

# 2024 YEAR 9 SUBJECT SELECTION HANDBOOK



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# Welcome

## Assistant Principal's Welcome

Welcome to Year 9!

The College has high expectations of students at Year 9, and all students are expected to achieve their personal best in every subject and to participate in other activities such as sport, debating, and community events.

In Year 9, the curriculum is structured so students undertake studies across all domains to ensure that they have a firm foundation for further studies. Most subjects are core and undertaken in home group classes, so students build strong relationships with their classmates.

Eligible students from a non-English speaking background have access to **English as an Additional Language (EAL)** as a subject with a dedicated EAL teacher and are usually withdrawn for intensive support in developing their English skills.

The **Maths** program is highly differentiated. This means that students are tested and work is provided that is at **the individual level of the student**. This allows students to deepen and accelerate their learning in topics they are strong with, and get targeted support if there are topics that they are weaker on. Students also have access to online resources to further strengthen their Math's skills.

Art and Technology subjects run as elective subjects, where students choose to undertake different subjects based on their interests and preferences. These subjects usually occur at the same time, so students are in different mixed groups during this time...

### Subject

English or English Additional Language  
Maths  
Science  
Humanities  
Physical Education and Health  
Arts/Technology/Japanese – elective choice

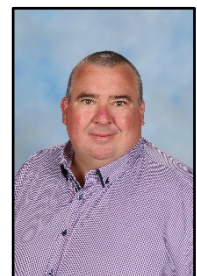
The following pages have more information about each subject, as well as important information for the Art/Technology/Japanese electives.

Please read this booklet carefully so you have a good idea of the options and expectations for Year 9.

If you have any questions, please feel free to contact me at the College.

Thankyou

Gavin Ferrier  
Assistant Principal



# Junior School Staff

The following staff in their current positions may be of assistance when planning your subject selection. Please do not hesitate to contact any member of staff for assistance. They can be contacted by calling the College on 9546 9066.

Role	Staff Name
Assistant Principal	Gavin Ferrier
Leading Teacher Year 9	Annette Beattie
Coordinator Year 9	Scott Caughey

Below is a list of teachers who may be able to provide further information on specific subjects.

Subject	Teacher
<b>CORE SUBJECTS</b>	
<a href="#">English</a>	Maria Theoharis
<a href="#">EAL</a>	Jim Nikolakopoulos
<a href="#">Humanities</a>	Maria Theoharis
<a href="#">Mathematics</a>	Carl Costolloe
<a href="#">Physical Education &amp; Health</a>	Elizabeth Roshiah
<a href="#">Science</a>	Carl Costolloe
<b>Semester Based Electives</b>	
<b>ARTS (Choose 2)</b>	
<a href="#">2D and 3D Art</a>	Annette Beattie
<a href="#">Drama</a>	
<a href="#">Media Studies</a>	
<a href="#">VCD</a>	
<a href="#">Music</a>	
<b>TECHNOLOGY (Choose 2 OR JAPANESE)</b>	
<a href="#">Design and Technologies</a>	Annette Beattie
<a href="#">Digital Technologies</a>	
<a href="#">Food by Design</a>	
<a href="#">LOTE (Japanese) Full year</a>	Russell Turnbull



# **Noble Park**

## **Secondary College**

Year 9 Core Subjects

# **Year 9**

## **Core Subjects**

# Year 9

## Core Subjects

### ENGLISH

### FULL YEAR

*All students are required to study English or EAL for the whole year based on eligibility*

#### **Learning Focus**

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. In Year 9, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

#### **Learning Outcomes**

##### **Reading and Creating Texts:**

Students will read a range of texts to examine different perspectives on complex themes and issues. They will demonstrate their critical understanding of the texts through short and extended responses. They will also develop creative responses to texts, exploring how purpose and audience affect the choices they make as writers in developing ideas and planning work, making choices about structure, conventions, and language to develop voice and style.

##### **Speaking and Listening:**

Students will deliver a variety of oral presentations to both the class and to smaller groups. Further, they will participate in class discussions to develop their listening and speaking skills.

##### **Analysing and Presenting Argument:**

Students will analyse persuasive techniques used in a range of print, non-print, and multi-modal texts to explore how points-of-view are constructed. They will produce a sustained critical response on the issues studied each semester.

##### **Reading and Comparing Texts:**

Students explore how comparing texts can provide a deeper understanding of ideas, issues and themes. Students produce a written comparison of selected texts, discussing important similarities and differences, and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives.

#### **School Assessed Tasks**

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum. Reflective journals

- Creative responses
- Text response essays
- Oral presentations
- Writing Portfolio

# Year 9

## Core Subjects

### ENGLISH AS AN ADDITIONAL LANGUAGE

FULL YEAR

*All students are required to study English or EAL for the whole year based on eligibility*

#### **Learning Focus**

The EAL course is designed for a range of EAL students from diverse language and educational backgrounds and experiences. Students will develop their language skills in speaking, listening, reading, viewing and writing in Standard Australian English. They will develop their understanding of how language and structural features are used to create meaning for a range of purposes, audiences and contexts in preparation for future pathways.

#### **Learning Outcomes**

##### **Reading:**

Students will read many different types of writing like novels, newspapers, letters, and reports. Students will improve their ability to understand and analyse what they are reading.

##### **Writing:**

Students produce, in print and electronic forms, texts for a variety of purposes. They write extended narratives or analyses with attention to characterisation, consistency of viewpoint and development of an argument or resolution.

##### **Speaking and Listening:**

Students will improve their ability to speak and listen in English. They will participate in class discussions, conversation role-plays, and oral presentations.

#### **School Assessed Tasks**

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum.

- Spelling Tests
- Oral presentations
- Journal entries
- Essay writing (analytical/creative/narrative)

# Year 9

## Core Subjects

### MATHEMATICS

FULL YEAR

*All students are required to study Mathematics for the entire year*

#### **Learning Focus**

The Year 9 Mathematics course follows the Victorian Curriculum. Year 9 Mathematics curriculum is organised by the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. The four proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning.

The Year 9 mathematics program has been developed to take into account that different students develop at different rates. The provided written work and activities cover a wide range of abilities, enabling extension opportunities for students as well as ensuring all students acquire the basic skills and concepts.

At the beginning of a topic, students may sit a pre-test that will determine where they need to start in the topic. The worksheets, exercises and activities will be selected so that individuals will be working at their level. A post-test will determine the progress made by the students.

#### **Specialised skills and learning**

Students will study the following topics:

- Number Skills
- Indices and Number Systems
- Geometry & Measurement
- Applications of Percentages including Financial Arithmetic
- Algebra Skills
- Chance & Data
- Linear Equations & Graphs
- Pythagoras & Trigonometry

#### **School Assessed Tasks**

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum standards

- Homework
- Pre-tests (selected topics)
- Post-tests
- Assignments
- Application Tasks
- Semester Exam



# Year 9

## Core Subjects

### SCIENCE

FULL YEAR

*All students are required to study Science for the entire year*

#### **Learning Focus**

This program focuses on a range of topics that cover biology, chemistry and physics as well as focussing the skills required to plan, conduct and analyse experiments. Students also undertake investigations and tasks that focus on thinking and scientific inquiry skills.

#### **Specialised skills and learning**

Students will study the following topics:

- The Atom/Reaction types
- Diseases
- Electrical Energy
- Ecosystems
- Heat, Light & Sound
- Coordinated Body Systems

#### **School Assessed Tasks**

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum standards

- Experiments
- Tests
- Class tasks
- Investigations

# Year 9

## Core Subjects

### PHYSICAL EDUCATION AND HEALTH

FULL YEAR

*All students are required to study Physical Education and Health for the entire year*

#### Learning Focus

Students explore a healthy lifestyle while developing the skill level and knowledge required to perform at a higher level in a competitive sporting environment.

#### Learning Outcomes

In this subject students will:

- Participate in a wide variety of physical activities
- Analyse and evaluate their own levels of physical activity
- Learn how to demonstrate proficient complex movement and manipulative skills
- Learn how to maintain regular participation levels in moderate to vigorous physical activity
- Develop the capacity to combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance
- Participate in team based learning activities investigating the many concepts covered in this course
- Develop an understanding of personal and community health issues
- Reflect on influences of risk taking behaviour and harm minimisation strategies relating to bullying and cyber-bullying, relationships and alcohol and other drugs

#### School Assessed Tasks

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum standards

- Workbook
- Physical Activity Assessment
- Health Unit Assessments
- Nutrition Booklet

# Year 9

## Core Subjects

### HUMANITIES

FULL YEAR

*All students are required to study Humanities for the entire year*

#### **Learning Focus**

The Humanities involve the study of human societies and environments, people and their cultures in the past and the present. The Humanities provide a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it. The Humanities also encourage use of research skills and inquiry processes. Students learn to plan an investigation and ask key questions. They question and analyse a range of data and sources including artefacts, photographs, maps, stories, special events, interviews, site visits and electronic media. They form conclusions supported by evidence and present information in a variety of ways.

#### **Learning Outcomes**

In this subject students will:

- Demonstrate an awareness of different historical sources and representations
- Recapture thoughts, events, and ideas from the past and relate them to the present
- Develop skills in critically analysing historical evidence and data
- Use key geographic concepts such as place, space, environment, interconnection, sustainability, scale, and change

#### **School Assessed Tasks**

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum standards

- Differentiated Task
- In class assessments (written responses and activities)
- Field work and data collection
- Written report
- Mini research project



# **Noble Park**

## **Secondary College**

### **Year 9**

### **Elective Subjects**

# Year 9 Elective Subjects

**All students will choose 2 Arts and 2 Technology Elective.**

**Students can choose to do Japanese for the whole Year, but this will replace their Arts and Technology second choice.**

## DESIGN & TECHNOLOGIES

## SEMESTER BASED

### Learning Focus

Students will develop both hands-on skills and digital 3D modelling skills through the construction of individual and collaborative practical projects, apply basic design skills to practical outcomes and gain confidence in the workshop. Students are given the opportunity to manipulate a range of materials such as wood, plastics, clay, metal and other related materials such as 3D printing, while becoming aware of the need to consider technical, social, economic and environmental considerations when designing and making functional products.

During the unit, students will develop knowledge and confidence to critically analyse and creatively respond to design challenges.

They will experiment and use materials and processes effectively in a given situation and how the choice and use of technologies contributes to a sustainable future.

### Learning Outcomes

In this subject, students will apply the essential skills:

- Investigation project
- Understand and follow safety procedures
- Use design process to complete set tasks
- Prepare designs and working drawings
- Material experimentation
- 3D modelling
- 3D printing
- Joining techniques
- Finishing skills
- Evaluation of projects

### School Assessed Tasks

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum standards

- Investigation tasks
- Design tasks
- Practical work
- Evaluation tasks

# Year 9 Elective Subjects

## DIGITAL TECHNOLOGIES

## SEMESTER BASED

### Learning Focus

In this subject, students will develop their knowledge and understanding of e-Smart issues and digital citizenship. They will develop their knowledge and understanding of digital networks, hardware and software applications as well developing their ICT knowledge and skills.

Students will plan, design and create their own e-commerce website, using a website building application. They will also develop the knowledge and skills for using HTML coding to create a simple website

### Learning Outcomes

In this subject, students will apply the essential skills:

- Develop understanding and use of meta-language relating to digital technologies
- Develop knowledge and understanding of e-Smart issues and digital citizenship
- Develop knowledge and understanding of digital networks, hardware and software applications
- Develop the knowledge and skills to plan, design and create an e-commerce website
- Develop the knowledge and skills for using HTML coding to create a simple website

### School Assessed Tasks

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum standards

- Digital technology language task
- e-Smart poster task
- Digital network poster task
- E-commerce website task
- HTML website task

# Year 9 Elective Subjects

## FOOD BY DESIGN

## SEMESTER BASED

### Learning Focus

Students use the design process to investigate, design, produce and evaluate products. Students will also be exposed to creative and technical skills required for cooking. Assessment will be based on theory and practical work.

### Learning Outcomes

In this subject, students will apply the essential skills:

- Understand and follow safety & hygiene procedures
- Understand and use technical and creative skills to design, produce and evaluate products
- Understand the role sensory evaluation has when critiquing food
- Understand what encompasses healthy eating practices
- Understand multicultural influences and the evolution of the Australian Cuisine
- Understand the processes essential for successful cake making
- Understand and experiment with global goodies

### School Assessed Tasks

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum standards

- Investigation task
- Practical work
- Bookwork
- Evaluation tasks

# Year 9 Elective Subjects

**LOTE (JAPANESE)**

**FULL YEAR**

## **Learning Focus**

Students further develop skill in understanding, speaking, reading and writing Japanese, increase cultural awareness by studying how people live in Japan, and gain a deeper understanding of English sentence structure through comparisons with Japanese. Students continue to learn about cultural aspects of Japan, such as home life, schools, and food, including a visit to a Japanese restaurant.

## **Learning Outcomes**

In this subject, students will apply the essential skills:

- Reading and listening to a range of texts
- Skill development and grammar tasks Presentations, role plays, interviews and creative tasks
- Writing tasks

## **School Assessed Tasks**

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum standards

- Regular speaking and listening tests
- Reading and writing exercises
- Research assignments into cultural and historical topics



# Year 9 Elective Subjects

## MEDIA STUDIES

## SEMESTER BASED

### Learning Focus

The focus of the unit is the study of film genre and film production. Students will study various film genres and learn to analyse the media codes and conventions used to communicate meaning. They will also develop the knowledge and skills to plan, film, edit, exhibit and review their own short film productions.

### Learning Outcomes

In this subject, students will:

- Understand and use media meta-language relating to film genre and film production
- Analyse the media codes and conventions of film genres
- Develop skills for designing and creating a film genre poster
- Develop pre-production skills for scripting and planning short film productions
- Develop production skills for making short films
- Develop post-production film editing, exhibition and review skills

### School Assessed Tasks

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum standards

- Media language task
- Film genre analysis task
- Film poster task
- Two short film production tasks

# Year 9 Elective Subjects

## DRAMA

## SEMESTER BASED

### Learning Focus

Students are introduced to the world of theatre and playmaking. There is a strong focus on building confidence, and encouraging teamwork and initiative, as they begin to create short performances together. They observe others' performances, and begin to experiment with different ways of expressing ideas and emotions, as well as different dramatic techniques and styles. Students begin to consider the use of lights, costumes, and props to add to their performances, and have the opportunity to develop skills in this area.

### Learning Outcomes

In this unit students will:

- Use appropriate arts language
- Maintain a record of how ideas develop in the creating, making and presenting of arts works
- Independently and collaboratively; design, create and produce arts works
- Vary the content, structure and form of arts works to suit purpose, context and audience
- Combine and manipulate arts elements, principles and/or conventions
- Demonstrate technical competence in the use of skills, techniques and processes

### School Assessed Tasks

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum standards

- Solo performance
- Ensemble performance
- Critical response to a drama performance
- Reflective journals

# Year 9 Elective Subjects

## VISUAL COMMUNICATION DESIGN (VCD)

SEMESTER BASED

### Learning Focus

Visual Communication Design focuses on the 3 design fields - Communication, Industrial and Environmental Design. Students analyse and evaluate the visual communications they make and view, and how visual communications from different historical, social and cultural contexts communicate ideas and information. During the semester, students will generate, develop and refine visual communication presentations in response to a design brief and use both manual and digital methods to realise their concepts.

### Learning Outcomes

In this unit students will study

- Packaging
- Branding
- Typography
- Technical Drawing
- History of Packaging
- Poster Design & Production

In addition, they will learn the following essential skills:

- Packaging nets
- Photoshop techniques
- Illustrator- packaging layout
- Technical drawing –manual and digital
- Research/analysis

### School Assessed Tasks

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum standards

- Generation of ideas
- Portfolio of products
- Evaluation tasks

# Year 9 Elective Subjects

## ART

## SEMESTER BASED

### Learning Focus

The focus of the unit is to engage students in a journey of discovery, experimentation and problem solving relevant to art practice and key terminology. Students will develop skills in a range of media while producing responses to a variety of topics that investigates the elements and principles of art. Students explore drawing, painting, mixed media as well as ceramics in 2D and 3D formats.

### Learning Outcomes

In this unit, students will study:

- Drawing** -Exploration of media
- Painting** - Mixed media, Theory- Artists
- 3D construction**

In addition, learn the following essential skills:

- Observational drawing
- Digital and Mixed Media Collage
- Trialling media techniques and skills
- Investigating and applying elements and principles
- Research historical and contemporary artists
- Use of Photoshop and Illustrator
- Slab and coil construction techniques

### School Assessed Tasks

Performance on the following tasks will provide evidence of student progress in relation to the expected level of the Victorian Curriculum standards

- Generation of ideas
- Visual diary
- Production of 2D/3D artwork
- Written and verbal responses to artworks
- Reflection and evaluation of own artworks

# Year 9 Elective Subjects

## MUSIC

## SEMESTER BASED

### Learning Focus

In year 9 Music students will get to listen, play, compose and record music on their chosen instrument. There will be lots of group work in creating, listening and responding to a variety of different music. In groups students will get the chance to use our recording studio and work collaboratively to listen to, create and record music that they are passionate about. No prior knowledge or prerequisites are required.

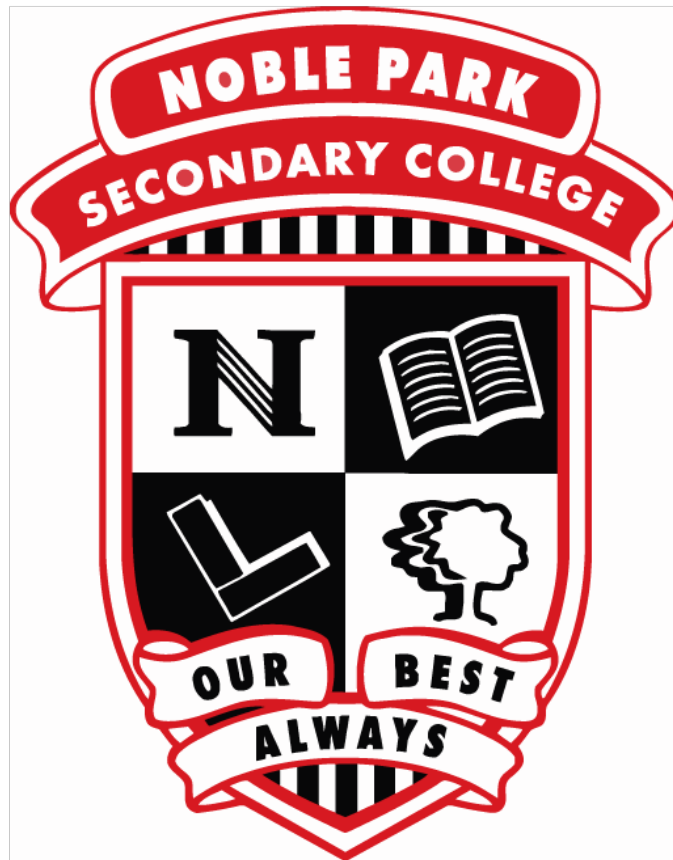
### Learning Outcomes

In this subject, students will

- Play on their chosen instrument, learning a variety of songs including chords and notation.
- Composition skills, including how write and record a song using our recording studio and Logic Pro
- Learn to work collaboratively and perform a song as a group.
- Explore the different elements of music and use them to compose their own songs
- Explore the history of music including different genres and classifications.
- Learning practical music industry skills including working and using music equipment

### School Assessed Tasks

- Group performance on chosen Instrument
- Composition Journal/Recording
- Solo performance on chosen instrument
- Music history assessment task



**'Our Best Always'**



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