

Assessment  Skill development; Participation & Fitness
Humanities covers a range of

History
The history component places the settlement of Australia within a world history context. In Humanities students will learn about the impact of the industrial revolution in England on many of our ancestors. The discovery and exploration of Australia by Europeans is followed by the study of why Australia was settled. We study: the traditional lifestyle of Indigenous peoples, the convicts, the impact of the goldrush, bushrangers, Federation and WW1.

Geography
In Geography, students will learn about the interaction of natural and human characteristics of coastlines with the particular focus on our local environment. Students undertake field investigations in the local area to gather, collate, analyse and evaluate data relating to the natural environment. Students investigate and learn to evaluate the impact and/or effectiveness of development-related projects, policies and strategies (tourism, population control) on physical and human landscapes, locally, nationally and globally.

Economics
Classes are bases on the life/work program called ‘The Real Game, which allows students to experience in a role-playing situation the work issues experienced by adults. It also deals with financial issues such as personal budgeting, types and pitfalls of credit.

Civics
Students will study Australia’s political system and discuss the ways that citizens participate in the government. They will look at the process of voting and understand the roles of global organisation such as the role of the United Nations in international affairs.

Assessment
A variety of assessments are completed ranging from research activities, class activities, tests, and field work.

Pathways
Studies in this subject will enable students to confidently select VCE related subjects such as Geography, Legal Studies, History, Accounting or Business Management.
MATH9

Unit Description:
Year 9 maths is designed to provide a comprehensive preparation for on-going Maths studies in Year 10 and beyond. It also aims to develop useful real life maths skills and proficiency with modern technological tools that are commonly available. The content is varied by classroom teachers to suit the individual needs of both high and low achieving students.

In an effort to make the Year 9 Maths course more engaging, in addition to topic tests, students work on real life, hands-on application projects to assess their knowledge and make the maths skills they have just studied more relevant to every day life.

MATHEMATICS CONTENT STRANDS FOR AUSVELS:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Within each content strand there are progression points which provide an indication of progress towards the standard at each level. Year 9 students are expected to start at level 8 and by the end of Year 10, progress towards level 10. There are two progression points within each of the levels (e.g. between levels 8, 8.5, 9, 9.5, 10). If the evidence at the end of a semester points to achievement at, for example, progression point 8, that is the score that is entered into the software for that content strand. The software then adds together and averages the content strand scores and produces an A-E rating indicating achievement against the state-wide standard expected at that time of the year.

Assessment:

- Topic Test
- VCAA on demand testing
- Projects & Assignments
- Hot maths tasks
SCI9

Unit Description:
Year 9 Science lays the foundation for the year ten science program. It covers the five major strands of Biology, Chemistry, Physics, Psychology and Environmental Science. Theory and practical classes are designed to link theoretical applications into a practical framework enabling students to more easily understand concepts. Topics such as Body systems, Ecosystems, Atoms, Electricity, Chemical reactions, Plate Tectonics and Psychology are covered.

Assessment:
Each unit is assessed in a number of ways to ensure fair and accurate assessment, Workbooks and practical activities are two key elements in the assessment program, along with research tasks, projects and tests. Self and peer assessment is also used within the science program. Reports will indicate performance levels on:

- Workbooks
- Practical work
- Research
- Tests

PATHWAYS
Successful completion of Year 9 Science will prepare students for the Year Ten Science program. To get a full year of science students need to choose two Science units in Year 10. For students interested in completing a VCE Chemistry or Physics unit it is essential that they complete two units of Science in Year 10. It is highly recommended that students wishing to study other sciences should also complete two units of Science in Year 10. The opportunity also exists for capable students to complete a Unit One and Two sequence in Biology, Environmental Science or Psychology in the year ten program.
ART09

Visual Art

Unit Description:
This study encourages students to explore ideas and develop a range of skills through investigations and experimentation following a DEVELOPMENTAL PROCESS and a range of materials and techniques. Artworks will be presented in the form of exploratory visual solutions and media, resulting in completed artworks. Students’ skills in interpreting, discussing and writing about artworks are developed.

Assessment
- Visual Diary
- Folio
- Art appreciation tasks

Core program

TECHNOLOGY

HEC09

Home Economics

Unit Description:
Students will use the design process to explore dishes based on foods from a variety of cultures. They will produce a range of authentic products and evaluate their success. They will also explore some advanced cooking techniques, for example, pastry making. They will explore the uses of products made by these techniques and enhance their skills in producing them.

Assessment
1. Design briefs
2. Production activities
3. Key classroom activities
STAND ALONE UNITS

THE ARTS (Visual)
Visual Communication Design (VCD09)
Multi Media Animation (MMA09)
Studio Art (STA09)

THE ARTS (Performance)
Dance A ‘Movin’ to the Max (DAA09)
Dance B ‘Modern Movers’ (DAB09)
Drama A ‘Break a Leg’ (DRA09)
Drama B ‘Raise the curtain’ (DRB09)
Forming a Band (MIA09 & MIB09)
‘Start Me Up’ Beginner Music Program (MCC09)

HEALTH AND PHYSICAL EDUCATION
Football Development Squad (FDS09)
Basketball Development Squad (BDS09)
Outdoor Ed (Local environment day excursions) (OES09)

ENGLISH
English Plus (ENP09)

LANGUAGES
Indonesian A (INA09)
Indonesian B (INB09)
Japanese A (JAA09)
Japanese B (JAB09)

MATHEMATICS
Mechatronic Mathematics (MEM09)

SCIENCE
Institute of Science (IOS09)

TECHNOLOGY
Café Fare (CFA09)
Food Technology (FDT09)
Information Computer Technology (ICT09)
Systems Technology [Electronic/Mechanical] (SYT09)
Design Technology, Resistant Materials [Wood, metal, plastic] (DTR09)
Fashion and Clothing (FSC09)
Clothes you will love (CLL09)
VISUAL COMMUNICATION DESIGN (VCD09)

Unit Description:
In this unit, students will be introduced to specialist Visual Communications equipment and language. The students will complete formal and informal drawings, as well as investigate a variety of techniques and mediums. Completion and presentation of their work is an important feature of this study. A computer design unit may also be incorporated. To enhance the practical component of this study all students will undertake some form of research project.

Assessment
- Visual diary
- Folio
- Art appreciation tasks

MULTIMEDIA ANIMATION (MMA09)

Unit Description:
This area of study will introduce students to the exciting world of animation. The subject will focus on the communicating of ideas and storytelling through moving image. Students will explore traditional animation approaches, such as stop motion, as well as using Adobe Flash to create their animations using a variety of techniques. In addition to the practical element, they will explore the history of animation and examine the works of famous animators. Students will learn basic drawing and film principles in order to develop their skills for their final products. They will experience the design process and gain an understanding of what goes into an animated sequence. This subject will provide a foundation of knowledge for those students interested in studying Media and Multimedia in senior years.

Assessment
- Visual diary
- Multimedia theory
- Product outcomes
- 

STUDIO ART (STA09)

Unit Description:
This study enables students to explore ideas and gain an understanding of the process, production and presentation of printmaking. Students will explore a range of printmaking techniques such as, stencilling, lino cuts, screen-printing and etching methods through the development of a visual art diary and the use of ICT. Students explore the work of artists who have been inspired by printmaking techniques and learn to interpret, discuss and analyse the meanings and messages of printmaking. Students learn about specialist printmaking techniques, skills and processes in the production of final artworks.

Assessment
- Visual diary
- Folio
- Art appreciation tasks
DANCE A  ‘MOVIN’ TO THE MAX’  (DAA09)

Unit Description:
Students are introduced to the routine of dance class, understanding and perfecting warm ups, set exercises and routines to improve their technique. This unit looks at the Contemporary and other genres of dance. Students participate in practical classes to develop their technique and perform a class and group dance on stage.

Assessment
- Workbook
- A research assignment
- Technical exercises.
- Class dance performance.
- Choreography.

DANCE B  ‘MODERN MOVERS ‘ (DAB09)

Unit Description:
Students are involved in modern dance classes learning the correct way to warm up and improve their technique. Students learn set technical exercises and a class dance routine. They also choreograph their own group dance and rehearse and refine it for a final performance. Students are introduced to the history of various dance styles.

Assessment
- Workbook
- Assignment
- Dance skills through performance of set exercises and class dance
- Own choreography and performance
Drama A  ‘Break A Leg’ (DRA09)

Unit Description:
Students will participate in improvisation activities to develop their dramatic skills and confidence for performance. They will develop an understanding of the elements of drama and the steps of dramatic storytelling to devise group works for performance. Students will create and present group works that explore current community issues and use their understanding of dramatic conventions to convey their message to an audience. Students will undertake research into the theatrical style of Commedia d’ell Arte and develop a scenario for performance. Analysis of all peers’ performances, their own work and a live performance will be required. Students will develop script-writing skills and the ability to interpret play scripts for performance.

Assessment
1. Participation in all class activities
2. Group performance
3. Research Project
4. Workbook
5. Performance Report
6. Monologue work

Drama B  ‘Raise the Curtain’ (DRB09)

Unit Description:
Students will participate in the process of devising a group performance in which they experiment with both acting and staging through the application of stagecraft elements such as set, lighting, props, costume and sound. Students will also develop an understanding of how theatrical staging has developed throughout history and analyse the staging of a live contemporary performance. Students will develop their dramatic skills through improvisation workshops and working with play scripts. Students will also develop an ensemble performance which they will present to an audience.

Assessment
1. Participation in all class activities
2. Group performance
3. Research project
4. Workbook
5. Performance analysis
6. Monologue work
Two forms of the music elective are on offer as indicated below.  
*One or both will run depending on numbers.*

**Forming a Band  (MIA09) & (MIB09)**

**Unit Description:**
Students who have some experience and basic skills in their instrument will have the opportunity to form and develop a band. They will acquire the skills necessary to play together in an ensemble and develop the musicianship to support their practice. This elective is open to all instrumentalists and vocalists who can demonstrate the required basic skills. The students will continue to develop and refine their performing skills in the second semester unit.

**Assessment**
1 Concert Performance per term  
Practice Journal  
Musicianship tests  
  - Song construction  
  - Practice techniques  
  - Rhythmic skills  
  - Basic notation

**‘Start Me Up’ Beginner Music Program  (MCC09)**

**Unit Description:**
This course is designed to provide beginners the opportunity to develop some basic skills on the guitar, keyboard, and experience in playing the drum kit. Over the period of one semester (typically 21 weeks) students will develop the basics of all three instruments.

**Assessment**
Completion of short musical pieces/ riffs performed on each instrument  
Practice Journal  
Musicianship tests  
  - Song construction  
  - Practice techniques  
  - Rhythmic skills  
  - Basic notation
PHYSICAL EDUCATION - AFL DEVELOPMENT SQUAD (FDS09)

The AFL Development Squad course will focus on the development of the Fitness components and Fundamental skills that are essential to playing AFL at a community level.

The course will include:

**Fitness Development:**
- Pre & Post Tests conducted around the major fitness components.
- A targeted 10 week Training program, focusing on the major fitness components but in particular exercises that build core strength.

**Skill Development:**
- Pre & Post Tests conducted around Skill tests prescribed by the AFL Draft recruiting team.
- Individual training drills that look to build on basic skill level and game sense strategies.

**Leadership Capacity:**
- Basic umpiring skills that would enable Students to assist with the Primary School Lightning Premierships and Year 7 Footy Fun Day.
- Peer teaching activities in Pairs & group.
- Primary school visits – conducting a clinic at Rosebud & / or Eastbourne PS.
- Organising & Conducting a Footy Fun Day for our Year 7 cohort.

*It would be an expectation that students in this course participate in the Interschool sport team.*

**Entry requirements:**
Entry into the program will be based on the student’s performances and participation in the Year 8 PE program – recommended by Year 8 teacher.
Fitness testing and interviews may be required where there are more applicants than positions.

**ASSESSMENT TASKS**
- **Written Report:** My 10 week AFL training program
- **Practical Participation & Skill Development:** Pre & Post Testing – Skills performance
- **Pre & Post Testing:** Fitness components
- **Logbook: Community Participation:** a log their involvement with their local clubs, representative teams, local Auskick clinics, Primary school clinics and Footy Fun Day.
- **EXAM:** End of semester
PHYSICAL EDUCATION - BASKETBALL DEVELOPMENT SQUAD (BDS09)

The Basketball Development Squad course will focus on the development of the Fitness components and Fundamental skills that are essential to playing Basketball at a community level.

The course will include:

**Fitness Development:**
- Pre & Post Tests conducted around the major fitness components.
- A targeted 10 week Training program, focusing on the major fitness components but in particular exercises that build CORE STRENGTH

**Skill Development:**
- Pre & Post Tests conducted around Skill tests relevant to Basketball.
- Individual training drills that look to build on basic skill level and game sense strategies

**Leadership Capacity:**
- Peer teaching activities in Pairs & Group
- Primary school visits – conducting a clinic at Rosebud & / or Eastbourne PS.
- Organising & Conducting a Basketball Fun Day for the Year 7 cohort.
- Umpiring skills: Basic umpiring skills that would enable students to assist with the Primary School Lightning Premierships and Year 7 Basketball Fun Day.

*It would be an expectation that students in this course participate in the Interschool sport team.*

**Entry requirements:**
Entry into the program will be based on the student’s performances and participation in the Year 8 PE program – recommended by Year 8 teacher.
Fitness testing and interviews may be required where there are more applicants than positions.

**ASSESSMENT TASKS**
- **Written Report:** My 10 week Basketball training program
- **Practical Participation & Skill Development:** Pre & Post Testing – Skills performance
- **Pre & Post Testing – Fitness components**
- **Logbook: Community Participation:** students log of their involvement with their local clubs, representative teams, local OzBall clinics, Primary school clinics and Basketball Fun Day.
- **EXAM:** End of semester
OUTDOOR Ed (local environment day excursions) (OES09)

Yr. 9 Outdoor Education Elective – LORAX

LORAX stands for Local Outdoor Recreation & Adventure eXperiences.

The Yr. 9 outdoor education elective called ‘LORAX’ is a semester long elective designed to challenge students both practically and academically.

It offers students outdoor recreation and adventure activities locally on the Mornington Peninsula while exploring theoretical concepts in relation to safety in the outdoors and the sustainability of outdoor environments. Students will be investigating all topics in relation to self, others and the environment.

The course will include the following topics:

Outdoor Living and Human Powered Travel Skills
- Bushwalking skills including planning, teamwork, leadership, camping, cooking and navigation
- Basic First Aid

Practical Outdoor Recreation Activity Skills including Safety in the Outdoors
- Two Outdoor Recreation Activities will be selected from the following depending on the season; Surfing, Sailing, Snorkelling, Snow-Shoeing.

Sustainability of Outdoor Environments
- Theoretical concepts of sustainability
- Analysis of personal use of resources
- Tree-planting at Arthurs Seat State Park & at Rosebud Secondary College

Entry Requirements
- Entry into the program will be based on the student’s performances and participation in Year 8 PE & Humanities programs – must be recommended by Year 8 teacher
- Interviews may be required where there are more applicants than positions
- Payment of an Essential Education Charge will be required to allow for practical programs to be run including equipment and staffing: Approximately $60.

ASSESSMENT TASKS
- Written Report for Each Outdoor Recreation Activity
- Practical Skills Assessment for Each Outdoor Recreation Activity
- Logbook of Practical Experiences
- Oral Presentation of Sustainability Action Plan
- EXAM: End of semester
English Plus (ENP09)

Do you enjoy writing creatively?
Are you the type of student who finds yourself thinking about the events from a favourite novel long after you have finished reading it?
Do you regularly find yourself outraged by issues you hear about in the media?

If you answered ‘yes’ to any of these questions, then English PLUS has been designed for you!

Unit Description
In this course you will be able to choose what you study; with guidance from the teacher, different students will be working on different things at the same time, based on their interests.

Options will include creative writing, script writing (short film), debating, journalism and many more. This is a subject for students who want to develop their English skills and follow their passion for writing, debating and exploring issues that affect society today. If you’re thinking about a career in journalism, writing, or film making (or if you just love all things English!) this is the subject for you.

Assessment Criteria:
All assessment for this unit will be made using the AusVELS relevant to the negotiated course.
INDONESIAN A (INA09) & INDONESIAN B (INB09)

What will you learn?
This subject aims to develop communicative skills in Indonesian. This will be achieved through covering a wide range of topics, such as: daily activities, sport, weather, holidays, eating out, Indonesian films, the environment and following directions. Grammatical structures and vocabulary are developed through a range of tasks including oral presentations, a variety of written pieces and topic tests. Indonesian culture is also explored in an integrated way throughout the course.

Assessment
Assessment tasks include:
Listening, speaking, reading and writing tests and tasks.

PATHWAYS
Students undertaking Indonesian A and B will be able to confidently continue with their study of Indonesian into year 10 and beyond.

JAPANESE A (JAA09) & JAPANESE B (JAB09)

What will you learn?
This subject aims to develop communicative skills in Japanese. This will be achieved through covering a wide range of topics, such as: holidays, places, transport, locations, leisure activities, invitations to places and organising activities. Grammatical structures and vocabulary are developed through a range of tasks including oral presentations, a variety of written pieces, topic tests and kanji/katakana tests. Emphasis is also placed on the further acquisition of Kanji and Katakana. Aspects of Japanese culture are explored in an integrated way throughout the course.

Assessment
Assessment tasks include: oral performances, written language tasks and topic and kanji/katakana tests.

PATHWAYS
Students undertaking Japanese A and B will be able to confidently continue with their study of Japanese into year 10 and beyond.
Mechatronic Mathematics (MEM09)

This subject is designed to provide more practical scaffolding support for those students wishing to pursue careers in the physical sciences and/or applied mathematics. (e.g. engineers, surveyors, geologists, pilots, scientists, radiographers, computer engineers, robotics, bio-mechanical engineers).

Students will use data loggers, computers, sensors, probes and calculators to record experimental data and use mathematics to analyse the collected data.

Experimental topics will include:
- Bicycle Mechanics
- Rolling Balls
- Gears
- Surveying
- Vectors
- Tides
- Mechatronics of toys
- Robotics
- Individualised projects

Assessment:

Practical projects, assignments, homework, projects, and problem solving tasks.
INSTITUTE OF SCIENCE  (IOS09)

Unit Description:
This is a semester elective which is designed to offer Year 9 students the extension to studies in areas of Science which capture the imagination. Psychology, Consumer Chemistry, Chemical Safety and Sports Science are the topics presented and these have not been offered before.

Sports Science is a field with growing employment opportunities. Topics covered include:
- human body as a machine (focus on muscles and movement)
- physics of motion of the body
- physics of forces & motion of key sporting equipment
- chemistry - materials for sporting equipment
- psychology – mindfulness, success, visualization
- experiment design

The Chemistry components have a consumer focus, both from a household and a cosmetic viewpoint. Students will study the key consumer products and manufacture some of their own to test against the commercial variety. Chemical Safety will study dangerous goods and hazardous substances.

Students will study the regions of the brain and psychological disorders in the psychology section of the course.

Assessment:
Work Book, Research, Tests, and Practical Work
CAFÉ FARE  (CFA09)

Unit Description:
In Café fare students will use the design process to investigate, produce and evaluate foods suitable for Café style service. Students will develop competence with a wide range of equipment, ingredients and methods. Foods produced are typically used in the hospitality industry. Special occasion cookery and traditional café style foods and techniques will be the focus.

Assessment
1. Design briefs
2. Production activities
3. Key classroom activities.

FOOD TECHNOLOGY  (FDT09)

Unit Description:
In Food technology students will use the design process to explore family style meals. Students will develop a greater understanding of healthy eating habits and how these relate to daily eating. They will investigate, produce and evaluate a range of techniques, ingredients and equipment and evaluate their success.

Assessment
1. Design briefs
2. Production activities
3. Key classroom activities

INFORMATION COMPUTER TECHNOLOGY  (ICT09)

Unit Description:
This unit introduces students to a number of computer applications that are widely used today. It will include a range of activities drawn from: web design, CS4 applications, multimedia, digital photography, and advanced features of Microsoft applications. This unit will provide students with a skill set that can be applied across a range of subject areas including further study in Multimedia and Information Technology.

Assessment
- Investigation Task
- Research report
- Production
SYSTEMS TECHNOLOGY (Electronic / Mechanical) (SYT09)

Unit Description:
This unit is designed to broaden student’s learning experiences and further develop skills and knowledge gained in Year 8. Students will learn about electronic / mechanical systems to make simple devices using a variety of commonly used materials. All aspects of safety and correct work practices will be used in the class. The students will produce a product along with a design folio that includes investigations, analysis, design work and evaluation. This folio will be the basis of their original design product.

Assessment
- Design Folio
- Production

DESIGN TECHNOLOGY, RESISTANT MATERIALS (Wood, metal, plastic) (DTR09)

Unit Description:
Students will build a design portfolio through investigation, analysis, design work and evaluation. This folio construction will enable them to plan, and ultimately make an original crafted product/s based on resistant materials, such as wood, metal or plastic. They will build upon their workshop skills from previous years and use complex techniques and production processes.

Assessment
- Design and investigation
- Production
- Analysing and evaluating
FASHION AND CLOTHING: (FSC09)

Unit Description:
Students will develop a design folio, working through all aspects of the design process. They will produce a garment bag, satin and lace sleepwear. The final production piece will be selecting their pattern and fabric to produce a production piece. This will be supported by design work in their folio. Students will develop advanced sewing skills.

Assessment
- Production
- Design Folio

CLOTHES YOU WILL LOVE: (CLL09)

Unit Description:
In this unit students will be developing a design folio and producing garments. Some of the production pieces that will be made are boxer shorts, hoodies, skirts, easy to wear tops and a garment of the student’s choice. Students will learn how to work with different types of fabric. They will also learn how to use over-locker machines. The design folio will be part of the assessment process and will be used as supporting work for this unit.

Assessment  Folio and Production work.