

Year 9

Information Booklet

2022



Beaconhills
College

Being

Beaconhills



Being Year 9



Experiential learners

WELCOME

TO YEAR 9

Welcome to Year 9 at Beaconhills College. Year 9 is a year-long program that provides students with an opportunity to develop their personal and academic skills.

The Year 9 Program encompasses the *Learning That Matters* framework both in and out of the classroom. The framework is a holistic approach to curriculum that emphasises the skills, understandings and behaviours that will support our students now and in the future. At the core of our program is the wellbeing of all of our students, who are grouped by House and have a learning mentor, a central person who can support them through their learning and personal journey over the course of the year.

Student learning is enriched through a model of studying the core disciplines of English, Mathematics, Science, Humanities and Physical Education, in conjunction with engaging in an experiential learning day once every week. This Experiential Program aims to develop the values and character of our students in the hope that they will become positive and active world citizens. These days are often facilitated off-campus, where students travel to varied locations to apply their learning to real world contexts. Students are regularly required to travel independently on public transport, learning how to conduct themselves in public and to be courteous to other commuters. At times, the program is completed on-campus and allows time for a deeper immersion into important topics and themes. Central to the experiential learning of Year 9 students is the Personal Best Project, an extended, self-directed project that allows them to follow their passions and interests. Under the guidance of learning mentors, students create a portfolio of their progress. Projects are always very diverse, from writing and testing a cookbook, to recording music, reconditioning a crane, or even learning to fly a plane.

One of the fundamental values of the College and the Year 9 Program is *Citizenship and service*. Our Year 9 students will all engage in service learning during the Common Good Program. They will investigate a socially important problem and then collaborate with a community group partner to work towards solving real issues that the organisation may be experiencing. For example, students may connect with staff and volunteers from the local shire to find ways to support people who are experiencing homelessness in our local community.

Immersing students in the environment and natural world is another core value. All students will participate in Beacon Explorers camp and Outdoor Education Program. They will journey in groups participating in activities including canoeing, hiking and mountain bike riding. Before the tour, students will learn about the Indigenous history and settlement of the region. This is a wonderful opportunity to highlight some of the ongoing environmental issues in our communities.

Finally, our multicultural community demands that students have a greater understanding of our world and other cultures. Year 9 students do in a unit of work to understand and reflect on the fundamental beliefs and values of each world religion. Students will study a Language Other Than English to continue their study of language and more broadly, culture.

Please enjoy exploring this subject guide to provide you with more information regarding our Year 9 Program.

Mr Marcus Roberts
Head of Year 9 – Berwick

Ms Kallopi Koukouras
Head of Year 9 - Pakenham

YEAR 9

PROGRAM

Year 9 comprises:

- English
- Mathematics
- Science
- Humanities (History and Geography)
- Health and Physical Education
- Languages (French or Japanese)
- Personal Development including experiential learning, Personal Best project, Common Good, Six Pillars (*Learning That Matters*) and the Beacon Explorers camp.

In addition, students can select two semester electives (one for each semester). A summary of the program is listed on the following page.

Choosing subjects

At Year 9 students need to select their two semester electives during term 3. Students are asked to make four selections for their electives in order of preference. Please note that while we try to always meet the requests of all students, not all students will be able to receive their first preference.

When choosing electives, students should consider:

- keeping their options open when their future career path is not certain
- their interests, skills and abilities
- their past academic results
- possible career paths.

This booklet lists an outline of the electives offered at Year 9 for 2022 for students' consideration in their choices. Further queries about subjects can be directed to the Head of Teaching and Learning (Years 9 to 12).

Entering your subject selections

Students need to enter their selection online via the web-link. A Web Preferences Access Guide gives instructions on how to load up their preferences for electives at Year 9 in 2022.

Students need to complete their preferences online by Friday 9 August.

Students will receive confirmation of their electives for Year 9, 2022 at the end of the year.

SUBJECT CHOICES

2022

Faculty		Year 9 subjects	
CORE PROGRAM			
English	• English • English Essential **		
Mathematics	• Mathematics		
Science	• Science		
Humanities	• Geography • History • War on Waste		
Experiential learning	• Personal Best • Six Pillars	• Common Good • Beacon Explorers	
Health and physical education	• Physical Education		
Language	• French (VET) • Japanese (VET)		
SEMESTER ELECTIVES (one per semester)			
Science	• Forensics		
Commerce	• Money and Markets • Law and Politics		
Information technology	• Animation and Web Design • Game Making		
Performing arts	• Dance • Music Technology	• Drama	
Health and physical education	• Sports Coaching and Officiating		
Technology	• Product Design and Technology (Wood) • Systems Engineering	• Product Design and Technology (Textiles) • Food Studies	
Visual arts	• Art • Design and Graphics	• Photography • Film	

English Essential ** - additional course offered when LOTE is timetabled to support students who require extra assistance with their literacy skills as determined by teacher recommendations.

ENGLISH

Introduction

The Year 9 English course aims to foster in students an understanding of the English language and develop the ability to successfully communicate using written and oral language for a range of purposes. Enrichment and extension tasks will be embedded in the course by differentiating the curriculum for all learners.

Learning focus

- reading and creating texts – students identify and discuss key aspects of a set text, and construct a response in oral or written form
- creative writing—students create a piece of writing designed to engage an audience and explore ideas and concepts
- comparative writing—comparing a series of texts, the style, content and purpose of the writer
- analysing and presenting arguments – students create and analyse texts taking account of audience, purpose and context
- oral presentations
- conventions of spelling, punctuation and syntax.

Assessment

- written and oral responses (analytical, creative and expository) to print media, visual media, films, novels, poetry and plays
- written and oral analysis and evaluation of texts
- writing for a range of purposes and audiences. This takes a variety of forms: narrative, personal, informative, instructional, persuasive, expository
- language analysis and analysis of construction of arguments (media), and point of view
- group and individual oral presentations.

Semester 1

- coursework 100 per cent.

Semester 2

- coursework 60 per cent
- exam 40 per cent.

ESSENTIAL ENGLISH

(by teacher recommendation)

Introduction

The Year 9 Essential English course is designed for students who have special academic needs, or require additional support with their literacy skills. Students will be provided with extra time and help to strengthen and refine their literacy skills. The course will focus on developing learning strategies and literacy skills. The course will cover outcomes designed to support the English course. Selection of this subject will be advised by the current Year 8 teachers, with the aim of providing extra support to the student and to improve their literacy skills.

The purpose of this course is to enable students to develop skills and knowledge in spelling, sentence structure, paragraphing, comprehension and oral communication. Students will be encouraged to understand the processes required to read and write effectively in a variety of settings. There will be a focus on developing learning strategies and literacy skills which will enhance achievement in English.

Learning focus

- reading: read accurately to locate, extract, understand, organise and synthesise ideas and information—students will identify and discuss key aspects of a set text and construct a response
- writing: communicate ideas and information clearly; write for a range of audiences and purposes—expository and creative
- speaking and listening in a range of informal and formal settings for different purposes
- comparative writing—comparing a series of texts, the style, content and purpose of the writer
- analysing and presenting arguments – students create and analyse texts taking account of audience, purpose and context
- conventions of spelling, punctuation and syntax.

Assessment

Semester 1

- class work—homework tasks (folio of written work, presentations, analysis pieces, short answer questions, paragraph responses)

Semester 2

- classwork—homework tasks, assessment tasks
- exam.

MATHEMATICS

Introduction

The Year 9 curriculum is based on a 'Teaching for Understanding' approach and differentiated according to student ability. It involves hands-on activities with supporting activities embedded into the curriculum in a structured manner. These activities are supported by consolidating lessons from a variety of sources including the textbook. This method of curriculum delivery is designed to improve student understanding of the reasons why various rules and formulae exist in mathematics in an effort to help them solve problems in real life.

Learning focus

- number and algebra
- measurement and geometry
- statistics and probability.

Assessment

- topic tests and application tasks
- exam.

SCIENCE

Introduction

Science is a study of how the world works. In Year 9 Science, we will look at how an organism responds to various stimuli and how this response is co-ordinated by the nervous system. Also covered is atomic theory and how the rearrangement of atoms results in chemical reactions. In the Ecology unit, the interactions of organisms within an ecosystem will be investigated, and in Physics the process of using magnets to create electricity will be explored, plus a robotics investigation.

Learning focus

Biology

- multicellular organisms rely on co-ordinated and interdependent internal systems to respond to changes to their environment
- an animal's response to a stimulus is coordinated by its central nervous system (brain and spinal cord); neurons transmit electrical impulses and are connected by synapses.

Chemistry

- all matter is made of atoms which are comprised of protons, neutrons and electrons
- the atomic structure and properties of elements are used to organise them on the periodic table
- chemical reactions involve rearranging atoms to form new substances; during a chemical reaction, mass is not created or destroyed.

Ecology

- ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems
- global systems including the carbon cycle rely on interactions involving the atmosphere, hydrosphere and lithosphere
- values and needs of contemporary society can influence the focus of scientific research.

Physics

- exploring the use of sensors in robotics
- using magnets in the generation of electricity and the operation of motors.

Assessment

- practical reports
- assignments
- tests
- exam.

HEALTH AND PHYSICAL EDUCATION

Introduction

Year 9 Health and Physical Education classes focus primarily on getting students active in a fun and supportive environment. Students have practical sessions where they build on the skills they learned in Middle School, working collaboratively to develop and implement a wide range of movement concepts. Through a student-centered approach, students will explore sport and physical activity from different perspectives. They will participate with their peers in a term-based sporting competition which involves traditional games and sports, along with other tasks essential to running a sporting competition.

The origins of games and sports are discussed and students critically analyse how games are created in order to produce original designs. Some of the 'lesser' known categories of games and sports are also explored with a focus on various target sports and Gaelic football.

Learning focus

SEPEP Program

- participate in a student-driven sports tournament
- engage in a variety of traditional roles (playing and officiating) but also non-traditional roles including, but not limited to coaching, managing, marketing etc.
- engage in a reflective task, based on student experiential discovery throughout their involvement.

Developing a Personal Fitness Profile

- participation in various forms of training methods including:
- recreational based sessions
- exercise circuits
- partner exercises
- strength and flexibility
- fitness games.

Design a Game

- participation in a variety of minor games focused on fun, enjoyment and a high level of activity
- creation of a minor game.

Target Sports and Games of the World

- Gaelic football
- Tchoukball
- a variety of 'target sports' including golf
- minor games.

Assessment

- practical participation
- motor skill
- interpersonal skills
- involvement, effort, collaborative work
- group assignments.

HUMANITIES

Introduction

In Year 9 students study both Geography and History. Geography is the study of the Earth and phenomenon resulting from human activity and natural forces. History makes meaning of past events and considers their influence on contemporary world events and thinking. These are taught as semester based courses and linked to the wider Year 9 Program.

Learning focus

Geography

- Biomes and Food Security. Students explore the notion of food security and the challenges of maintaining a safe, nutritious and affordable supply of food. Students will identify factors influencing China and Australia's food security in a global economy
- Geographies of Interconnections. This unit considers the importance of a sense of 'place' - covering indigenous perspectives, and connections between cultural, historical, economic and social factors influencing land use by humans
- skills developed in this unit include interpreting patterns in maps and data sources and explaining social, historical, economic, environmental, political and technological factors influencing geographic phenomenon.

History

- the Making of the Modern World: Students consider the impact of the Industrial Revolution and causes and effects of migration experiences during the 1800s. This unit encompasses the migration of Chinese workers to Australia and evaluates the impact and ethics of immigration restriction laws in that era
- the Modern World and Australia: Students explore the complex causes and outcomes of World War One (The Great War) along with propaganda's role in the war effort
- skills developed in this unit include interpreting primary and secondary historical sources, evaluating alternative theories of historians, plus research and referencing.

War on Waste- Are We Consuming Our World?

This course is designed to improve student knowledge and awareness of the choices they make as teenagers and into their adult life regarding sustainability. Students will consider one of the many common forms of environmental damage that, due to our choices as a society, are negatively impacting the world. Students will consider food use and wastage, along with human consumption through fast fashion, water, electronics and plastics. Students will consider how society can improve its waste management as well as considering this from an individual level by constructing their own 'war on waste'. Students will then spearhead a campaign based on either an area of interest or something that they feel a connection with. Through their own campaign to reduce waste, students will take steps to be informed citizens and make informed choices throughout their lives to lead Australia to a more sustainable environment.

Assessment

- short answer questions
- source analysis
- extended responses
- fieldwork
- exam.

FRENCH

VET (Vocational Education and Training)

Pathway requirements

Previous study of French is considered advantageous, but not required.

Introduction

All Year 9 French students will be undertaking two units towards a nationally recognised qualification – 10297NAT Certificate II in Applied Languages. The Certificate II in Applied Languages focuses on practical, social communication skills to equip learners with the necessary language to communicate in a range of situations.

This VET Certificate is a qualification in the study of a language that is recognised across Australia. Through this course, students learn to be able to interact with a range of people in a variety of contexts – both in social settings and in the workplace. Students who meet the criteria to achieve this Certificate will be awarded with the Certificate at the end of Year 10 – providing them with a nationally recognised qualification at the age of sixteen. Often, a student who has learnt French from Year 5 or Year 7 right through to the end of Year 10 (but who chooses not to continue into VCE) has nothing concrete to show for all those years of study. This will no longer be the case at Beaconsfields. The Certificate in Applied Language recognises a student's achievement in a second language and rewards all that effort, regardless of whether they choose to continue study of French into VCE.

Students will enrol in this national qualification with our partner RTO, Ripponlea Institute (21230)

Learning focus

- applied, practical, social communication skills.

Assessment

- in the Year 9 course, students are required to complete a variety of assessment tasks including oral presentations, writing tasks, reading comprehension and listening comprehension
- all assessment in Year 9 French is competency-based.

JAPANESE

VET (Vocational Education and Training)

Pathway requirements

Previous study of Japanese is advantageous, but not required.

Introduction

All Year 9 Japanese students will be undertaking two units towards a nationally recognised qualification – 10297NAT Certificate II in Applied Languages. The Certificate II in Applied Languages focuses on practical, social communication skills to equip learners with the necessary language to communicate in a range of situations.

This VET Certificate is a qualification in the study of a language that is recognised across Australia. Through this course, students learn to be able to interact with a range of people in a variety of contexts – both in social settings and in the workplace. Students who meet the criteria to achieve this Certificate will be awarded with the Certificate at the end of Year 10 – providing them with a nationally recognised qualification at the age of sixteen. Often, a student who has learnt Japanese from Year 5 or 7 right through to the end of Year 10 (but who chooses not to continue into VCE) has nothing concrete to show for all those years of study. This will no longer be the case at Beaconsfields. The Certificate in Applied Language recognises a student's achievement in a second language and rewards all that effort, regardless of whether they choose to continue study of Japanese into VCE.

Students will enrol in this national qualification with our partner RTO, Ripponlea Institute (21230)

Learning focus

- applied, practical, social communication skills.

Assessment

- in the Year 9 course, students are required to complete a variety of assessment tasks including oral presentations, writing tasks, reading comprehension and listening comprehension
- all assessment in Year 9 Japanese is competency-based.

EXPERIENTIAL

PROGRAM

Introduction

This program is a series of learning opportunities where students are immersed in learning about a range of important social issues for one full day of each week. These experiences often take students off campus to a variety of venues including the city and other more local service providers. At times, the students will remain on campus and have a day focusing on issues with guest speakers and interactive activities. The Experiential Program is designed to be real and relevant to the students' lives now and in the future. This element of Year 9 is also service oriented, taking students to local charities and community groups to participate in service to others who are less fortunate. In addition, students also have an opportunity to dive deeply into an exploration of their passions and interests in the Personal Best Project. Students choose a project or passion and spend one term bringing it to fruition, documenting their progress and learning in a portfolio.

Learning focus

- citizenship and service
- our world and other cultures
- values and character with a particular focus on the Personal Best Project
- learning mindset profiles.

Assessment

- structured student reflections
- portfolio of response to lesson activities and reflections
- Personal Best project portfolio.

SIX PILLARS

Introduction

For one lesson of each week students are in their House group to debrief about the Experiential Program. In a safe and comfortable learning environment, these lessons provide the space for teachers and students to work towards understanding more complex social issues. Six Pillars is foremost a forum for students to learn about themselves and challenges they may face in their journey towards becoming young adults. The learning mentor shares this journey with them, which has a focus on both personal and academic growth.

Learning focus

- growth mindset towards academic growth
- values and character including personal development topics
- teamwork
- communication.

Assessment

- student reflective tasks.

Introduction

For nine days the students will participate in an outdoor education journey in the Great South West region of Victoria. The adventure activities include camping in tents, hiking with packs, mountain bike riding, canoeing, solo and community service. The students will learn and develop key personal skills relating to community living, compromise, resilience, facing and dealing with challenges, leadership, independence and decision-making. This is a key element in the whole experience of Year 9 and is a challenging and rewarding learning opportunity. The program also provides an opportunity for meaningful exploration of the sense of place that Aboriginal culture associates with the environment in the region, through a guided discussion with Indigenous staff.

The program will be supported by pre and post-program sessions with Beacon Explorers staff. In pre-program sessions, learning mentors - along with a Beacon Explorers guide - will focus on setting the students up for success with discussions about gear requirements, menu planning and supporting the experience students will have over the nine-day journey. Post-program sessions will be focused on a guided student reflection. The reflections written by students will be presented in Beacon Explorers reports sent home to parents. The reflections will develop reflective writing skills, while allowing students to spend quality time considering what is often a life-changing experience.

Learning focus

- environment
- citizenship and service
- our world and other cultures with a particular focus on Indigenous culture
- values and character developing resilience, independence and leadership skills
- wellbeing
- learning.

Assessment

- structured student reflections
- staff report at the conclusion of the program, inclusive of student reflection piece.

ART

SEMESTER ELECTIVE

Introduction

The aim of this course is to further students' experience in a variety of media and direct them towards the selection of Visual Arts in Year 10 and ultimately VCE Studio Arts. It also is a vital link in terms of students persisting and building upon skills that have been previously learnt.

This course is a direct pathway into Year 10 Art, and through to Units 1-4 VCE Studio Arts and Art (Pakenham).

Learning focus

This subject will focus on the skills listed below as a starting point.

It may cover some or all of the areas listed below.

- 3D: clay, plaster and construction
- printmaking: mono printing, lino and etching
- drawing: still life, portraiture
- painting: watercolour, stencil and coloured inks.

Assessment

- folio of work - consisting of back-up, finished pieces and theory work as covered in class/homework.

FILM

SEMESTER ELECTIVE

Introduction

The Year 9 film course will introduce students to the art of movie making. Students in this course will learn the entire production process, from page to screen. The course provides students with the theoretical and technical knowledge needed to tell a story through the art of visual imagery. Students learn about different types of genre in film, the use of camera techniques to convey a story, and the power and engagement of film editing software. In this coursework students will complete small workshop-based tutorials and is a definitive pathway into Year 10 film, and furthermore VCE Media.

Learning focus

This subject will focus on the skills listed below:

- film theory
- screen writing
- storyboarding
- animation
- camera techniques and post production editing.

Assessment

- folio of work consists of back-up, finished pieces and theory work as covered in class/homework.

DANCE

SEMESTER ELECTIVE

Pathway requirement

No previous dance or movement experience required.

Introduction

In this practical course, students will immerse themselves in dance workshops, and work collaboratively to develop an industry-focused dance performance. Students will work with guest teachers and industry professionals developing dance technique and exploring choreography and improvisation. In groups, students will choreograph a dance performance for stage or film incorporating all aspects of production including choreography, music editing, costuming, set and lighting design. All these tasks will be rewarding for those with dance training, and for students who have an interest in human movement, choreography and/or performance production. This is a great platform into VCE Dance.

Learning focus

- dance technique
- improvisation and choreography skills
- production development.

Assessment

- participation in workshops
- production portfolio
- performance.

GAME MAKING

SEMESTER ELECTIVE

Introduction

The aim of this course is to teach students the fundamentals of coding using GameMaker. This course aims to develop the students' understanding of computer games and their development.

Learning focus

This subject will focus on the skills listed below.

Introduction to Game Making using GameMaker

- an appreciation of what makes a good game, including visual design and playability
- develop a good skill base to help students create a variety of computer games, including writing programming code.

Assessment

- game folio 1 – simple movement games
- game folio 2 - shooting games
- game folio 3 – platform games
- My Own Game project.

DRAMA

SEMESTER ELECTIVE

Pathway requirement

No previous drama experience required.

Introduction

Explore the exciting and magical world of the theatre every week with this hands-on course. Learn how to design and apply theatrical make-up like bruises and latex wounds, create costumes, build puppets and create performances using all your new skills. Apply these skills to a range of theatre styles and forms. Be part performer and part designer. Watch and analyse live theatre. The semester will conclude with a backstage tour of Melbourne's most prestigious and loved theatre district; the Arts Centre.

Learning focus

- performance skills
- stagecraft
- drama technique development.

Assessment

- dramatic and stagecraft workshops
- research task
- creative performance.

DESIGN AND GRAPHICS

SEMESTER ELECTIVE

Introduction

The aim of this course is for students to develop more technical aspects of design by addressing both manual and digital methods in the design process. This subject leads into Design and Graphics at Year 10 and ultimately Visual Communication Design at VCE.

Learning focus

This subject will focus on the skills listed below:

- drawing and rendering including technical drawing and observational drawing
- designing and developing including developing an idea from conception to completion
- manual and digital methods including the use of Adobe Photoshop.

Assessment

- folio of work including development, finished pieces and integrated theory as covered in class/home learning.

FORENSICS

SEMESTER ELECTIVE

Introduction

This is a practical-based unit that examines the varied scientific procedures that are used to solve crimes. Students are required to undertake case studies of crimes and discuss the use of forensic science in their solution. Students use scientific procedures, learn experimental techniques and their applications.

Learning focus

- to be able to conduct a variety of scientific procedures and examinations of physical evidence to assist in the solving of a crime
- to produce accurate and detailed scientific reports and to draw appropriate conclusions from them
- to understand how forensic science techniques assist in the solving of crimes and understand their applications in courts of law
- manipulate a compound microscope correctly and use it to identify a variety of samples such as hair and fibres
- be able to use the process of chromatography to identify ink samples
- investigate and carry out various physical procedures and examinations on chemical compounds
- understand different blood types
- analyse bands of DNA and explain its role in collection of evidence
- examine evidence and conclude the identity of a suspect in a simulated crime scene using evidence provided
- to demonstrate a knowledge of the chemical basis of heredity.

Assessment

- practical activities
- case studies
- test.

FOOD STUDIES

SEMESTER ELECTIVE

Introduction

Do you enjoy cooking and eating? Are you the next MasterChef? The Food Studies elective is a practical course aimed at developing cooking skills and creating meals and recipes safely and hygienically with an approach to recreate the meals at home.

This subject travels around the world with recipes used from a variety of cuisines such as Indigenous Australia, Asia, France, Italy and Mexico just to name a few. Students investigate a culture, its link to food, and also a variety of herbs and spices. Students begin their 'eating around the world journey' in Australia and we are fortunate to be able to pick some produce from our organic garden to begin our lessons.

Learning focus

- safety and hygiene
- working confidently in the kitchen with tools and equipment
- confidently prepare meals from more complex recipes
- have an appreciation of different cuisines and foods from around the world (by using various ingredients from these cuisines)
- learn to select and produce dishes that meet design briefs.

Assessment

- production
- written tasks.

ANIMATION AND WEB DESIGN

SEMESTER ELECTIVE

Introduction

The aim of this course is to teach students the fundamentals of multimedia technologies and of web design using programs such as Adobe Animate and Dreamweaver.

Learning focus

This subject will focus on the skills listed below.

Animate

- design and create animations
- use the symbols, motion tweens, frame functions and drawing tools of Adobe Animate.

Dreamweaver

- designing and creating web pages
- using Adobe Dreamweaver for text formatting, images, links, colours and cascading style sheets.

Assessment

- students design and create a folio of directed animations culminating with their own animated sequence
- students design and create a folio of web pages culminating with their own web site (unpublished).

MONEY AND MARKETS

SEMESTER ELECTIVE

Introduction

This elective is designed to equip students with knowledge and understanding of financial literacy, such as basic budgeting and personal accounting, and the local and global economy. It gives them an opportunity to explore issues that impact directly on their lives and an understanding of what it means to be a citizen of a democracy. It also provides students with an insight into the world of business, economics, civics and citizenship at the senior levels.

Learning focus

- what is an economy?
- how do we manage financial risks and rewards?
- how is the world of work changing?
- what is ethical consumerism and corporate social responsibility?

Assessment

- case studies
- assignment/presentation
- reports from guest speakers
- newspaper folio.

THE LAW AND POLITICS

SEMESTER ELECTIVE

Introduction

This elective will engage students in their understanding of the Victorian Legal System and Australia's Political system. Students will experience an introduction to civil and criminal law and the processes through which laws are made. Students Victorian legal system and Australia's political system explore current issues being discussed in the media, and how citizens can impact changes. Students learn the system of voting, including who has the right to vote and how to vote. Students are given the opportunity to create their own political party and campaigns based on an issue of their choice.

Learning focus

- introduction to civil and criminal law
- how to present a moot court
- how to influence changes in the law
- how to vote and political parties
- United Nations and the role of the media.

Assessment

- case studies
- assignment/presentation
- reports from guest speakers
- newspaper folio.

PHOTOGRAPHY

SEMESTER ELECTIVE

Introduction

This course introduces the use of cameras and computers in creating artworks.

Please note

- Pakenham is traditional black and white film photography using the darkroom
- Berwick is digital photography using DSLRs and software.

The topics covered include introductory level elements into still photography and would lead into the Year 10 Media course where students can select either photography or film as their preferred medium.

Learning focus

- photography: The medium of photography, using DSLR or SLR cameras, manual camera settings and camera modes.
- research: Theoretical analysis of photographs and images, researching a famous photographer
- image development using computers or darkroom techniques: Introduction to the software or darkroom manipulation techniques, tools and workspace
- introduction to editing, selecting, cropping and scaling.

Assessment

- folio of work consists of back-up, finished pieces and theory work as covered in class/homework.

SPORTS COACHING AND OFFICIATING

SEMESTER ELECTIVE

Introduction

The Year 9 coaching course has both theoretical and practical elements. Students will learn about skill acquisition stages of learning and development and various coaching styles, characteristics and techniques. As part of the course they will receive a Level 1 Umpiring accreditation and umpire an Auskick grid game at an AFL venue.

Learning focus

- skill acquisition stages of learning
- coaching styles and characteristics
- event organisation and peer teaching
- AFL umpiring accreditation
- practical classes.

Assessment

- topic tests and assignments
- practical participation
- umpiring accreditation.

MUSIC TECHNOLOGY

SEMESTER ELECTIVE

Introduction

No previous music experience required. With a focus on creative music making, the Year 9 semester course teaches students to produce and arrange music, through practical training in contemporary song composition and music for film and television. Students learn the fundamentals of various production mediums with computers, through a hands-on curriculum. This is designed to prepare music makers for the digital age, where the varying job descriptions can range from composing and arranging to live performance, audio engineering/editing and mastering, and more. Careers related to the field of music technology are growing at a rapid pace and new job opportunities are emerging as companies continue the trend of adding content creators and technicians to internal advertising and social media teams.

Learning focus

- explore and reflect on the role of popular music and its use in film and television
- understand their own response to music and the society in which they live
- express themselves in writing and production.

If you're drawn to the creative, experimental blending of music and technology, this is the subject for you.

Assessment

- film soundtrack
- composition portfolio
- analysis tasks.

PRODUCT DESIGN AND TECHNOLOGY

(Wood)

SEMESTER ELECTIVE

Introduction

In this elective students will be set a design brief which will enable them to design and make a product of their own design using a wide range of resistant materials (timber, metal, and plastics). The project will build on skills and processes learnt in Year 8 but more importantly will introduce new materials and machinery. The choice of what design to make and which materials to use will be decided through discussion with each individual student, while remaining within the parameters of the design brief. The use of computer-aided design and manufacturing software and machinery will also be introduced during the project. This elective will take a 'hands-on' approach to design and technology as well as developing basic design skills through use of the design process. It will be an ideal introduction to Year 10 Product Design and Technology (Wood).

Learning focus

Design problems are defined and students develop suitable solutions that can be used as the basis for designing and making. Key topics are:

- use of the design process to investigate design problems and offer solutions
- presentation techniques and drawing skills to enable effective communication of ideas
- exploring a wide range of materials (including wood, metals and plastics) and how they can be used to create effective products
- safe and effective use of machines, tools and processes to make products
- computer-aided design and manufacture.

Assessment

- design folio
- production.

PRODUCT DESIGN AND TECHNOLOGY

(Textiles)

SEMESTER ELECTIVE

Introduction

This course focuses on building a range of skills used in the textiles industry. Students will develop an understanding of using the design process to develop, design and create unique clothing with their own personal style. They will learn to use a commercial pattern, adapting it to suit their design. They may work with screen-printing, dyeing and other surface embellishment techniques to enhance their work, as well as develop technical skills on the sewing machine and overlocker. This will be excellent preparation for Year 10 Product Design and Technology (Textiles), as students who take this course will develop skills that enable them to take their creative designing further.

Learning focus

- use of the design process to investigate design problems and offer solutions
- documentation of techniques and drawing skills to enable effective communication of ideas
- exploring a wide range of materials and how they can be used to create effective products
- safe and effective use of machines, tools and processes to make products.

Assessment

- design folio
- production.

SYSTEMS ENGINEERING

SEMESTER ELECTIVE

Introduction

This course will involve the students developing skills in electronic circuit manufacture, 3D design and the use of 3D printers, understanding basic electronic concepts and combining electronic circuitry in a working product of their own design. Students are required to work individually, developing a range of related subject skills, and in doing this develop their associated subject knowledge.

Learning focus

- workshop practices and safety
- designing skills
- materials used in projects
- circuit components
- electronic circuits
- electronic circuit operation
- inputs and outputs in electronic circuits
- 3D design and printing
- coding.

Assessment

- design folio
- production.



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