SUNBURY COLLEGE

YEAR 9 COURSE GUIDE

2024

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Welcome to Year 9

The transition from Year 8 to Year 9 is an exciting one. For the first time, students are able to make some choices about subjects they would like to study. Having choice also means that students must take greater responsibility for their learning.

Over this year, many students will turn 15 and will start to assess their capabilities and opportunities for paid employment. The college provides considerable career support to Year 9 students and the City. The curriculum program is aimed at improving confidence and understanding of the world outside school. It is also a time when students start to fully explore their leadership capabilities. This guide outlines the curriculum opportunities for Year 9 students and should be read carefully. Year Level Leaders and the Careers Team are geared to provide support and encouragement to students as they make their choices for Year 9 in 2024. Other significant people to consult are family, older students, and subject teachers. It is an exciting time and our college looks forward to working with you in the next phase of your secondary education.

Assessment and Reporting

Victorian Curriculum

The Victorian Curriculum (VC) provides a set of common state-wide achievement standards which schools use to plan student learning, assess student progress and report to parents. Students at the end of Year 8 aim to be at Level 8, Year 9 at Level 9 and Year 10 at Level 10.

The college also keeps data on each students' performance from Years 7-10 including prior VC levels achieved, NAPLAN and PAT test results, along with Work Habits Ratings (WHR).

Level of Achievement

In conjunction with the VC, assessment tasks undertaken in Year 9 subjects will be published on Compass under Learning Tasks. These offer parents and students an indication of the quality of work completed and provide another view of performance prior to the compilation of summative reports at the end of the semester.

Year 9 Exams

In Year 9, end of year exams are undertaken in English and mathematics. Exam results are printed on semester reports. Morrisby Testing is also undertaken at year 9 along with NAPLAN testing in May. This test highlights student numeracy, verbal, abstract and spatial thinking skills and gives a score related to their general reasoning ability.

Mathematics – Advance Notice

Student performance in mathematics at Year 9 is used to place them in the Year 10 Mathematics streams – Standard or Advanced. Students selected for Advanced Mathematics generally have strong work habits and Victorian Curriculum levels of 9.5 and above.

Essential Educational Items

Sunbury College School Council makes every effort to keep the cost of items and activities to a minimum and affordable for all parents. Your voluntary contributions support our ability to meet the diverse needs of our students and to ensure we have the materials and facilities to run programs successfully.

The voluntary curriculum contribution for Year 9 will be approximately $380 which includes the provision of a diary, ID card, printing, Art and Technology consumables, and whole school sporting and cultural activities.

At Year 9 students participate in electives enabling them to explore their choices and access to high-quality classroom resources, some of these electives may attract further fees. for example Duke of Edinburgh $385. A breakdown of payments can be found on the school's website in the Policies - Parent Payment Arrangements.

Year 9 Program Structure

Students undertake all core subjects and have six elective choices. All electives run for six months unless stipulated otherwise.

Core subjects	Electives
• English • Mathematics Science • Humanities • Health and Physical Education	Students must choose at least one semester unit (may choose more than one) from the following list: • Art • Digital Art • Visual Communication Students choose their elective units from the following list: • Advanced Science • Dance • Drama • Duke of Edinburgh – Year long = two choices • Food Studies • Global Perspectives • Digital Technology • Industry and Enterprise • Journalism • Languages Japanese – Year long = two choices • Literature • Media Studies • Music • Numeracy Support – Year long = two choices • Numeracy Extension – Year long = two choices • Personal Project • Product Design – Textiles • Product Design – Wood and Plastics

Further Information

For more information on any subject please see the Key Learning Area Leader

Jennifer Varrasso	English Journalism Literature
James Dal Ben	Maths Numeracy Support Numeracy Extension
Jacqui Pernar	Humanities • Global Perspectives • Industry and Enterprise • Personal Project
Lukas Qoon	Health and Physical Education
Claire Crawford	Science Advanced Science
Carey O'Grady	Art Digital Art Visual Communication Dance Drama Media Studies Music
Lisa Wills	Food Studies Digital Technology Product Design - Textiles Product Design - Wood and Plastics
Josh Pritchard	Duke of Edinburgh
Mamiko Shimizu	Japanese

Sample Program

Semester 1	English	Maths	Science	Humanities	HPE	Creative Arts choice: Art	Other choice: Numeracy Support	Other choice: Industry and Enterprise
Semester 2	English	Maths	Science	Humanities	HPE	Other choice: Information Technology	Other choice: Numeracy Support	Other choice: Drama

Core Subjects

English

The course involves the study of various texts and their contexts, enhancing language control and employing a range of learning strategies. There is an emphasis on developing critical evaluation skills and effective multimodal communication. Students are required to satisfactorily complete: Responses to Texts, Responses to Issues, Comparative study, Oral Communication tasks and yearly exam.

Mathematics

The Year 9 Maths team use multiple learning styles to deliver their program, including: worksheets, Maths Online, teacher guided mini-lessons and hands on activities. Students receive a Learning Map with all the possible tasks listed for each concept to be learnt. Each topic learning map is scaffolded with concepts from early primary through to Year 10 Advanced Maths to help cater for all learning needs.

Each students is pre-tested and their learning map is marked for any concepts they already know. The students then work through the concepts they don't know as they complete the topic. Students choose which type of learning task they would like to complete for each concept. At the end of each topic students are post-tested to gauge the growth in their learning.

Students will also complete PAT testing during term four as they have in the previous years.
Students require a device and scientific calculator for all classes. Students also develop a Bound Reference Book that helps them to comprehensively summarise their learning, which they can then carry forward into Year 10 Mathematics. This bound reference book is important as students can bring this resource into tests, exams and other assessments.

Science

Over the year students cover a range of topics from Biology, Physics, Chemistry and Environmental/Earth Sciences including: nervous, endocrine and immune systems of the human body, energy transmission, electricity and magnetism, chemical reactions and radioactivity, acids and bases, ecosystems and the changing earth. Science is also centred around the ethical capabilities of real world scenarios of nuclear power, health care systems and ecosystem management.

Humanities

Humanities is a full year subject which focuses on Victorian Curriculum areas: geography, economics, history and civics and citizenship. Humanities also provides a framework for students to use their critical and creating thinking skills and intercultural understanding to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In history and geography based units, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance and to evaluate the ways in which humans have faced and continue to face different challenges.

In civics and citizenship and economics, students explore the systems that shape society with a specific focus on economic systems and citizenship. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles that contribute to developing active, informed and responsible citizens.

Health and Physical Education

This subject runs for two semesters. There is one double practical class, one single practical class and a single health class per week.

Practical:
Sports studied include; Tchoukball, Korfball, Handball, Football Codes, Thunder Hockey, Fitness, Racquet Sports, and Softcrosse. During term three, students participate in a SEPEP Volleyball competition, where they are allocated a team, follow a fixture and compete to win the premiership. It is a student-run competition in which students umpire, score, manage and coach their own teams.

Theory:
Health topics include: Understanding Drugs, Respectful Relationships and Sexual Education.

Core Elective Units (Students must choose one of the following electives)

Art

The aim of this subject is to foster imagination and creativity using critical and creative thinking skills. Students learn about conceptual ideas and expression through visual analysis using the appropriate Arts language. They produce works of art, which build on their knowledge of materials, techniques and processes including drawing, painting and collage. Students develop confidence in their ability to express themselves through the medium of Art.

Digital Art

The aim of this subject is to introduce students to the concepts of digital and photographic artwork and design processes and applications. Students will be taught the use of Adobe Illustrator and Adobe Photoshop. As well as the techniques involved in correct digital application and tool usage, students will be introduced to editing techniques using a variety of processes. This course will also involve elements of photographic manipulation and techniques. Students will produce photographic works based on prescribed concepts and themes.

Visual Communication

The aim of this subject is to continue the concept of Visual Communication and the processes and applications involved. Students will be taught various graphic techniques and exposed to a range of Visual Communication genres, as well as the techniques involved in various Visual Communication processes. Students will also be introduced to analysis techniques and given the opportunity to view graphics works in various contexts. A focus will be on the Design Process that links with the Visual Communication Year 10 and VCE courses.

Electives

Advanced Science

The Advanced Science course is designed for students with a thirst for learning and an insatiable curiosity about the world around them. Students will follow rigorous scientific methodology while investigating a range of phenomena around the school and community. The major assignment will require students to develop a term long investigation on a science topic of their choice. They will analyse and report on their findings as an oral and visual presentation. This course will suit students wishing to develop skills that will be a pathway into VCE science. The abilities to self-regulate in class and effectively use available resources are essential to demonstrate competency to experience true success in this class.

Students choosing Advanced Science must meet the following criteria:

- Assessed at standard or higher for Victorian Curriculum Science
- Work habits of 3.75 or higher
- Attendance over 90%

Dance

Students do not require previous dance training for this course – just an interest in dance. Students are encouraged to choose their own dance style, e.g. hip hop, contemporary etc. Students participate in demonstration workshops, prepare small group dances and a whole class dance to be performed to an audience. Students develop their ability to use stagecraft elements of costumes, props and lighting to enhance their performances. Theory elements of this subject include reviewing and analysing recent and classic dance movies, researching dance styles and genres.

Drama

Students develop their improvisation and character skills in a range of class and performance tasks. They study the use of stereotypes in dramatic works and learn to manipulate stereotypes to present points of view. They develop their expressive skills and learn to shape ideas in realistic and non-naturalistic acting and performance styles. They analyse a film and prepare a performance project based on a theme. They complete evaluations and formal reflections of their work. Students complete workshops and activities developed from a range of stimulus material. They complete group and solo performances.

Food Studies

Food Studies focuses on the many aspects of food production, such as nutrition, meal planning, preparation and presentation of foods as well as building skills in the practical classroom. Over the semester, students will complete a design brief that addresses a range of areas including planning and developing a food product before evaluating the process and final product.

Industry and Enterprise

Industry and Enterprise aims to equip students with the relevant skills and knowledge required to give them the best chance of success in the future. This subject involves several topics including:

- Work and Work Futures which explores changes in the workplace, employability skills, resume writing, interview techniques and investigating jobs to help students map out possible career paths.
- Consumer and Financial Literacy which explores consumer rights, savings and investments strategies, budgeting and financial risks and scams.
- Resource Allocation which explores the Australian economy, the use of resources and investigating Australia's place in Asia and the global economy .

Global Perspectives

In this subject students learn about the world we live in. They learn about current global issues such as conflict and peace, disease and health, human rights, poverty and inequality, sport and recreation and climate change. Global Perspectives aims to help students to make this vast mass of subject matter manageable by teaching them the skills to find information about our world and its key issues. Students are encouraged to think and reflect critically and carefully about our world. They learn skills that enable them to research, analyse and evaluate information independently and as a team. Students communicate and work with others to inform, create ideas and make a difference.

Digital Technology

Students develop their understanding of digital systems, data and information and the processes of creating digital solutions. They will learn how to manipulate data as text and images to create different forms of documentation through analysing, visualising and modelling the data. Students will also design user experiences and use algorithms through an object-oriented program such as Game Maker, to develop a game.

Duke of Edinburgh (runs for the full year)

The Duke of Edinburgh Award is an internationally recognised award that engages students by providing an alternative learning environment, outside the regular classroom structure. The Award empowers students to take responsibility for themselves, as they will encounter a wide range of challenges throughout the program. Doing the Award is a personal challenge and not a competition against others; it pushes young people to their personal limits and recognises their achievements. Students will complete the four sections during the year in order to obtain the Bronze level – that is, voluntary service (encouraging young people to volunteer their time to and understand the benefits of this service to their community), skills (providing the opportunity for a participant to either improve on an existing skill, or to try something new), physical recreation (encouraging young people to participate in sport and other physical recreation for the improvement of health and fitness) and adventurous journey (where, as part of a small team, participants will plan, train for and undertake a journey with a defined purpose in an unfamiliar environment).

In Semester One, students will develop teamwork and leadership qualities through a series of outdoor and/or practical activities, such as orienteering, team building activities, level 1 First Aid, training in bushwalking, camping & cooking, community volunteering, and activities to increase general fitness levels to prepare for expedition. Student will also identify and plan for the development of a skill through an individual skills-based project.

In Semester Two, further outdoor activities will take place together with theory based lessons to prepare for the different environments. This will include the final two-day expedition building upon our bushwalking, camping & cooking skills. Students will also work on their individual project and implement an individualised fitness regime.

The minimum criteria to be considered for the program is:

- Achievement of at least an average WHR of 3.5
- A minimum of 90% attendance in class
- Completion of a Sunbury College Duke of Edinburgh application
- An interview with current Duke of Edinburgh teachers

Journalism

Students will develop skills in becoming logical, reasoned and independent thinkers. They will also learn to become critical of current media and learn how to develop informed and reasoned opinions. This course is designed to suit students who have a love for English and writing. Students cover topics that include: Advertising, the media, current issues within the media and the Sunbury Community. Students will learn to write in a range of styles and genres that suit our current media.

Japanese (runs for the full year)

The Japanese course offered to Year 9 students builds on their Year 7 and 8 study of Japanese and provides a foundation for Year 10 and VCE studies. In Year 9, students are able to use their Japanese ability to create conversation dialogues in Japanese. Students will look at travel and retail in Japan to improve upon their current knowledge of adjectives, verbs, kanji and particles. Students will have the opportunity to study Japanese culture and enjoy strengthening their language skills using individual and group work, songs, games, essays, projects and class work. They will also have opportunities to enhance their learning through excursions. Topics include:

- Katakana
- Milestones
- Languages and Nationalities
- Fast food in Japan and Australia
- Shopping
- Leisure activities

Japanese (one semester)

This option offers a flexible option of study for students who would like to experience further Japanese study but may have a crowded timetable. It gives a taster course for Year 9 which students can then continue on with further studies should there be places available. If a guaranteed place for semester 2 is your preference, please choose the year long course.

Topics include:

- Katakana
- Milestones
- Languages and Nationalities

Literature

Students will become independent thinkers and build confidence in their comprehension of complex texts and writing. This course is designed to suit students who have completed English enhancement and have strong skills in English. Topics covered include: Literature circles, a study of the values, themes and issues of a range of texts with a number of genres, styles and language features. There is an emphasis on developing skills for critical and analytical thinking.

Media Studies

This subject is an opportunity for students to learn the fundamentals of film making and develop skills to design print media products including, magazine front covers, film posters and advertising print ads. Media studies offers a broad range of options for students to be creative, work in production teams and follow the design process. Students will use software applications including Photoshop and Movie Studio (film editing software) to apply specific layout and/or design features. Students will also undertake research and complete analysis tasks to reflect on the influence of the media products. This aims to encourage critical thinking and assist students in designing their own products for a selected target audience.

Music

The Year 9 music course is designed to prepare students to complete a certificate 3 of music in Year 10 and 11. Students will participate in the following unit: Instrumental Study-In this unit students will develop skills on their own instrument. Students will continue to learn music theory and analysis. Improvisation- Students will learn the basic skills for improvising on a number of instruments. Band skills- Students will rehearse in a small band and perform their song to the class. Students will also learn recording skills in this unit and will record their song.

Numeracy Support (runs for the full year)

Year 9 Numeracy Support is designed to supplement the Year 9 Mathematics course. Involvement in this class provides students with additional tuition to further develop their mathematical skills. It is intended for students who are experiencing difficulty with Mathematics. Students are 'front loaded' with skills prior to their normal mathematics class which assists with confidence. Students are provided with skill sheets, revision sheets, online tutorials, maths games/puzzles and many other tools which reinforce and practice the skills needed.

Numeracy Extension (runs for the full year)

Year 9 Numeracy Extension is designed to challenge and further extend student mathematical skill with additional tuition pitched at a higher level. It is intended to provide students with in-depth study of critical skills and concepts. Students will be able to identify the mathematics required to solve applied problems, think clearly, sequentially and logically and develop an increasingly sophisticated understanding of mathematical concepts. Students will be able to recognize ways of answering questions, choose appropriate methods, recall definitions, and manipulate expressions and equations to find solutions. Students develop the ability to interpret, formulate, model and investigate problem situations, and provide written solutions. Students will be exposed to a school provided VCE calculator.

Personal Project

Do you have an individual or group project that you want to work on? Maybe, a major project combining a range of areas and satisfying a number of goals? Or perhaps something smaller? Either way, if you have a sense of what you want to achieve but need some time, space, someone to bounce ideas off and perhaps some help with organising your project, this might be the elective for you. A piece of writing, perhaps? A novel, book of poems, short story, or drama script? Is there, perhaps, a research project you want to undertake? A topic you want to explore? Maybe you want to investigate the stock market, or even get involved in the stock market game? Did you want to plan and run an event? Involve yourself in an activity to help others? Produce a film from storyboarding to scripting to filming to editing? Write that cookbook of Portuguese recipes? Teach yourself a language online? Or coding? This session will give you quite a bit of choice, but it will be rigorous: you will be expected to plan effectively, reflect appropriately and work diligently, and your project should enable you to work in the classroom during class time and be something that can help you achieve goals and targets that are meaningful and important to you. You will be taught to set challenging goals, to think creatively and critically, and to plan, design and evaluate.

Product Design- Textiles

In Year 9 Textiles, students participate in creating designed solutions in response to a design problem. The Design brief provides the parameters in which students work to produce a series of co-ordinated products. Students use the technology process of investigating, generating, producing, evaluating, planning and managing to meet the needs and requirements as outlined in the design brief. They use a range of techniques and equipment to process, manipulate and transform materials into useful products. Students' progress through skill levels at their own rate, making informed decisions about pattern and fabric selection and design considerations. They gain an understanding of the appropriate technical language required and learn to make sustainable decisions based on their knowledge of the characteristics and properties of materials. Students are encouraged to make decisions about the functional and aesthetic requirements of their products and they prepare evaluation reports that assess the product for effectiveness and suitability.

Product Design- Wood and Plastics

3D Materials (3DM) is Product Design. Product design is the designing and creating of objects or artefacts to help improve the quality of our lives. The more we know about the nature of being human (such as our history, technology, society and cultural habits) the better we are able to design for our needs. Students work on projects that involve both design and production with an emphasis on the look, shape and required use of the product. They will produce Design Briefs, Working Drawings and written Evaluation Reports for their products. Knowing more about resource materials and the tools and equipment needed to work the resource materials in a safe manner is also covered in the course. They identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success.