

# Year 9 Curriculum Handbook

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# YEAR 9

## Curriculum Handbook

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The information contained in this publication is correct at the time of printing but may be subject to change.

Students and parents are advised to refer to the School's SEQTA pages for the most recent updates, prior to making subject selections.

# YEAR 9

## Overview

### Introduction

The academic program in Year 9 is designed to provide a breadth of curriculum in which students experience a broad range of subjects. The middle years are a time when students are able to experience a well-rounded, balanced curriculum in keeping with the school's commitment to a holistic education. A range of different skills and knowledge provides students with a solid grounding from which they can make informed choices later in their secondary school development. All students undertake studies in the Core program; in addition, students choose from the Elective program either 4 semester length subjects, 2 year-long subjects or a combination of these two options.

### Core Subjects

In Year 9, the core curriculum consists of:

- English
- Mathematics
- Science
- History
- Geography
- Health and Physical Education
- Religion
- Casey Challenge

All core subjects are designed to build the important foundation skills required for future VCE Studies.

### Electives (to be updated)

Students also have the opportunity to extend and enrich their interests and abilities through a choice of the following Year 9 Elective subjects:

- Art
- Digital Photography
- Digital Technologies
- Drama
- Forensic Science
- French
- Media
- Commerce
- Music
- Product Design & Technology
- Science Talent Search
- Sports Coaching
- Visual Communication and Design

French runs for both Semester One and Semester Two; Music can be studied in either one or two semesters. The other electives each run for a semester.

Students should be guided by their strengths, values, interests and aspirations when selecting their Elective subjects.

Elective Block 1	Elective Block 2
Elective 1	Elective 2
Elective 3	Elective 4

Elective Block 1	Elective Block 2
French	Elective 3
French	Elective 4

Elective Block 1	Elective Block 2
French	Music
French	Music

## Elective Subject Selection

In the final weeks of Term 2 Elective preferences are lodged by students online via the Timetabling Solutions Web Preferences Portal. A link, password and username will be distributed during this time. Due to timetabling constraints, some students may not receive their first Elective preferences. It is therefore vital that careful consideration is given to 'reserve' Elective selections because these will be allocated where it is not possible to grant first round selections. Students will be notified if they have received a reserve preference and all Elective selections will be finalised in Term 3.

## High Expectations

Casey Grammar School values excellence in the academic studies of our students. Excellence is measured by the growth of each and every student and improvement over time. When students are achieving their personal best, at whatever standard that happens to be, they have achieved true success and they should be extremely proud of their achievements. First and foremost, we expect our students to learn from their mistakes, listen to the advice of their teachers and enjoy the ongoing learning process. Perseverance and self-discipline are two obvious learning habits that underpin the attainment of each student's personal best.

At Secondary School the benefits of homework are well supported by research. There is never a reason for students to say, no homework tonight, nor is there a reason for students to miss deadlines as the school provides many opportunities to catch up during lunch time, after school and during scheduled study periods. Our teachers set effective and achievable homework. In Year 9 students are expected to complete at least an hour of homework most nights during the week; in addition, they may need to set aside some time on the week-end for homework tasks which may include:

- Assigned exercises
- Practising key skills
- Reading (in particular, English novels *must* be read prior to being studied in class)
- Independent research
- Preparatory work for class activities
- Reviewing work and summarising class notes
- Completing past examination questions

It is important for students to establish effective learning habits as early as possible. When there is a pattern of students falling behind in their work, a review of the student's learning behaviours will take place in conjunction with the class teacher, Mentor and, if necessary, Head of House.

## Reporting of Summative Assessment Tasks

Throughout each semester, students complete assessment tasks set by their teachers that test their level of achievement in the key skills and knowledge in each of their subjects. A series of summative assessment tasks will be reported on in a Statement of Grades issued at the completion of each semester. The Statement of Grades will indicate:

- An overall assessment of whether each student is working at the expected level of the Victorian Curriculum
- An assessment of how well students are performing at that level. This will be indicated on a 6-point scale:

**Ungraded**

No/Insufficient work. No evidence of student achievement

E

0-9%

**Emerging**

Well below the expected level

E

10-34%

**Developing**

Below the expected level

D

35-49%

**Progressing**

At the expected level

C

50-74%

**Proficient**

Above the expected level

B

75-89%

**Exemplary**

Well above the expected level

A

90-100%

## Formative Assessment

Mid-term, classroom teachers provide a round of formative feedback ('feed-forward') that will enable students to make progress on upcoming assessment tasks by improving upon targeted key skills and knowledge. Formative feedback is written for students and is based on three questions:

**Where is the student currently at with their learning?**

Teachers acknowledge key skills and knowledge each student has currently demonstrated. This provides not only affirmation but also direction, informing the student that they should focus their future efforts on other key skills and knowledge.

**What is the next step for them to take?**

Teachers identify the next level of learning achievement the student should take. This should be specific and it should relate directly to a key skill or some key knowledge in the academic program.

**How do they get there?**

Here the teacher will outline specific strategies to enable a student to reach the next step.

Please note:

Formative Feedback is based on a schedule that acknowledges the different period allocations per cycle of different subjects:

Category A subjects (6 or more periods per cycle) provide formative feedback no later than Week 5 each term.

Category B subjects (4 or 5 periods per cycle) provide formative feedback no later than Week 9 of each term.

Category C subjects (3 or fewer periods per cycle) provide formative feedback no later than Week 3 of Terms 2 and 4.

## Examinations

Students in Year 9 sit practice examinations at the end of each semester.

When students reach Year 12, at least 50 per cent of a student's overall grade depends on exam performance; obviously we cannot expect our students to step into the VCE without any prior examination experience. Preparation in the earlier years is vital. The ability to analyse questions and respond in a way that is relevant, being discerning with the information that is presented in support of an answer, and working to strict time limits are all important skills demanded by examinations.

With this in mind, our teachers place a great deal of emphasis on feedback to our students after the examinations have been corrected.

At the completion of the examination period, students will be asked to reflect on some important questions. For example, did they:

- understand what the questions were asking them to do?
- complete all parts of the examination in the allotted time?
- know enough information to successfully answer the questions?
- have the necessary skills to complete important tasks?
- manage stress levels so that you could think clearly?

Examinations in the earlier years actually improves student learning. While there is an important role to be played by project work that enables students to demonstrate their ability across a different range of skills and knowledge, examinations are extremely useful in testing a student's breadth of knowledge. Students have an opportunity in an examination to demonstrate what they know (key knowledge) and what they can do (key skills). Revision for examinations improves student learning by strengthening memory pathways to form deep long-term knowledge. Students are required to find meaning, answers and patterns of relevance. Examinations prepare our students for the reality of the VCE, they encourage students to reflect upon the skills and knowledge and they improve understanding across a breadth of knowledge.

## Holistic Education

While examinations and assessment tasks are important, students are encouraged to strike a balance in order to take care of their health and well-being. Exercise, healthy eating, sleep and social connections with family and friends play a vital role; indeed, these factors contribute to academic success. When students are happy they have the best chance of learning. The School offers a broad program to involve our students in the full life of the School beyond the regular classroom structure. These may include field trips, camps, lectures and classes during term breaks, classes before and after school hours, and lunchtime tutorials. It is a condition of enrolment that students attend these learning opportunities and fully commit to the School's program.

# Curriculum Map

YEAR 9	
Core Subjects Compulsory	Electives Semester Based
English	<ul style="list-style-type: none"> <li>• Art</li> <li>• Digital Photography</li> <li>• Digital Technology</li> <li>• Drama</li> <li>• Europa</li> <li>• Forensic Science</li> <li>• French</li> <li>• Media</li> <li>• Commerce</li> <li>• Music</li> <li>• Product Design Technology</li> <li>• Science Talent Search</li> <li>• Sports Coaching</li> <li>• Visual Communication Design</li> </ul>
Mathematics	
Humanities	
Science	
Health and Physical Education	
Religious Education	
Casey Challenge	

Electives will proceed depending on numbers.

## Further Study - Years 10-12 Subject Offerings

Year 10	Year 11	Year 12
<p><b>Core</b> English Humanities: Geography/History Mathematics Science Health &amp; Physical Education Ethics (one semester) Careers Discovery Program (one semester)</p> <p><b>Electives</b> <b>Year 10</b> <u>One semester in length</u> Art Creative Practice Drama English Language Geography Global Economics Health and Human Development Law Literature Media Music * Mythology, Politics and the Past Product Design &amp; Technology Sports Science Victoria's Coastal Geography Visual Communication &amp; Design</p> <p><u>Must be studied for the whole year</u> French</p> <p><b>VCE Studies Units 1 and 2</b> <u>Must be studied for the whole year</u> Biology Business Management Computing - Applied Outdoor &amp; Environmental Studies Psychology Theatre Studies Vocational Education and Training (VET)</p> <p><i>- Pre-requisites exist for students wishing to accelerate into VCE Unit 1/2 studies.</i> <i>- Outdoor &amp; Environmental Studies must be taken as unit 1&amp;2 yr10 &amp; units 3&amp;4 yr11</i></p>	<p><b>Units 1 and 2</b> <b>Core</b> English (and/or Literature, Language) VCE Wellbeing &amp; Pathways meeting Assembly and House meeting</p> <p><b>Choose FIVE VCE Studies</b> Accounting Art Creative Practice Biology Business Management Chemistry Computing - Applied Drama Economics English Language Geography Health and Human Development History – Modern History – Ancient Industry &amp; Enterprise Language: French Legal Studies Literature Mathematics</p> <ul style="list-style-type: none"> <li>• Foundation Mathematics</li> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> </ul> <p>Media Music Performance Outdoor &amp; Environmental Studies</p> <ul style="list-style-type: none"> <li>• Note: units 3&amp;4 only available</li> </ul> <p>Physical Education Physics Politics Product Design &amp; Technology Psychology Theatre Studies Visual Communication &amp; Design Vocational Education and Training (VET)</p> <p><b>VCE Unit 3 and 4</b> <b>Students who fulfil set criteria may be eligible to study VCE Units 3 and 4 in the following studies:</b> Biology Business Management Computing - Applied Outdoor &amp; Environmental Studies Psychology Theatre Studies</p>	<p><b>Units 3 and 4</b> <b>Core</b> English (and/or Literature, Language) VCE Wellbeing &amp; Pathways meeting Assembly and House meeting</p> <p><b>Choose FOUR VCE Studies</b> Accounting Art Creative Practice Biology Business Management Chemistry Data Analytics Drama Economics English Language Geography Health and Human Development History – Revolutions History – Ancient Industry &amp; Enterprise Languages: French Legal Studies Literature Mathematics</p> <ul style="list-style-type: none"> <li>• Foundation Mathematics</li> <li>• General Mathematics</li> <li>• Mathematical Methods</li> <li>• Specialist Mathematics</li> </ul> <p>Media Music Performance Physical Education Physics Politics Product Design &amp; Technology Psychology Software Development Theatre Studies Visual Communication &amp; Design Vocational Education and Training (VET)</p>
<p>* A full year study is recommended if planning to study VCE music-see Head of Music for advice</p>		

# YEAR 9

## Core Subject

### Casey Challenge

Casey Challenge fosters independence, confidence, self-awareness and teamwork that prepares students for future work and life beyond school.

Building skills around the 4 C's of collaboration, communication, creativity and critical thinking, the students are challenged to think differently, consider other perspectives and ultimately become improved versions of themselves. Students collaborate on projects that address real-world problems in the local, regional, national and global communities as they explore the nature of citizenship, diversity and identity in contemporary society.

Structured as weekly classes, with several excursions off campus to really live into experiential learning, Casey Challenge includes a design thinking immersion at Casey Tech – critical thinking solving tomorrow's problems today and a week of 'The City Experience' where students are encouraged to really see their city and wonder about the lives of others. Students complete personal Passion Projects based on their experiences in the city and present them in a Student Exhibition. Students will also volunteer, learn new skills, make a commitment to be active and embark on an Adventurous Journey – a four day hiking experience as part of their opportunity to pursue the Bronze Duke of Edinburgh Award.

The Casey Challenge calls on students to step up into leadership, be creative and think critically about their place in the world.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Civics and Citizenship</li> <li>• Enterprise and Design Thinking</li> <li>• Duke of Edinburgh Bronze Award</li> <li>• Map reading and navigation</li> <li>• Outdoor cooking/ Environmental Minimal Impact</li> <li>• City Experience: Creating Global, Local and socially aware learners</li> <li>• Personal and Social Capability</li> <li>• Careers and Pathways</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in practical tasks involving the 4 C's Collaboration, Critical Thinking, Communication and Creativity</li> <li>• City Experience Workbook</li> <li>• Student "Passion Project" Exhibition piece based on City Experience.</li> <li>• Duke of Edinburgh's Award "Sections" task</li> <li>• Resume</li> </ul>

#### Additional Information

Students will be signed up to complete the Duke of Edinburgh's Bronze Award and the cost of this will be applied to the students fees.

# YEAR 9

## Core Subject

### English

In Year 9 students will listen to, read and view a wide variety of text in order to analyse and explain how images, vocabulary choices and language features distinguish the individual works of fiction and non-fiction. They will study texts in differing forms and styles created for specific purposes and audiences. Students will evaluate and integrate ideas and information from these texts to form their own interpretations. They apply this knowledge to their own writing to create innovative texts that explore ideas examined through analysing the text and discussion with peers. Students will develop their ability to position an audience while expressing a point of view through group and multimodal presentations.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Analysis of multimodal text</li><li>• Creative writing</li><li>• Persuasive texts and speech</li><li>• Analysing a work of fiction</li><li>• Reading for enjoyment</li></ul>	<ul style="list-style-type: none"><li>• Reading comprehension tests</li><li>• Grammar, spelling and language diagnostic tests</li><li>• Visual and textual analysis response</li><li>• A piece of creative writing</li><li>• Analytical text response</li><li>• Creation of persuasive media</li></ul>

# YEAR 9

## Core Subject

### Humanities - Geography

At Year 9 students will study two units: Biomes and Food Security and Geographies of Interconnections. Biomes and Food Security focuses on investigating the role of the biotic environment and its role in food and fibre production. Students will investigate the capacity of the world's environments to sustainably feed the projected future population, in the face of competing land uses such as biofuel production and urbanisation.

Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. The interconnections between people are explored in many ways; for example, through the products people buy and communication technologies.

Throughout these units, students will collect, record and analyse a variety of geographical data and information. They will evaluate it and present their final product in a variety of formats.

Key inquiry questions for Year 9 are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Biomes and Food Security</li><li>• Geographies of Interconnections</li></ul>	<ul style="list-style-type: none"><li>• Research</li><li>• Oral presentation</li><li>• Analysis</li><li>• Mapping</li><li>• Field trip</li><li>• Notetaking</li><li>• Collaborative and independent tasks</li></ul>

# YEAR 9

## Core Subject

### Health and Physical Education

Physical Education at Year 9 aims to develop students' confidence in using more specialised movement skills and complex movement strategies within a range of movement environments. Whilst doing this, students will seek ways to evaluate and refine the quality of their own performance, including developing their use of more complex movement strategies and tactics. The course also aims to increase students' motivation to become active, as well as maintain a level of fitness that allows them to participate in many types of physical activities and, ultimately, maintain a healthy lifestyle.

Students will also experience different roles that contribute to successful participation in physical activity by actively participating in a SEPEP unit (Sport Education in Physical Education Programs) and displaying appropriate sporting conduct by implementing fair play and good sporting behaviours. Students will analyse how physical activity and sport participation can influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership and collaboration in a range of physical activities.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Challenge and adventure activities</li><li>• Games and sports</li><li>• Lifelong physical activities</li><li>• Rhythmic and expressive movement activities</li></ul>	<ul style="list-style-type: none"><li>• Active participation in class activities</li><li>• Use of appropriate motor skills and tactics</li><li>• Health assignments</li></ul>

#### Additional Information

Due to the school's firm belief in the importance of physical activity, students must participate in this subject. They will not be excused from this subject without a signed note from their parents which explains the nature of their illness. If a physical problem persists, the school may request a doctor's certificate. For many injuries, there is often a modified activity students will be able to participate in to ensure they are continuing with their learning.

# YEAR 9

## Core Subject

### Humanities - History

The Year 9 History Curriculum provides a study of the history of the modern world from 1750 to 1918. The content provides students with the opportunities to develop their historical understanding through the key concepts of using and identifying relevant evidence, continuity and change, cause and effect, historical significance and chronology.

Students will examine the movements of people throughout the world and how this impacted on the creation and development of nations. They will study the Industrial Revolution in depth and identify how the technological developments of this time impacted on the lives of people. Students will identify how significant economic, social and political ideas influenced the rise of nationalism and led to the outbreak of WW1. They will investigate the events of WW1 and Australia's role in these, as well as the significance of WW1 to Australia and its global relationships.

The key inquiry questions for Year 9 History are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Making of the Modern World: Industrial Revolution; including Australia and Asia during this era</li><li>• The Modern World and Australia: World War I</li></ul>	<ul style="list-style-type: none"><li>• Research</li><li>• Source analysis</li><li>• Sources as evidence</li><li>• Oral presentations</li><li>• Notetaking</li><li>• Collaborative and independent tasks</li><li>• Extended written tasks</li></ul>

# YEAR 9

## Core Subject

### Mathematics

In Year 9 Mathematics, students continue shifting toward more abstract thinking by exploring patterns, applying generalisations and solving increasingly complex and non-routine problems. They build on previous knowledge to deepen their understanding of mathematical concepts, by using a range of strategies and their CAS calculator. Real-world contexts relevant to their interests help maintain motivation, while students develop greater fluency, reasoning, and problem-solving skills. This prepares them to apply mathematical concepts confidently and critically in both familiar and unfamiliar situations.

Furthermore, the Victorian Mathematics curriculum develops students' key understandings by extending them across six strands. The aim of each strand is outlined below:

#### **Number and Algebra:**

The Number and Algebra strands develop students' skills in understanding and applying numbers, operations, symbols and relationships across a range of contexts, fostering capabilities essential for citizenship, work, financial literacy, lifelong learning and real-world problem-solving.

#### **Measurement and Space:**

The Measurement and Space strands develop students' ability to quantify, visualise, and work with aspects of size, shape, position and movement in natural and constructed worlds, supporting decision-making, problem-solving and applications.

#### **Probability and Statistics:**

The Probability and Statistics strands develop students' ability to collect, analyse, interpret and critically evaluate data and chance events, supporting informed decision-making, risk assessment and predictions across various fields.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"> <li>• Number and financial mathematics</li> <li>• Linear equations</li> <li>• Using Pythagoras' theorem and Trigonometry</li> <li>• Linear relations</li> <li>• Measurement</li> <li>• Geometry</li> <li>• Indices and surds</li> <li>• Algebra techniques</li> <li>• Probability and statistics</li> <li>• Quadratic equations and graphs</li> <li>• Algorithmic Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Topic tests</li> <li>• Assignments/Projects</li> <li>• Problem-solving tasks</li> </ul>

### Additional Information

Students in Year 9 Mathematics are streamed into two levels – Advanced and Core.

Students in Year 8 Core Mathematics must achieve an average of 80% or higher to be eligible for Year 9 Advanced Mathematics. Those in Year 8 Advanced Mathematics, must maintain a minimum average of 60% to continue this advanced pathway. To be guaranteed a place in Advance Mathematics, students need to be in the top 40% of their cohort.

Students must purchase the TI-Nspire CAS graphing calculator when undertaking Year 9 Mathematics. Teachers will use these calculators in classes, no other branded calculators will be accepted.

# YEAR 9

## Core Subject

### Religious Education

In their Religious Education studies, Year 9 students will gain a better understanding of their own values and the positive

values they see in others. Students will have the opportunity to explore the development of values and individual character. They analyse their personal experiences through a values based lens and consider the role of individuals and groups who pursue justice locally and globally.

In Semester 2, students will study Philosophy where we explore various prompts and link it to Social Justice. They respond to questions of their choice, considering the wisdom of others in the context of their own experience through creating an audio-visual clip. Students focus on an individual philosopher to research and gain a deeper understanding of their teaching and life.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Values</li><li>• Social justice and the prophets</li><li>• Philosophy</li></ul>	<ul style="list-style-type: none"><li>• Philosophical mind-map</li><li>• Philosophical clip</li><li>• Unit folio including extended writing</li><li>• Research report</li></ul>

# YEAR 9

## Core Subject

### Science

The Year 9 Science course is designed to provide students with a thorough understanding in the four key areas of Science:

- Biological Science
- Physical Science
- Chemical Science
- Earth and Space Science

In Year 9 Science, students continue to further develop their scientific understanding and skills that they have developed in Years 7 and 8. Students will use scientific knowledge, curiosity and intuition to test and confirm their understanding. They are encouraged to integrate their knowledge of scientific processes to create a deeper understanding of Science and its relationship to the world. Students are taught to develop questions and hypotheses that can be investigated using a range of inquiry skills and will begin to independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data. They will use appropriate scientific language, representations and simple word equations to communicate science ideas, methods and findings. The subject also aims to provide important developmental and preparatory skills to aid the student with the study of Science at a Year 10 level.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Ecosystems</li><li>• Atoms and Chemical Reactions</li><li>• Electricity and Electromagnetism</li><li>• Our Changing Earth</li><li>• Homeostasis, Response and Coordination</li></ul>	<ul style="list-style-type: none"><li>• Topic Tests and Examinations</li><li>• Practical and Analytical Tasks</li><li>• Projects and Assignments</li><li>• Collaborative and Independent Research Investigations</li><li>• Field Report</li></ul>

#### Additional Information

Students will be given the opportunity to take part in various activities including excursions, incursions and nationally based competitions.

# YEAR 9

## Elective Subject

### Art

This course of study aims at developing skills in drawing, painting, ceramics and printmaking. Following the creative art process, students will develop skills and techniques to express a range of personal concepts and ideas. The Surrealist artistic movement is studied through a research assignment and creation of artworks inspired by this exploration. It is recommended that students wishing to study Art Creative Practice or Visual Communication Design take this elective.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Art Elements – Front Cover Design</li><li>• Printmaking/ Etching – The World of Insects</li><li>• Colour Theory – The Colour Wheel</li><li>• Surrealism Painting – More than Reality</li><li>• Ceramics Sculpture</li><li>• Visual Analysis</li></ul>	<ul style="list-style-type: none"><li>• Research and idea generation</li><li>• Media skills and techniques</li><li>• Competition and presentation of finished artworks</li><li>• Written and oral visual analysis</li><li>• Personal evaluation of processes and artworks</li></ul>

# YEAR 9

## Elective Subject

### Digital Photography

In this subject, students will be exposed to different photographic styles and techniques. Students learn how to operate the DSLR cameras and explore the effects of applying varying shutter speeds, apertures and other manual functions.

Students will experiment with lighting techniques, cropping of images, editing and manipulation of photos. They will look at what creates a perfect image in terms of composition and adherence to particular styles of photography and seek inspiration in the work of other photographic artists.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Composition Techniques</li><li>• Toy Photography</li><li>• Illusion and Lens Ball Photography</li><li>• Conceptual Photography</li></ul>	<ul style="list-style-type: none"><li>• Photographic Folio of work</li><li>• Toy Photography exhibition</li><li>• Style and Aesthetic qualities of work</li><li>• Application and manipulation of camera settings and editing software</li></ul>

# YEAR 9

## Elective Subject

### Digital Technologies – Analytics, Coding & Web Design

In this subject, students apply thinking skills and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes. Students explore how bias can impact the results and value of data collection methods, and they use structured data to analyse, visualise, model, and evaluate objects and events.

They learn how to develop multilevel abstractions, identify standard elements such as searching and sorting in algorithms, and explore the trade-offs between the simplicity of a model and the faithfulness of its representation. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students progressively become more skilled at identifying the steps involved in planning solutions and developing detailed plans that are mindful of risks and sustainability requirements.

Also, it introduces Applied Computing where we consider the process, applications, and equipment by which we create, organise, analyse, present, and communicate information in a range of formats including text, images, and sound. This elective offers the students an introduction to four phases of the technology process: Analysis, Design, Development and Evaluating the software and hardware used by programmers throughout society. Students should gain a greater degree of understanding of the types of computer systems they will meet in industry and general society.

It is recommended that students considering VCE Computers consider undertaking this elective.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Cybersecurity</li><li>• Programming in Python</li><li>• Data analysis and visualisation</li></ul>	<ul style="list-style-type: none"><li>• Folio based</li><li>• Extended projects</li><li>• Case study /scenarios</li><li>• Tests and Quizzes</li></ul>

# YEAR 9

## Elective Subject

### Drama

This elective allows students to explore and develop their characterisation and performance skills. They will explore a variety of performance, acting styles and genres. In addition, students will work as a class to develop a performance showcase; an opportunity to build their performance skills in a variety of disciplines while creating a school-based presentation. This presentation will draw on the unique talents of the individuals within the class and may incorporate Music, Dance and Multimedia. It is recommended that students considering VCE Drama as part of their VCE pathway, undertake the Performing Arts as an elective in Year 9.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Developing characterisation</li><li>• Narrative</li><li>• Script writing</li><li>• Genre and style</li><li>• Developing narrative</li><li>• Creating drama works based on stimulus material</li><li>• Interpreting character and story</li><li>• Producing a showcase</li><li>• Viewing a professional production</li></ul>	<ul style="list-style-type: none"><li>• Short scripted ensemble performance</li><li>• Professional Performance Analysis</li><li>• Students will be expected to attend a presentation evening at which they will showcase a variety of items (both collaborative and individual) which they have developed throughout the semester</li></ul>

# YEAR 9

## Elective Subject

### Europa

This course combines elements of different subject areas including Literature, Science, Cinema, Music and Art, with the aim of complementing student knowledge and understanding.

Students explore the history and key events or people relating primarily to Europe and then branch out to how they may have influenced the rest of the world.

Europa aims to develop students' imaginative and intuitive capacity as well as fostering a curious and speculative disposition. Students apply these to propose novel ideas, develop original artefacts and make new connections.

Students will be encouraged to consider how cultures and societies shape visual arts practice and how artists and viewers contribute to a creative society.

They will examine how historical forces and critical commentators shape the contribution of artistic ideas to society and culture, as well as develop an understanding of music as an aural art form, its relationship with other arts forms and contributions to cultures and societies.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Literature – The Hunchback of Notre Dame</li><li>• Cinema – The Little Prince/ The Gleaners &amp; I</li><li>• Music - Various</li><li>• Art - Various</li><li>• Science/ History – inventions after the Industrial Revolution</li></ul>	<ul style="list-style-type: none"><li>• Points based portfolio</li><li>• Poster</li><li>• Participation in group and individual activities</li><li>• Short film</li><li>• Storywriting</li><li>• Project</li></ul>

#### Home Study

Students are expected to complement class time spent on projects with supplementary research at home, on a regular basis.

# YEAR 9

## Elective Subject

### Forensic Science

Forensic Science reflects what happens within the real world and is scientific knowledge that is actually used by Australia's legal system. Forensic Science will help students to answer questions such as how and when a crime occurred.

Over one semester, this course will introduce students to the role of forensic science through a series of practical activities that will enable them to learn about the different scientific techniques commonly used to investigate real crimes such as blood splatter analysis, fingerprint identification, hair and fibre microscopy, DNA profiling and entomology. Throughout the course, students will be provided with a series of key questions to be answered using the evidence gathered. To make the Forensic Science course more realistic, students will apply their learning to examine a fabricated crime scenario. In doing so, they will be required to collect and analyse evidence from a crime scene and consider the impact of memory on eyewitness testimony. At the conclusion of the course, students will present their findings that will allow the police to find out exactly what happened at the crime scene ... and hopefully solve the crime!

During the Forensic Science course students will be required to read, research, hypothesise, record data, compute and draw conclusions to propose crime solutions. As students improve their deductive reasoning and critical thinking skills, they will develop a lifelong learning style. This subject covers many areas of traditional science; using concepts from Chemistry, Biology and Physical Sciences.

Students cannot undertake both Science Talent Search and Forensic Science in Year 9. Students can undertake a maximum of 1 science based elective.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• The history of Forensic Science</li><li>• Types of Forensic Scientists</li><li>• Introduction to the forensic investigation</li><li>• Test cases, past case analysis, crime scene evaluation and case solving techniques</li><li>• Advances in forensic technology</li></ul>	<ul style="list-style-type: none"><li>• Topic Tests</li><li>• Practical and Analytical Skills</li><li>• Forensic Practical Report Portfolio</li><li>• Project / Assignment Work</li><li>• Collaborative and independent tasks</li></ul>

# YEAR 9

## Elective Subject

### French (Full Year Course)

In learning a Language Other Than English (LOTE), students develop communication skills and knowledge. Students also come to understand social, historical, familial and other aspects of the specific language and culture of the speakers of the language being studied. Language learning contributes to the development of inter-culturally aware citizens.

The course is structured around the knowledge, understandings and skills required to communicate in French, to be aware of language as a system and to gain cultural insights. Course content is centred on themes relating to everyday language use, covering topics relevant to the students' own language needs.

Year 9 and Year 10 French are pre-requisites for students considering French in their VCE Pathway.

A cultural and linguistic tour overseas is offered to students in alternating years.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Making weekend plans</li><li>• Holidays, camping and festivals</li><li>• Describing the weather</li><li>• Wellbeing, sickness and health advice</li><li>• Going shopping</li><li>• Taking public transport</li></ul>	<ul style="list-style-type: none"><li>• Regular tests of speaking, listening, reading and writing to monitor student progress and thus influence style and pace of teaching</li><li>• Oral presentations including role-plays</li><li>• Participation in group and individual activities</li></ul>

#### Home Study

Students are expected to complete regular homework in French, including vocabulary revision on a nightly basis. Students should also maintain summary notes, particularly as there is a stronger focus on grammar (verb conjugation, tenses, adjectival agreement etc.) than in previous years.

Regular written homework will also be set by the teacher, and students are encouraged to access recommended websites to increase their understanding of the French language and awareness of French culture.

# YEAR 9

## Elective Subject

### Media

In this subject, students explore the way in which Representations are created and portrayed in the media. They analyse the way in which audiences engage with and make meaning from different media texts and media forms and the subsequent influences and impacts.

Students are exposed to print, visual and aural forms of media and explore different styles and genres before producing their own body of work. Applicable media technologies will be used to create short films and photographic images.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Representation in the Media</li><li>• Film techniques</li><li>• Codes and Conventions</li><li>• Short and Feature films</li><li>• Social Media</li></ul>	<ul style="list-style-type: none"><li>• Creation of a Narrative short</li><li>• Creation of a Documentary short</li><li>• Development of a Production Folio</li><li>• Film Analysis</li></ul>

# YEAR 9

## Elective Subject

### Commerce

This commerce semester elective encourages students to see connections between school life and the 'outside world'. It is an investigative curriculum, which empowers students to become positive and active citizens of their community.

While this course will serve as a precursor to further VCE Commerce subjects, students will understand the behaviour of participants in the economy, business, society and the environment. Students will then be better placed, now and in their adult lives, to participate in community and economic activities actively and effectively. They learn how current decisions and actions will shape future consequences and are encouraged to think critically about probable and preferred futures.

This course also investigates the ways in which governments and the law influence our society and what these structures are. Students will develop general skills and capabilities such as an appreciation of diverse perspectives, empathy, collaboration, negotiation, self-awareness and intercultural understanding. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global communities and to face the future with optimism and confidence.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Entrepreneurship</li><li>• Innovation</li><li>• Marketing</li><li>• Budgeting</li><li>• Economic Decision Making</li><li>• Introduction to the Legal System</li></ul>	<ul style="list-style-type: none"><li>• Reporting and Recording Portfolios</li><li>• Research Assignments</li><li>• Field Reports</li><li>• Case Study Questions</li></ul>

# YEAR 9

## Elective Subject

### Music (Semester or Full Year Course)

Year 9 Music has a focus on building and developing practical musical skills. Students will interpret, rehearse and perform solo and ensemble repertoire in a range of styles. They will develop aural and theory skills to enhance their performances and expand their knowledge of the elements of music.

Students are strongly encouraged to have a background in music performance, and to be enrolled in instrumental or vocal music lessons. It is also a requirement of this course to perform for an audience and students must be willing to participate in both class performances and in the Semester Concert which is open to a public audience. Students considering a VCE Music pathway are strongly encouraged to enroll in a full year of Music at Year 9.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Music Analysis</li><li>• Musicianship</li><li>• Performance</li><li>• Composition</li></ul>	<ul style="list-style-type: none"><li>• Performances – Group and Solo</li><li>• Film analysis</li><li>• Theory and Aural tests</li><li>• Composition</li></ul>

# YEAR 9

## Elective Subject

### Product Design and Technology

This unit concentrates on interdisciplinary learning and further exploration of the use of hand tools used in Technology. Students will examine the use of hand power tools and machinery as an expansion of tool usage in the subject. This will lead to more detailed studies of safety in the workroom; in particular, safe practices with power tools when working in proximity. Students will look at complex joining processes. The second focus will be on further developing and learning skills involved in producing a range of projects. Students will build on skills and knowledge in the area of design development.

The students will examine the origins of materials and their impact on the environment in the transformation from a raw material into a useable processed material. Students use wood, metals, plastic and paper to achieve a range of production outcomes.

The final section of the course involves a detailed self-evaluation which highlights the design process and areas of improvement.

It is recommended that students considering VCE Studio Art or Visual Communication and Design or Product Design and Technology consider taking this elective.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Investigation</li><li>• Design</li><li>• Production</li><li>• Evaluation</li><li>• Projects such as: beach chair, camp stool, metal dustpan and step stool</li></ul>	<ul style="list-style-type: none"><li>• Theory will consist of a design folio containing: research, a design brief, proposal and working drawings, 2D / 3D visualisation drawings and evaluation</li><li>• The practical component of this unit will consist of several small projects</li></ul>

# YEAR 9

## Elective Subject

### Science Talent Search

Science Talent Search will have students explore an open-ended research project with opportunities to work independently or in groups in a STEM field of your interest. Final submissions will be entered into the Science Talent Search which is a nationally recognised competition. Depending on the pathway chosen, students may be able to engage with academics/research scientists from various universities and government departments.

Interested students should have demonstrated a high level of organisational, research and laboratory skills in Year 7 & 8. This project will develop problem solving and scientific communication skills. Exceptional submissions may achieve national recognition and bursary awards of up to \$150.

When submissions are complete, further investigations and challenges around the issues of climate change and investment in the future of alternative forms of energy resources will be explored.

Students cannot undertake both Science Talent Search and Forensic Science in Year 9. Students can undertake a maximum of 1 science based elective.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• STEM topic of your/your group's choice</li><li>• Renewable energy sources</li><li>• Climate Change</li></ul>	<ul style="list-style-type: none"><li>• Topic Tests</li><li>• Practical and Analytical Skills</li><li>• Project / Assignment Work</li><li>• Collaborative and independent tasks</li></ul>

#### Additional Information

Places in Science Talent Search are limited to 20 students per semester. If there are more than 20 students that apply for this subject in a semester, then Learning Behaviours and previous performance in Core Science will be considered.

This course comes at an additional cost of \$150 per student that will be automatically added to the students school fees. This cost will go directly to subsidising part of the costs of materials associated with the students individual project.

# YEAR 9

## Elective Subject

### Sports Coaching

Students will develop specific coaching skills and strategies as they teach students in Years 3-6 in a variety of activities including: athletics; Australian rules football; basketball; hockey; soccer; netball; cricket; tennis and volleyball. They will be responsible for coaching teams during the Primary Lightning Premiership competitions and may be required to help umpire some of the games if confident.

There is also a theory component which relates to specific coaching principles and techniques that students can implement and consolidate in their practical coaching sessions.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Coaching philosophy</li><li>• Communication</li><li>• Planning sessions</li><li>• Group management techniques</li><li>• Feedback and sports psychology</li><li>• Fitness training</li></ul>	<ul style="list-style-type: none"><li>• Ability to design lessons that focus on the key skills for their designated sport</li><li>• Ability to teach skills and strategies used in a range of sports and games</li><li>• Ability to take on a leadership role</li></ul>

# YEAR 9

## Elective Subject

### Visual Communication Design (VCD)

Visual Communication and Design is a bridge between an idea and its intended audience. It focuses on the design fields of communication, industrial and environmental. In this course students will extend their understanding of how ideas and information can be presented. They will develop new skills in freehand and instrumental drawing and also learn rendering techniques. Students will be able to use design elements and principles to present visually impacting designs. They will develop the ability to discuss the value of design and appreciate how it is used in the world around them. Students will learn how to use digital media to refine, arrange and create their own personalised designs. They will create designs for a specific audience and purpose.

It is recommended that students considering VCE Art Creative Practice or Visual Communication Design consider taking this elective.

Units of Study / Topics	Assessment
<ul style="list-style-type: none"><li>• Exploring media drawing</li><li>• Design elements and principles</li><li>• Logo and label design</li><li>• One point and Two-point perspective</li><li>• Instrumental drawings</li><li>• Observational drawing</li></ul>	<ul style="list-style-type: none"><li>• Media and rendering techniques</li><li>• Skill and understanding of drawing methods</li><li>• Knowledge of digital media</li><li>• Understanding of design process</li><li>• Visualisation and observational drawings</li><li>• Instrumental drawing</li><li>• Analysis of visual communication</li><li>• Visual diary</li></ul>

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Casey Grammar School  
3 New Holland Dr, Cranbourne East VIC 3977  
T (03) 5991 0800 [www.caseygrammar.vic.edu.au](http://www.caseygrammar.vic.edu.au)

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Bright minds, kind hearts.