



**BELLARINE SECONDARY COLLEGE**  
**YEAR 9 PROSPECTUS**  
**2025**

**Dear Parents / Guardians / Students,**

Welcome to the Drysdale Campus of Bellarine Secondary College.

Year 9 is an exciting time at Bellarine Secondary College as students settle into a new campus and begin to make important decisions about their futures as they move into their Later Years of schooling.

This booklet contains necessary information for students and parents/guardians to make choices from the range of electives available and provides a guide to the Year 9 curriculum.

Year 9 students undertake a combination of Core and Elective subjects. There are two semester length elective units in each Semester, which are chosen from The Arts, Technology and Learning in Community (LinC) electives. This is different for Accelerated Learning Program students. Students will complete a total of 4 electives over the year (2 in each Semester) and they must complete at least 1 Arts elective and 1 Technology elective over the course of the year.

Every effort will be made to give students their first choice of electives but this is not always possible as we are restricted by class sizes and timetable blocks. Students must choose carefully as changes to subject choices are not always possible and will only be considered in exceptional circumstances.

**The key dates to bear in mind are:**

Information evening: Tuesday July 23<sup>rd</sup> 2024

Year 8 into 9 Course Counselling: Week beginning August 12<sup>th</sup> 2024 (during Learning for Life class time)

Yours Sincerely,

**Mr Scott McDonald**

**Leader of Learning – Student Aspirations**

**Mr Kane Dougherty**

**Assistant Principal**

**Course Counselling**

To complete their subject selections, students will need to meet with a staff member during class time during the week August 12-16<sup>th</sup>. Students will be required to bring their pre-prepared subject selection sheet, previously completed in a Learning for Life class. It is expected that the subject selection sheet will be shared with a parent/guardian, utilising this prospectus, prior to their subject selection day.

When all students have entered their Course Selections at Course Counselling, the information will be used to generate subjects for the 2025 College year. Students will receive a copy of their selections that parents will need to sign and return to the Ocean Grove office.

Students will be notified of their 2025 curriculum in late Term 4, before their Year 9 orientation commences.

**Any queries should be directed to Mr Andrew Grimshaw at the Drysdale Campus, or Mr Dave Mitri at the Ocean Grove Campus.**

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**BELLARINE SECONDARY COLLEGE – YEAR 9 CURRICULUM STRUCTURE 2025**

YEAR	CORE ELECTIVES		
9	<p><b>Learning in Community Electives (LinC)</b></p> <p>Eco5 SEPEP Art as Activism</p>	<p><b>Arts</b></p> <p>Music Visual Art Visual Communication Drama Ceramics Media</p>	<p><b>Technology</b></p> <p>Wood Agriculture/Horticulture Fashion &amp; Fabrics Foods Robotics Metals &amp; Engineering Web design and Server Communication</p>
	<p><b><u>CORE SUBJECTS</u></b></p> <p><b>English</b> <b>Maths</b> <b>Science</b> <b>Humanities</b> <b>Health &amp; Physical Ed.</b> <b>Language (Indonesian)</b></p>		

**YEAR 9 ACCELERATED LEARNING PROGRAM (ALP) - CURRICULUM STRUCTURE 2025**

YEAR	CORE SUBJECTS	YEAR 10 ARTS/TECHNOLOGY ELECTIVE (CHOOSE TWO YEAR 10 SUBJECTS) Please see Year 10 Prospectus for specific subject information	
<p><b>9 ALP</b></p>	<p><b>English</b> <b>Maths</b> <b>Science</b> <b>Humanities</b> <b>Physical Education</b> <b>Indonesian</b></p>	<p><b>Art</b> <b>Visual</b> Ceramics &amp; 3D Art Media Art Visual Art Visual Communication Design</p> <p><b>Performing</b> Drama Music</p>	<p><b>Technology</b> <b>Design</b> Agriculture and Horticulture Materials Fashion and Fibre Materials Foods Materials Foods Café Fare Materials Metal Materials Wood</p> <p><b>Digital</b> Databases and Web Design Programming and Game Development</p>
	<p><b><u>Learning in Community (LinC)</u></b></p> <p>Eco5 – 5 day expedition. Students can choose to participate in the camp component of Eco5. The training for this will be completed in the students Physical Education class.</p>		

**BELLARINE SECONDARY COLLEGE – YEAR 10 CURRICULUM STRUCTURE 2025**

YEAR	ENGLISH	MATHS	SCIENCE	HEALTH & PHYS. ED.	HUMANITIES	LANGUAGES (INDONESIAN)	ARTS	TECHNOLOGY	
<b>10</b> 5 periods	<b>Compulsory</b>	<b>Compulsory</b>	<b>Core subjects in at least 4 Discipline Based Learning Areas other than English and Maths- 5 periods per week for one semester</b>						
	English	Mathematics 10 General  Mathematics 10 Methods  Foundation Maths	- Chemistry for Life - Engineering Science - Forensic Science - Genes and Evolution - Mind and Body - Marine Science	- Health & Human Development - Physical Education - Outdoor Education	- History: Changing The World - Sociology and Legal Studies - Economics and Business	-Indonesian	-Visual - Ceramics & 3D Art - Media - Visual Art - Visual Communication Design - Performing - Drama - Music	-Design - Agriculture and Horticulture - Materials Fashion and Fibre - Materials Foods - Materials Foods Café Fare - Materials Metal - Materials Wood  Digital - Databases and Web Design - Programming and Game Development  Ready, Set, Work Farm My School (both full year)	
	<b>Electives – If selecting one of these electives students must have chosen the related core subject first - 5 periods per week for one semester</b>								
	- Literature				- Physical Education Extension		- Indonesian Extension		

YEAR	ENGLISH	MATHS	SCIENCE	HEALTH & PHYSICAL EDUCATION	HUMANITIES	LANGUAGES (FRENCH OR INDONESIAN)	ARTS	TECHNOLOGY	VET IN SCHOOLS
<p><b>VCE &amp; VCE-VM</b> 5 periods</p>	<p><b>Units 1 to 4</b> English</p> <p>Literature</p> <p><b>Units 1 - 4</b> VCE-VM Literacy</p>	<p><b>Units 1 &amp; 2</b> General Maths</p> <p>Specialist Maths</p> <p>Maths Methods</p> <p><b>Units 3 &amp; 4</b> General Maths</p> <p>Maths Methods</p> <p>Specialist Maths</p> <p><b>Units 1 - 4</b> Foundation Maths</p>	<p><b>Units 1 to 4</b> Physics</p> <p>Chemistry</p> <p>Biology</p> <p>Psychology</p> <p>Environmental Science</p>	<p><b>Units 1 to 4</b> Physical Education</p> <p>Outdoor and Environmental Studies</p> <p>Health &amp; Human Development</p>	<p><b>Units 1 to 4</b> Business Management Legal Studies History Sociology</p>	<p><b>Unit 1 to 4</b> Indonesian</p>	<p><b>Unit 1 to 4</b> Art: Making and Exhibiting</p> <p>Visual Communication Design</p> <p>Media</p> <p>Drama</p> <p>Music: Music Performance</p>	<p><b>Units 1 to 4</b> Agriculture &amp; Horticulture</p> <p>Food and Technology</p> <p>Product Design and Technology Textiles</p> <p>Product Design and Technology Wood</p> <p><b>Units 1 and 2 Only</b> Digital - Computing</p> <p><b>Units 3 and 4</b> Digital – Software Development</p>	<p><b>Units 1 - 4</b> Aged Care Automotive Business Administration (Medical) Beauty Building &amp; Construction Children's Services Catering Operations Dance Education Support (Integration) Electro technology Engineering Equine Industry Hairdressing ICT Makeup Media Music Outdoor Recreation Plumbing</p> <p>*Please note VET courses are dependent on enrolment numbers</p>



## YEAR 9 SUBJECT COURSE OUTLINES:

## LINC PROGRAM – ECO5

<b>Title:</b>	<b>Eco5 Challenge</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Mr Adam McIntosh, Mr Jake Lindrea, Mrs Terri-Anne Finch</b>

**COURSE AIMS:***ECO5 Challenge*

This semester unit will focus on learning essential life skills that will be utilised in a wide variety of activities, both in and out of the classroom.

The essential skills will include:

- Team and Leadership development.
- Personal Learning goals.
- Understanding personal skills and attributes.
- Developing confidence, resilience and managing challenge.
- Planning, organisation and problem solving.
- This semester will culminate in an extended challenging experience out of the school environment.

## Course Content-

- Problem Solving
- Design & Improvement
- Planning & Organising
- Community Engagement
- Communication & Information Research
- Leadership & Teamwork
- Self-Management
- Formal Presentation to an Audience

## SEPEP

<b>Title:</b>	<b>SEPEP</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Mr Tom Stokes</b>
<b>COURSE AIMS:</b>	
<p>SEPEP is an approach towards teaching physical education that aims to maximise involvement and deepen understanding of sports by giving students dedicated roles outside of just participation. It seeks to develop leadership and other interpersonal skills valuable to all aspects of life. Some of the roles that students can undertake include; coach, publicity manager, film crew, statistics, umpire, timekeeper, scoring, devising the draw.</p>	
<b>COURSE CONTENT:</b>	
<p>SEPEP (Sport Education in Physical Education Program) is based around the philosophy that community sport involvement (structured teams and competitions) has the potential to breed in its participant's dedication, competence and commitment as well as physical, social and cognitive skills. In this program, students are put in the driver's seat – they elect their own managerial board (called the sports board), they fulfil the roles associated with officiating a sports competition (ie – umpires or referees, publicity officers, equipment officers, coaches and captains), and they also determine the rules of the game that is to be played, and the details of the competition season. Students will develop these skills throughout the term and apply these skills when peer teaching or potentially when hosting students from some of our partner primary schools.</p>	

ARTS

<p><b>Title:</b></p> <p><b>Compulsory / Elective:</b></p> <p><b>Contact Person:</b></p>	<p><b>Art as Activism</b></p> <p><b>Elective</b></p> <p><b>Ms Alisha Lyon</b></p>
<p><b>COURSE AIMS:</b></p> <p>Students will learn about a broad range of issues both global and local communities and they will be presented with a range of different community organisations to develop their understanding of a range of current issues in these settings. Students will continue to deepen their awareness the issue that they explored in groups. They continue their research and understanding to help them to produce an informative piece of art following a creative process to spread the message and engage their audiences.</p> <p><b>COURSE CONTENT:</b></p> <p>Students work in groups on their selected issue (global or local) to create a presentation and deepen the classes understandings. The Art works will be displayed in public to raise community awareness about their chosen issue. Students learn how Art can be used as a powerful tool to influence positive social, environmental and political change.</p>	
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<b>Title:</b>	<b>VISUAL ART</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Ms Alisha Lyon</b>
<p><b>COURSE AIMS:</b> Year 9 visual art aims to give students an opportunity to explore the qualities of a range of art media. They use the studio process to develop their own visual language to express themselves through the creation of artworks.</p> <p>Students learn about artists and artworks from different times and cultures, and complete both practical and written activities in response to them.</p>	
<p><b>COURSE CONTENT:</b></p> <ul style="list-style-type: none"> <li>• Drawing</li> <li>• Painting</li> <li>• Mixed media</li> <li>• Visual analysis</li> <li>• Portraiture</li> <li>• Printmaking</li> <li>• Research tasks</li> <li>• Landscape</li> <li>• Surrealism</li> </ul>	

<b>Title:</b>	<b>CERAMICS / 3D ART</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Ms Jess Walsh</b>
<p><b>COURSE AIMS :</b>In year 9 Ceramics and 3D Art, students learn a range of fundamental hand-building techniques. They learn about the qualities of clay and other media while constructing ceramic and mixed media forms. Students learn how to use the studio process to develop their ideas into 3D forms while responding to sculptures from different times and cultures. Students also complete a range of research tasks in response to themes explored in class.</p>	
<p><b>COURSE CONTENT:</b></p> <ul style="list-style-type: none"> <li>• Pinch pot</li> <li>• Coiling</li> <li>• Slab</li> <li>• Reduction method</li> <li>• Joining techniques</li> <li>• Mixed Media sculpture</li> <li>• Terracotta Warriors</li> </ul>	

<b>Title:</b>	<b>MUSIC</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Ms Rebecca Cowled</b>
<b>COURSE AIMS:</b>	
Students will study the basic elements of music construction. Students will develop skills that will lead them to a greater understanding and appreciation of music.	
<b>COURSE CONTENT:</b>	
<ul style="list-style-type: none"> <li>• Theory – basic elements used in the construction of music works.</li> <li>• Composition – application of theory to individual composition and exploration of ideas.</li> <li>• Performance – individual and group work.</li> <li>• Students who learn instruments will have the opportunity to practice their craft.</li> <li>• Appreciation – develop the skill of analysing / reviewing performances.</li> </ul>	

<b>Title:</b>	<b>MEDIA</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Ms Jess Walsh</b>
<b>COURSE AIMS:</b>	
Students will focus on codes, conventions and genre as the main ways of creating meaning through photography. They will analyse the use of codes and conventions in the work of professional photographers and use this as inspiration to create their own photography series. Students will apply the five-stage production process as they brainstorm, plan, create, refine and distribute their photographs using both point-and-shoot and DSLR manual cameras.	
<b>COURSE CONTENT:</b>	
<ul style="list-style-type: none"> <li>• investigate the work of famous photographers</li> <li>• complete a photo essay analysing codes, conventions and characteristics.</li> <li>• They will showcase their individual style in the form of a 'look book' folio showing how their photographic style has evolved.</li> <li>• Students will reflect and refine the production process through analysis of their own work.</li> <li>• The subject will give the students the opportunity to learn photography form conventions, the DSLR manual settings (ISO, aperture &amp; shutter speed).</li> </ul>	

<b>Title:</b>	<b>VISUAL COMMUNICATION DESIGN</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Mr Paul Waycott</b>
<b>COURSE AIMS:</b>	
The Year 9 course is based on Product Design and the Communication Process. Students will learn to use a range of media and materials in presenting theme-based projects.	
<b>COURSE CONTENT:</b>	
The skills will cover:	
<ul style="list-style-type: none"> <li>• Layout</li> <li>• Typography</li> <li>• Signage</li> </ul>	<ul style="list-style-type: none"> <li>• Research assignment</li> <li>• Technical drawing</li> <li>• Product design</li> <li>• Promotional graphics</li> </ul>
Students will be encouraged to use practical means of presentation such as:	
<ul style="list-style-type: none"> <li>• Paint</li> <li>• Gouache</li> <li>• Pencil</li> <li>• Ink</li> </ul>	<ul style="list-style-type: none"> <li>• Cut paper</li> <li>• Photoshop</li> </ul>

## TECHNOLOGY

All students must select two single semester units. For more information and pictures of student work, see our Web Page on the Internet and Intranet.

<b>Title:</b>	<b>AGRICULTURE AND HORTICULTURE</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Ms Sandi-Lea Dimasi</b>
<b>COURSE AIMS:</b>	
This elective is designed to introduce students to the importance of horticulture and agriculture locally, nationally and globally.	
<b>COURSE CONTENT:</b>	
The course will include theory and practical work related to the growing of vegetable or herb crops and poultry production.	

<b>Title:</b>	<b>FOODS</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Mr Tobin Rose</b>
<b>COURSE AIMS:</b>	
Food Technology involves using knowledge, skills and attitudes to produce food products that meet people's needs and desires.	
In this course, students will be introduced to designing and working with food, applying safe and hygienic food preparation, appropriate terminology and working with a design brief. There is a sound nutrition focus with links to food models, nutrient content and requirements for growth and activity. Students will be challenged with questions, investigations, newspaper articles and case studies. It is expected that from this, students will develop an appreciation for food by investigating and working with food.	
<b>COURSE CONTENT:</b>	
<ul style="list-style-type: none"> <li>• Production - weekly practical tasks</li> <li>• Folio - weekly written tasks</li> <li>• Design Briefs</li> <li>• Investigation</li> <li>• ICT activities</li> </ul>	

<b>Title:</b>	<b>WOODWORK</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Ms Desiree Eden</b>
<b>COURSE AIMS:</b>	
Students will develop a design folio responding to a design brief and present a design solution. They will follow a production plan in creating a designed solution, using tools and equipment safely demonstrating skills and techniques with wood working processes.	
<b>COURSE CONTENT:</b>	
Students will develop skills including:	
<ul style="list-style-type: none"><li>• Measuring/ Marking &amp; Cutting</li><li>• Laminating/ gluing timber &amp; joinery</li><li>• Shaping and edging with specialist tools</li><li>• Assembling</li><li>• Finishing techniques and hardware attachment</li></ul>	



<b>Title:</b>	<b>METAL &amp; ENGINEERING</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Mr Mark Duncan</b>
<b>COURSE AIMS:</b> Students will use a variety of materials including aluminium, brass and mild Steel and apply appropriate techniques to produce models based on working diagrams and designs developed by students. Safe work practices including appropriate footwear, eye and hearing protection are strongly emphasised and necessary to participate in practical tasks.	
<b>COURSE CONTENT:</b> Students will study the safe use of the following workshop equipment and apply theory to practical applications. <ul style="list-style-type: none"><li>• Gas welder</li><li>• CNC Plasma</li><li>• Gearhead drill</li><li>• Polishing finisher</li><li>• Sheet metal roller</li><li>• Hand tools</li></ul> Students are required to complete two core models along with all theory based on safe work practices.. Extension models are encouraged to students who demonstrate an aptitude for this subject.	

<b>Title:</b>	<b>FABRICS &amp; FASHION</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Ms Lynsey Roos</b>
<b>COURSE AIMS:</b>	
This elective aims to develop knowledge and skills in the design and construction of garments and fashion accessories.	
<b>COURSE CONTENT:</b>	
In this course students will be introduced to fashion drawing, working with fabric, understanding patterns and correct equipment use. They will complete several sewing samples and drawings which will be maintained in a display folio. There will be a focus on the correct and safe use of both hand and machine equipment. Commercial patterns will be used in the construction of garments and accessories and students will be encouraged to make decisions on appropriate construction skills and finishing techniques. Students will also complete research into the Textiles industry.	

<b>Title:</b>	<b>ROBOTICS</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Mr Gregor Limberg</b>
<b>COURSE AIMS:</b>	
Students will gain a basic understanding of electronics and robotics. Students will be able to apply these skills to construct working robots of their own design.	
<b>COURSE CONTENT:</b>	
The Robotics classroom is run as a Learning Centre. Students are able to choose their own robotic challenges depending on their skill level and learning styles. Students are given a range of hundreds of activities to choose from, obtained from prepared curriculum materials or from specialist robotics web sites on the internet. Students are able to construct their robots using their own Mindstorm NXT Kits and a range of other building materials. Robot designs include humanoid robots, remote control cars, Ninja fighting robots, tracked vehicles, service robots, soccer robots and dancing robots just to name a few. Students can program the robots to behave autonomously or using Bluetooth control, using a joy stick or even mobile phones.	

<b>Title:</b>	<b>WEB DESIGN &amp; SERVER COMMUNICATION</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Mr Gregor Limberg</b>
<b>COURSE AIMS:</b>	
The students will learn the basic structure that make up every website by learning about the markup language HTML. They learn how to style and design website elements through the style sheet language CSS and how to run client-side communication with the server through PHP. They will examine how to create dynamically updating content, control multimedia and animate images using JavaScript.	
<b>COURSE CONTENT:</b>	
<ul style="list-style-type: none"> <li>• HTML</li> <li>• CSS</li> <li>• PHP</li> <li>• JavaScript</li> </ul>	

## ENGLISH

<b>Title:</b>	<b>ENGLISH</b>
<b>Compulsory / Elective:</b>	<b>Compulsory</b>
<b>Contact Person:</b>	<b>Ms Georgina Saunders</b>
<b>COURSE AIMS:</b>	
The course consists of a wide range of activities and practices, which develop student competence and confidence in using language.	
<b>COURSE CONTENT:</b>	
The course is assessed in 3 modes:	
<ul style="list-style-type: none"> <li>• Reading and viewing –Students are encouraged to read widely and with discrimination. The course incorporates study of set texts, novels, short stories, plays, films as text, poetry, newspapers and other media.</li> <li>• Writing – Students are encouraged to develop control of the writing process by choosing and developing topics, drafting, revising, editing, presenting to an audience and participating in the evaluation of their work. Students engage in a range of different types of writing. Tasks are designed to allow students to build on the skills already developed in previous years, as well as to introduce them to the writing of arguments, instruments, reports and reviews.</li> <li>• Speaking and Listening – Emphasis is given to using speech in a clear, controlled and expressive manner. Students are expected to participate in discussions, debates, formal and informal talks and various other activities designed to enhance speaking skills. Exercises and activities that stress the importance of thoughtful, critical, attentive, and appreciative listening are presented.</li> </ul>	

## HEALTH AND PHYSICAL EDUCATION

Two separate subjects are studied:

- Health
- Physical Education

<b>Title:</b>	<b>HEALTH</b>
<b>Compulsory / Elective:</b>	<b>Compulsory</b>
<b>Contact Person:</b>	<b>Ms Sue Blacket, Mrs Terri-Anne Finch</b>
<b>COURSE AIMS:</b>	
<p>The curriculum focuses on supporting students to make decisions about their own health, safety and well-being. It enables them to access and understand health information to make good choices. The curriculum develops knowledge, understanding and skills to critically engage with a range of focus areas</p>	
<b>COURSE CONTENT:</b>	
<p>Students will study several topics which include :</p> <ul style="list-style-type: none"> <li>• Drug education – Prescription and Illicit Drugs</li> <li>• SAPPSS/Respectful Relationships</li> </ul> <p>All units have a Community Health focus - giving information on community services available to assist young people with these areas of their health</p>	

Two separate subjects are studied:

- Health
- Physical Education

<p><b>Title:</b></p> <p><b>Compulsory / Elective:</b></p> <p><b>Contact Person:</b></p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Compulsory</b></p> <p><b>Mr Tom Stokes, Mr Andrew Royall</b></p>
<p><b>COURSE AIMS:</b></p> <p>The curriculum focuses on the acquisition and refinement of a broad range of movement skills. Students apply movement concepts and strategies to enhance performance in the activities. Students develop an understanding of how and why the body moves and what happens to the body during activity. Students develop personal and social skills through participation in movement and physical activities.</p>	
<p><b>PRACTICAL UNITS:</b></p> <p>Striking and Fielding, Net Sports, Court Sports, Footy Codes, Alternative Sports Fitness and Gymnastics</p> <p><b>THEORY:</b></p> <p>Body Systems during exercise</p> <p>Skill Classification</p>	

## LANGUAGES

This is a full year core subject and Year 9 students will study Indonesian. Students will be continuing with the language studied at Years 7-8.

<b>Title:</b>	<b>INDONESIAN</b>
<b>Compulsory / Elective:</b>	<b>Compulsory</b>
<b>Contact Person:</b>	<b>Ms Jennie Claridge</b> <b>Ms Jodie Scarlett</b>
<b>COURSE AIMS:</b>	
<p>Skills developed will be: listening, speaking, reading and writing in Indonesian, expressing personal feelings and appreciation of the culture of Indonesia. The course is a prerequisite for Year 10 Indonesian and leads to VCE Indonesian.</p>	
<b>COURSE CONTENT:</b>	
<p>Themes covered include :</p> <ul style="list-style-type: none"> <li>• Sport &amp; hobbies</li> <li>• Weather</li> <li>• Environment</li> <li>• Holidays</li> <li>• Cultural components</li> </ul> <p>A language/cultural study tour to Indonesia may be offered to students studying Indonesian in Year 10, 11 or 12.</p>	

## MATHEMATICS

<b>Title:</b>	<b>MATHEMATICS</b>
<b>Compulsory / Elective:</b>	<b>Compulsory</b>
<b>Contact Person:</b>	<b>Mr Andrew Grimshaw</b>
<b>COURSE AIMS:</b>	
Mathematics develops some new topics as well as developing skills already introduced in Year 8.	
<b>COURSE CONTENT:</b>	
<p>Year 9 Mathematics continues to develop students' skills in Number &amp; Algebra, Statistics &amp; Probability and Measurement &amp; Geometry. Students apply their knowledge of basis calculations and percentages to discounts, hire purchase, commissions and mortgages.</p> <p>Skills in measurement are extended with work on Pythagoras' Theorem and introductory Trigonometry. The emphasis in these areas is on developing skills to solve practical problems.</p> <p>Scientific calculators are required for this course. It is anticipated that all students will use computers for geometry, graphing and statistics. Students are assessed on Skills and Problem Solving. Students are encouraged to work at the highest possible level, accepting the challenges of open-ended and problem solving exercises.</p>	



## SCIENCE

<b>Title:</b>	<b>SCIENCE</b>
<b>Compulsory / Elective:</b>	<b>Compulsory</b>
<b>Contact Person:</b>	<b>Mr Omar Lewis</b>
<b>COURSE AIMS:</b>	
<p>The Year 9 Science course builds upon the scientific knowledge and skills acquired in Year 8 Science, to further develop student understanding of the world in which we live and the important role science plays in developing a sustainable future. The course is design is composed of integrated units covering Biology, Physics, Psychology, Chemistry and Environmental Science. This course requires an online software program and work book</p> <p>Excursions/incursions are organised each year.</p>	
<b>COURSE CONTENT:</b>	
<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Sustainable Futures</li> <li>• Consumer Chemistry</li> <li>• Sport, Motion and Human Performance</li> <li>• Body and Disease</li> <li>• Ecosystems and Organisms</li> </ul>	

## HUMANITIES

There are four subjects studied in HUMANITIES:

- Economics and Business, History, Geography, Civics and Citizenship

<b>Title:</b>	<b>GEOGRAPHY</b>
<b>Compulsory / Elective:</b>	<b>Compulsory</b>
<b>Contact Person:</b>	<b>Ms Jessica Willox</b>
<b>COURSE AIMS:</b>	
<p>In this unit, students examine biomes and food security. They investigate 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.</p>	
<b>COURSE CONTENT:</b>	
<p>Students will study several topics including:</p> <ul style="list-style-type: none"> <li>Distribution and characteristics of biomes</li> <li>Factors that influence food production in Australia</li> <li>Interconnections between food, land and water degradation</li> <li>Land and resource management</li> </ul>	

<b>Title:</b>	<b>HISTORY</b>
<b>Compulsory / Elective:</b>	<b>Compulsory</b>
<b>Contact Person:</b>	<b>Ms Jessica Willox</b>
<b>COURSE AIMS:</b>	
<p>In this unit, students study the making of the modern world from 1750 to 1918 and the modern world and Australia from 1918–the present. It covers the period of industrialisation and rapid change in the ways people lived, worked and thought, the era of nationalism and imperialism, and the colonisation of Australia which was part of the expansion of European power.</p>	
<b>COURSE CONTENT:</b>	
<p>Core topics include:</p> <ul style="list-style-type: none"> <li>Causes of the Industrial Revolution</li> <li>Migration, Immigration and settlement patterns</li> <li>Exploring perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events.</li> <li>Short- and long-term impacts of colonisation on Indigenous Australians</li> </ul>	

<b>Title:</b>	<b>ECONOMICS AND BUSINESS</b>
<b>Compulsory / Elective:</b>	<b>Compulsory</b>
<b>Contact Person:</b>	<b>Ms Jessica Willox</b>
<b>COURSE AIMS:</b>	
<p>In this unit, students explain the importance of managing consumer and business financial risks such as scams. They analyse the different strategies that may be used when making financial decisions. Furthermore, students identify types of entrepreneurial behaviours and their importance for work, business and the economy. At the end of this unit, they should be able to use economic terms and concepts and apply these within their community. Students explain and analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy. They identify consumer trends, explain relationships and make predictions. Students evaluate and analyse the concepts of sustainability, technology and globalisation in relation to consumer trends and businesses.</p>	
<b>COURSE CONTENT:</b>	
<p>Topics include:</p> <ul style="list-style-type: none"> <li>• Financial Risks</li> <li>• Personal Finance</li> <li>• World of Work</li> <li>• Consumer Society</li> <li>• Managing money, credit and banking</li> <li>• Australia's Economy</li> </ul>	

<b>Title:</b>	<b>CIVICS AND CITIZENSHIP</b>
<b>Compulsory / Elective:</b>	<b>Compulsory</b>
<b>Contact Person:</b>	<b>Ms Jessica Willox</b>
<b>COURSE AIMS:</b>	
<p>In this unit, students develop an understanding of Australia's political system and its capacity for change. They explore how political parties, interest groups, the media, and individuals impact government and decision-making processes. They also investigate Australia's roles and responsibilities in the international arena, focusing on global connectedness and its influence on contemporary Australian society. Additionally, students examine the features and principles of Australia's court system, particularly the High Court, and the significant cases that have shaped Australian law.</p>	

**COURSE CONTENT:**

Topics include:

- Government
- Principles of justice
- Australian court hierarchy
- Australian legal system
- Australia's international legal obligations

**BASKETBALL PROGRAM**

<b>Title:</b>	<b>Basketball Program</b>
<b>Compulsory / Elective:</b>	<b>Elective</b>
<b>Contact Person:</b>	<b>Andrew Royall (Steve Carlson)</b>
<b>COURSE AIMS:</b>	
<p>The aim of the Basketball Program is to provide students the opportunity to focus specifically on developing their knowledge, skills and understanding of this very popular sport. Students will develop their individual skills and knowledge as well as team concepts to enhance their on-court performance, while fostering attributes such as sportsmanship, teamwork, communication and leadership to develop as a person and a player.</p> <p>While the program will support students to be more accomplished basketball players, it will instil the College values of respect, responsibility and resilience and enhance student discipline, dedication and perseverance.</p>	

The course also aims to connect and engage students with their academic learning by leveraging their interest in Basketball to enhance their application and engagement in their learning more generally and by developing the learning behaviours which will support academic achievement.

Note that there will be a limit of one class for the Basketball Program at Year 9 in 2025. Students selected for this program will remain in this class for most other subjects (except electives at Year 9). Given this program is in addition to other classes studied at Year 9, the program for students at both Year 9 in 2025 will involve:

English (5ppw), Maths (5ppw), Basketball Program (4ppw), Science (3ppw), Humanities (3ppw), Languages (3ppw), Art (2ppw), Technology (2ppw), HAPE (2ppw) and Learning for Life (1ppw).

This is different to all other classes with Art, Technology, HAPE and Learning for Life being 1 less ppw to create the timetable space for the Basketball Program.

#### **COURSE CONTENT:**

##### Individual Skills

- Dribbling
- Shooting
- Passing
- Rebounding
- Defence
- Footwork

##### Team/Strategy/Concepts

- Team Defence
- Offensive structures
- Transition offense/defence

##### Knowledge/Basketball IQ

- Rules/Refereeing
- Coaching
- Decision making

Please note that there are costs associated with this program related to numerous excursions and incursions. These details will be shared at the Parent Information session which will be conducted for interested students and their families.