



Year 9 2024

Course

Selection

Handbook

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Introduction

Year 9 is an important year for all students – it is a year when students can begin to make choices regarding subjects and pathway programs.

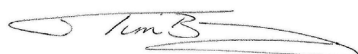
As they enter this next phase of their school life, students will be expected to take greater responsibility for their own learning. The subject offerings will provide opportunities for students to explore areas of interest, and possibly provide some background for subject selection in later years. In addition, students will undertake the core subjects of:

- English
- Maths
- Science
- Health & PE
- Pathway to Success Program (P2S)
- Humanities

We believe that we have designed a structure for Year 9 students in 2024 that enables students to:

- access enrichment programs in Maths, STEM, English and Sports. These exciting programs will provide students with exposure to further educational experiences and the opportunity to work with like-minded peers.
- experience opportunities outside the classroom as well as develop lifelong skills
- think about future career pathways
- develop a broad sense of community and contribute to community groups
- participate in a camp which will focus on teamwork, resilience and self-reliance skills

The 2024 timetable will be created from the selections that students make; it is for this reason that pathway changes may not be possible unless there are exceptional circumstances. It is important you take every opportunity to talk over your choices with your parents/guardians, teachers and year level leaders who want to advise and support you through this process.



Tim Bray
Assistant Principal

School Staff

The following College staff may be of assistance when planning your Year 9 Course. We encourage you to contact any of our staff members, please call the College on 5990 0200.

Role	Staff Name
Year 9 & 10 Assistant Principal	Tim Bray
Year 9 Team Leader	Daniel Williams
English Learning Area Leader	Casey Brack
Humanities Learning Area Leader	Danni Reid
Maths Learning Area Leader	Greg Heaton
Science Learning Area Leader	Kylie Duncan
PE/Health Learning Area Leader	Dylan Cousins
Arts Learning Area Leader	Lian Battle
Technologies Learning Area Leader	
Careers Development Practitioner & Pathways Leader	Nancy Huez-O'Rourke
SWL/Work Experience Coordinator	Jennelle Little
VET Specialist	Susan Lonergan / Kate Rolls

The Course Selection Process

This guide has been developed to support the Year 9 subject selection process for students, parents and guardians. It is a guide only, and not intended to be all encompassing. Students need to be responsible to conduct research in their future career pathway.

Year 9 Subject Key Dates:

Year 8 into Year 9 Subject Selection Assembly	Wednesday 26 July
Year 8 into 9 Explicit Teaching Sessions	Week 4 Term 3
Year 8 into 9 Web Preference completion at school	Friday 4 August

These are vitally important dates. It is during this time that Year 8 students will select the course of study they plan to undertake in 2024. Students who have been identified to complete a Special Program may be required to attend an interview.

We anticipate that student and subject groupings for 2024 should be finalised by early Term 4 2023.

Year 9 Program

The Year 9 program requires students to attend 50 periods per cycle (the same as from Years 7 & 8). These 50 sessions include a combination of **core** subjects and **pathway** subjects.

Core Subjects

Core subjects run for the full year and provide students with the basic skills and knowledge needed for the world beyond school, as well as preparing students for further study in years 10, 11 & 12.

In Year 9, students will have the opportunity to undertake Mainstream or Enrichment classes in both Maths and English subjects. Selection criteria applies for all enrichment classes.

Year 9	Semester	Semester
	English Pathway (9 periods)	
	Maths Pathway (9 periods)	
	Science (6 periods)	
	Humanities (6 periods)	
	Health and PE (6 periods)	Pathway to Success (6 periods)
	Elective (5 periods)	Elective (5 periods)
	Elective (5 periods)	Elective (5 periods)
	Elective (5 periods)	Elective (5 periods)

Careers @ Cranbourne East

At Cranbourne East Secondary College we provide a high level careers program from Year 7 to 12. Staff, students and families are supported by qualified Career Practitioners who provide many significant opportunities throughout a student's time at the college. Some of these include:

- an individual annual Career Action Plan which can be linked to personalised learning and support plans
- open access to their digital Career Action Plan
- careers counselling prior to choosing their senior secondary subject selection and further education and training courses
- Individual Careers Pathways meetings

The Career Education team also:

- manage internal and external VET programs
- facilitating external work experience and structured workplace Learning (Yr 10 & VCE VM)
- organise careers related incursions and excursions
- support Year 12 students with VTAC applications support
- support the implementation of the course selection interviews

Have you visited our Career's website?

Located at www.cesccareers.com or by pressing the Careers Page link in the Star drop down in Compass.



This website is a one-stop shop for all careers-related information. Students can use it for their careers and pathways research and planning.

At school, the Careers Resource Centre is located in the Blue Building. The SWL & VET Coordinators are located in the Red Building. As the team are very popular at peak times, students are encouraged to make an appointment in advance to ensure they get to see someone promptly.

You can contact the Careers Team via email using the following email address: careers@cesc.vic.edu.au

VTAC Course Search

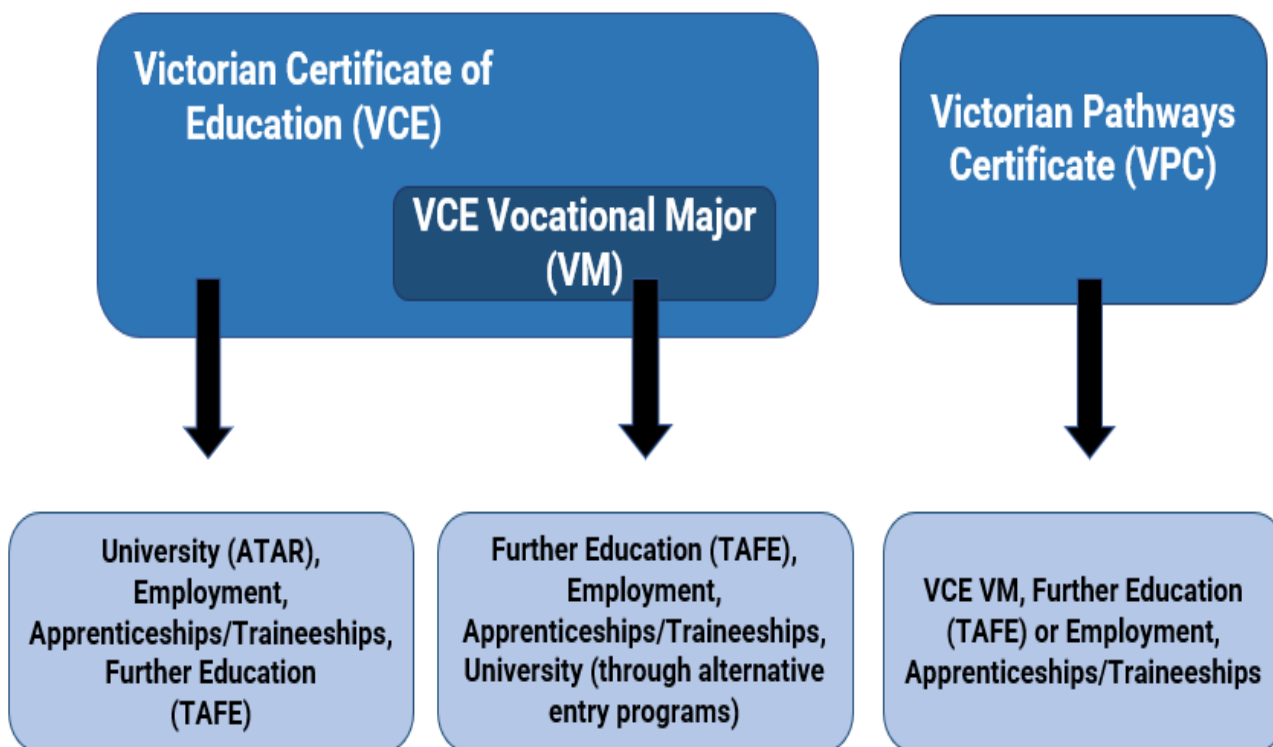
This is an easy tool to use to look up a course you might be interested in so you can find out more information about it and what subjects you should undertake to ensure you can fulfil that pathway.

Careers Targets

Click the Careers Targets and you will be able to select from the following areas of interest to view a range of career pathways this subject area could lead you to.

- [Art](#) [Automotive](#) [Biology](#)
- [Business Studies](#) [Chemistry](#)
- [Community Services](#) [Computing & IT](#)
- [Construction](#) [Economics](#)
- [Electrotechnology](#) [Engineering](#)
- [English](#) [Entertainment](#)
- [Environmental Science](#) [Food Studies](#)
- [Geography](#) [Health](#) [History](#)
- [Home Economics](#) [Hospitality](#)
- [Industrial Arts](#) [Languages](#) [Maths](#)
- [Media Studies](#) [Metalwork & Engineering](#)
- [Music](#) [Outdoor Education](#)
- [Performing Arts](#) [Psychology](#)
- [Physical Education](#) [Physics](#) [Retail](#)
- [Rural Studies](#) [Social Science](#)
- [Textiles & Design](#)

Understanding the different Career Pathways and Options



Useful Websites

VCAA - VCAA is the body that administers and regulates the delivery of VCE, VCAL and VET programs. The information available includes:

- Study Designs (what is taught in a subject from Units 1 – 4)
- Administration and Assessment Policies
- Example Exams
- Information about Scholarships, Competitions and celebrations of student achievement

www.vcaa.vic.edu.au

VTAC - The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application processes for places in tertiary courses, scholarships and the Special Entry Access Scheme at universities, TAFEs and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.

www.vtac.edu.au

Job Outlook - Job Outlook makes it easy to find and understand career information.

www.joboutlook.gov.au

My Future-Career Information - My Future provides a variety of information on career planning, training options and profiles on different occupations. A good starting point to talk about careers.

www.myfuture.edu.au

Year 9 Special Programs (Select Entry)

In 2024 we are excited to be offering two special programs in Year 9 with a focus on STEM and Sports. Students will be identified based on their current Year 8 academic data and teacher recommendations. These are select entry programs whereby students will be invited to select these subjects in Year 9 if they meet the selection criteria. Please note that selected students may be required to attend an interview with their parent/guardian.

S.T.E.M

The STEM program is a great opportunity for students to extend themselves in the areas of Science, Technology, Engineering and Maths. Students who apply for this program will complete the same core subjects as the rest of the cohort but will also be expected to complete Enrichment Maths. They work with peers in completing inquiry tasks which requires them to use all aspects of STEM to solve industry-based problems.

STEM involves both electrical and mechanical systems. It is one of the fastest growing areas of Technology today. Students will learn to work safely in a workshop and become competent in the safe use and care of tools. They will learn to research, design, construct, modify and evaluate working models of basic electronic circuits on printed circuit boards. Such models will combine electrical, electronic and mechanical principles. S TEM students will also work on a major project (Solar Car) that incorporates designing, manufacturing, testing, data acquisition and evaluation of the performance of these models.

There are also opportunities to participate in competitions, workshops and seminars that are facilitated by Melbourne University, Monash University, Northern Hospital, Leap Foundation and other leading organisations. Our school's STEM program is affiliated with the CSIRO and the scientists in school partnership. This partnership allows a range of professionals from the science industry to mentor our STEM students. Furthermore, students will gain access to Casey Tech School who provides a wide range of programs to support students' learning whilst gaining access to a wide variety of technology that is not typically accessible in schools.

Sports (SPP)

The Year 9 Sports Pathway Program is a select entry elective for students engaged in sport outside of school looking to improve in areas of: Physical Performance, Game Development, Strategy, Tactics and Game Play, Nutrition, Teamwork and Leadership.

The Sports Pathway Program combines practical and theoretical components of sports pathways exposing students to the skills and knowledge required to participate in the sports industry in the future.

The students in SPP at Year 9 learn about fixturing, scoring and match analysis as if they were running their own league or competition. The students learn about nutrition and its importance to performance whilst getting hands-on opportunities to create, taste and try different foods and drinks for performance. As well, students will be involved in Strength and Conditioning sessions that aim to build base movements and strength to allow for future physical development and injury prevention.

The program has regular external opportunities including coaching junior sports teams, convening, and helping at Division Sport as well as excursions such which could include the Aqua Park, The MCG and Tan, Ice Skating, the 1000 Steps, Olivers Hill etc.

Students must apply to be part of the Sports Pathway Program with an interview and selection process completed. To be selected the College will look at the following things as a criteria which include external sporting prowess, school behaviour, academic effort and performance, leadership potential and attitude to school.

Special Programs Selection Process

The Year 9 Special Programs are designed to present students with additional opportunities for their education at CESC. Selection for the programs will be based on:

- Academic data – NAPLAN results, pre and post-tests, selection tests
- Attendance data
- Evidence of appropriate learning behaviours:
 - Consistently applies self to class tasks
 - Consistently applies self to home study tasks
 - Is able to develop appropriate relationships with others
 - Is able to work autonomously and within a team
 - Is proactive about their educational needs
 - Takes responsibility for their own learning and learning behaviours
- Teacher recommendation
- Sports Coach recommendation (if applying for the SPP)
- Interview

Offers to each of the programs will be dependent on the number of students selecting the program, the level at which the student fulfils the criteria and the availability of places in each stream.

Subject Mapping – Years 9 to 12

The following table shows the link between subjects offered in Years 9 & 10 and the relevant VCE, VCE-VM and VET. This will provide students who have an interest in completing a particular subject in Senior School the subjects that are recommended to be undertaken in Years 9 & 10.

	VCE Subject	VET options	Year 10 Core and Pathways	Year 9
Learning Area: English	<ul style="list-style-type: none"> Vocational Major Literacy 		<ul style="list-style-type: none"> Essential or Mainstream English (core) 	<ul style="list-style-type: none"> English (core)
	<ul style="list-style-type: none"> English 		<ul style="list-style-type: none"> Mainstream English or Enrichment English (core) 	<ul style="list-style-type: none"> English or Enrichment English (core)
	<ul style="list-style-type: none"> Literature 		<ul style="list-style-type: none"> Introduction to VCE Literature 	<ul style="list-style-type: none"> English or Enrichment English (core)
Learning Area: LOTE	<ul style="list-style-type: none"> Chinese Language Culture & Society 		<ul style="list-style-type: none"> Mandarin 	<ul style="list-style-type: none"> Mandarin
Learning Area: The Arts	<ul style="list-style-type: none"> Dance 		<ul style="list-style-type: none"> Dance 	<ul style="list-style-type: none"> Dance
	<ul style="list-style-type: none"> Theatre Studies 	<ul style="list-style-type: none"> VET Elective Performing Arts Industries 	<ul style="list-style-type: none"> Theatre Studies 	<ul style="list-style-type: none"> Drama
	<ul style="list-style-type: none"> Music Performance 	<ul style="list-style-type: none"> Certificate II in Creative Industries 	<ul style="list-style-type: none"> Music 	<ul style="list-style-type: none"> Music
	<ul style="list-style-type: none"> Media 		<ul style="list-style-type: none"> VET Elective Applied Fashion Media – Film Studies 	<ul style="list-style-type: none"> Media
	<ul style="list-style-type: none"> Creative Practice 	<ul style="list-style-type: none"> VET Elective Visual Arts 	<ul style="list-style-type: none"> Creative Practice Sculpture Photography 	<ul style="list-style-type: none"> Ceramics Visual Arts Photography
	<ul style="list-style-type: none"> Visual Communication & Design 		<ul style="list-style-type: none"> Visual Communication & Design 	<ul style="list-style-type: none"> Visual Communication
Learning Area: Technology	<ul style="list-style-type: none"> Computing/Informatics 	<ul style="list-style-type: none"> VET Elective Information Tech Certificate II in Applied Digital Technologies Certificate III in Information Technology 	<ul style="list-style-type: none"> Digital Technologies 	<ul style="list-style-type: none"> Digital Technology
	<ul style="list-style-type: none"> Food Studies 	<ul style="list-style-type: none"> VET Elective Cookery Certificate II in Cookery 	<ul style="list-style-type: none"> Healthy eating for life Trends in food 	<ul style="list-style-type: none"> World of Food
	<ul style="list-style-type: none"> Product Design & Technology 		<ul style="list-style-type: none"> Product Design 	<ul style="list-style-type: none"> Product Design
	<ul style="list-style-type: none"> Software Development 	<ul style="list-style-type: none"> Certificate II in Applied Digital Technologies 	<ul style="list-style-type: none"> Digital Technologies 	<ul style="list-style-type: none"> Digital Technology

		<ul style="list-style-type: none"> ▪ Certificate III in Information Technology* 		
	<ul style="list-style-type: none"> ▪ Systems Engineering 	<ul style="list-style-type: none"> ▪ Certificate II in Engineering Studies 	<ul style="list-style-type: none"> ▪ Systems Electronics 	<ul style="list-style-type: none"> ▪ Systems (Electronics)
	<ul style="list-style-type: none"> ▪ Textiles 	<ul style="list-style-type: none"> ▪ VET Elective Applied Fashion ▪ Certificate II in Applied Fashion 	<ul style="list-style-type: none"> ▪ Textiles - A Passion for Fashion 	<ul style="list-style-type: none"> ▪ Textiles – Creating with fabrics

Learning Area: Health & PE	Health & Human Development	<ul style="list-style-type: none"> ▪ VET Elective Community Services ▪ Certificate II in Health Support ▪ Certificate II in Community Services* 	<ul style="list-style-type: none"> ▪ Introduction to VCE PE ▪ Health Matters ▪ Girls on the Move 	<ul style="list-style-type: none"> ▪ Health & PE (core) ▪ Mind, Body, Spirit ▪ Changing the Game – Girls ▪ Sports Pathway Program
	Outdoor Education	<ul style="list-style-type: none"> ▪ VET Elective Sport & Recreation ▪ Certificate II in Outdoor Recreation ▪ Certificate III in Sport & Recreation 	<ul style="list-style-type: none"> ▪ Outdoor Education 	<ul style="list-style-type: none"> ▪ Outdoor Education & Leisure
	Physical Education	<ul style="list-style-type: none"> ▪ VET – Certificate II in Sport & Recreation 	<ul style="list-style-type: none"> ▪ Sports Pathway Elective ▪ Introduction to VCE Physical Education ▪ Health Matters ▪ Physical Education and Coaching ▪ Girls on the Move 	<ul style="list-style-type: none"> ▪ Health & PE (core) ▪ Higher, Faster, Stronger ▪ Mind Body Spirit ▪ Changing the Game-Girls ▪ Sport, Games and Recreation ▪ Sports Pathway Program
Learning Area: Humanities	Accounting		<ul style="list-style-type: none"> ▪ General Humanities ▪ Business & Accounting: Running my Business 	<ul style="list-style-type: none"> ▪ Humanities (core)
	Business Management	<ul style="list-style-type: none"> ▪ VET Elective Business ▪ Certificate III in Business 	<ul style="list-style-type: none"> ▪ General Humanities ▪ Business & Accounting: Running my Business 	<ul style="list-style-type: none"> ▪ Humanities (core)
	Economics	<ul style="list-style-type: none"> ▪ Certificate III in Business 	<ul style="list-style-type: none"> ▪ General Humanities ▪ Economics: Living in a Global Economy 	<ul style="list-style-type: none"> ▪ Humanities (core)
	Geography		<ul style="list-style-type: none"> ▪ Geography: Environmental Change & Management 	<ul style="list-style-type: none"> ▪ Humanities (core)
	History 20 th Century or Revolutions		<ul style="list-style-type: none"> ▪ General Humanities ▪ History: Rights & Freedoms ▪ History: The Vietnam War 	<ul style="list-style-type: none"> ▪ Humanities (core)

	Legal Studies		<ul style="list-style-type: none"> ▪ General Humanities ▪ The Law & I 	▪ Humanities (core)
	Politics		<ul style="list-style-type: none"> ▪ General Humanities ▪ Politics: Power & Politics 	▪ Humanities (core)
	Industry and Enterprise	▪ Certificate III in Business	▪ VCE Unit 1 Industry and Enterprise	▪ Humanities (core)
Learning Area: Mathematics	Vocational Major Numeracy		▪ Essential or Mainstream Mathematics (core)	▪ Mainstream Mathematics (core)
	General/Further Maths		▪ Mainstream or Enrichment Mathematics (core)	▪ Mainstream or Enrichment Mathematics (core)
	Maths Methods (Admission Test Required)		▪ Mainstream or Enrichment Mathematics	▪ Mainstream or Enrichment Mathematics (core)
	Specialist Maths (Admission Test Required)		▪ Mainstream or Enrichment Mathematics	▪ Mainstream or Enrichment Mathematics (core)
Learning Area: Science	Biology	VET – Certificate II in Lab Skills	<ul style="list-style-type: none"> ▪ General Science ▪ Intro to VCE Biology 	▪ Science (core)
	Chemistry	VET – Certificate II in Lab Skills	<ul style="list-style-type: none"> ▪ General Science ▪ Intro to VCE Chemistry ▪ CSI Forensic Science <ul style="list-style-type: none"> • Food, Glorious Food 	▪ Science (core)
	Environmental Science	VET – Certificate II in Lab Skills	<ul style="list-style-type: none"> ▪ General Science <ul style="list-style-type: none"> • Intro to VCE Biology 	▪ Science (core)
	Physics	VET – Certificate II in Lab Skills	<ul style="list-style-type: none"> ▪ General Science ▪ Intro to VCE Physics <ul style="list-style-type: none"> • CSI Forensic Science 	▪ Science (core)
	Psychology	VET – Certificate II in Lab Skills	<ul style="list-style-type: none"> ▪ General Science <ul style="list-style-type: none"> • Intro to VCE Psychology 	▪ Science (core)

Core Subjects: Year 9 Program

The following pages contain descriptions of the core subjects for the Year 9 Program at Cranbourne East Secondary College. These descriptions are intended as a guide to ensure students understand the requirements of the core subjects.

All students must undertake **all** core requirements in their chosen pathway to ensure continuation onto VCE or VCE-VM (Vocational Major).

English: Mainstream

Mainstream

This stream of English study is based on the year 9 expectations set in the Victorian Curriculum documents, and focusses on reading, writing, and speaking and listening. Students will work towards expanding their ability to comprehend and analyse a range of literary texts, as well as focus on a number of writing strategies. Lastly, students will be supported to develop stronger presentation and speaking skills, through both oral presentations, and group interpretations of texts.

There are no set texts for terms 1, 3 and 4, as the college makes use of literature circle texts, however, all students study a graphic novel unit in term 2 (TWO), and students will be required to choose **and purchase** a text (from a set selection) for this unit.

All students are expected to participate in an oral presentation task at least once a semester.

Students are placed in a mainstream class if not selected for the Enrichment class or EAL class.

English as an Additional Language (EAL)

This stream of English study is based on the expectations set in the Victorian Curriculum EAL Companion documents, and focusses on reading, writing, and speaking and listening. Students will work towards expanding their ability to comprehend and analyse a range of literary texts, as well as focus on a number of writing strategies. Lastly, students will be supported to develop stronger presentation and speaking skills, through both oral presentations, and group interpretations of texts.

There are no set texts as the college makes use of literature circle texts.

All students are expected to participate in an oral presentation task at least once a semester.

Selection for this program is based on the following criteria:

- The student has moved to Australia from a non-English speaking Country, or if an English-speaking country – was originally in a non-English speaking country and still fulfils the length of time in Australia criterion.
- The student has been in the country for less than five (5) years. If the student has transitioned through an English-speaking country – they have not been away from their home country for more than five (5) years.
- The student English language proficiency is on the EAL continuum

English: Enrichment

This stream of English study, while being based in the expectations of the Victorian Curriculum document, draws from a wider range of skills than the mainstream study. Students will be expected to undertake a higher level of academic and cognitive development, with the view that more advanced critical thinking, analytical and writing skills can be demonstrated at the end of the year. Students will also be expected to speak in a variety of settings and demonstrate skills closer to the end stages of the Victorian curriculum standards; this includes comparative analysis of more sophisticated and in-depth texts. Students will need to meet a minimum standard of entry to be eligible for selection to this stream of study.

There are no set texts for term 1, and the class will undertake a literary analysis of 'The Curious Incident of the dog in the night-time' in semester 2. You may find purchasing a study guide for this text beneficial.

Term 3 is a comparative study of the film 'Edward Scissorhands' compared to the play 'Frankenstein (based on Mary Shelley) by Philip Pullman. The college has ample texts to use, and purchase is not necessary.

Lastly, all students study a graphic novel unit in term 2 (TWO), and students will be required to purchase a text for this unit. The expected text for the enrichment stream is 'Persepolis'.

All students are expected to participate in an oral presentation task at least once a semester.

Selection for this program is based on the following criteria:

- The student has APPLIED for the class using the form in the handbook.
- The student has literacy data that is above the expected level.
- The student does not have a history of extended absences

Please note: the data is collated, and the top 25 students are selected. Any other applicants are placed on a waiting list.

Mainstream Mathematics

Teachers will endeavour to place students in learning groups throughout the year, within their classes. These groups will be based on each student's pre-test learning data and the best outcomes for the students.

Year 9 Mainstream Mathematics is a continuation of the Victorian Curriculum that is studied in Years 7 and 8. It builds on the skills that have been learnt in past years and helps students to prepare for future mathematical studies in Year 10, VCE or VCAL.

Students will work from the strands of:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Content includes:

- Real number
- Solving problems involving simple interest
- Algebraic methods in real life situations
- Linear and non-linear relationships
- Introduction to Pythagoras Theorem
- Comparison of data displays and interpretation of numerical data
- Probability
- Ratio and scale factors
- Area of composite shapes
- Surface area of a variety of 3D shapes



Assessment includes:

- Pre and post testing
- Application Tasks
- Verbal explanations
- Homework results
- Teacher observations

Enrichment Mathematics

Enrichment Mathematics provides the opportunity for Year 9 students, whose mathematical skills and understandings are at or above the expected level, the opportunity to develop and extend themselves in an environment with like-minded others.

Students will be expected to apply their skills to solving complex problems as well as extend their abilities through discussion and reflection.

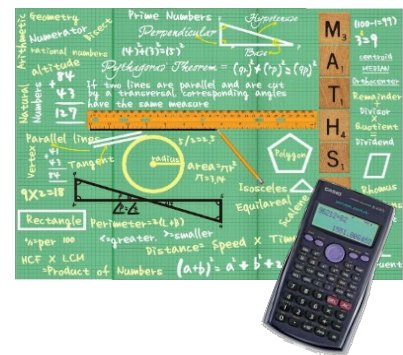
Although the topics will be aligned with the Victorian Curriculum, additional content will be introduced to extend student's mathematical studies.

They will work at a fast pace so that these extra elements can be introduced.

The focus will be on developing each student's abilities towards future studies such as Mathematical Methods and/or Specialist Mathematics in VCE.

Selection will take into account:

- Student post-test data and overall unit assessment data from 2021.
- Other relevant data such as On Demand testing and past NAPLAN results.
- Student study habits.
- Recommendations from each student's 2021 Mathematics teacher.



Assessment includes:

- Pre and post testing
- Application Tasks
- Verbal explanations
- Homework results
- Teacher observations

Health/PE (Core)

The Year 9 HPE Elective focuses on topics that are critical to youth and their development. Students will learn skills and strategies to navigate challenging and complex situations. The health units focus on Respectful relationships and Sexuality Education. Students will explore the sexual health of young people including respectful relationships, consent, safer sex, contraception, STI prevention, sexuality, gender diversity and the impact of alcohol and drugs on decision making.

Students will learn about policies and laws relating to consent, sexual harassment, homophobia, and discrimination. Students will be provided with information on how to access reliable health information, support strategies and health services for young people. Students are assessed according to the Victorian Curriculum Strands through a range of practical and theoretical activities and assessments.

During practical lessons students will participate in a range of activities and sports to improve technical and tactical skills. As well as this they will work on teamwork and communication skills.

Science

From the structure of a tiny atom and the complexity of our geological features to the response our bodies have to the world around us. Science provides our students with an awareness of the incredible and ever-changing world around us. The broad range of practical activities aim to nurture a sense of wonder and curiosity in our students as well as provide them with the opportunity to apply laboratory skills, gather scientific data, and to demonstrate the Laws and Principles that underpin Science. Students will learn a vast range of skills that enable them to communicate ideas, problem solve and critically think in many situations outside of the classroom.

Content:

- The scientific method
- Atomic structure and the Periodic Table
- Chemical reactions and Conservation of mass
- Theory of plate tectonics, geological activity and continental movement
- Theory of natural disasters and how they are formed.
- Electricity and electrical safety
- Electrical circuits, magnetism, electromagnetism and batteries
- Central Nervous System, sense and response to stimuli

Assessment:

- Practical investigations
- Scientific reports
- Visual presentations of data & observations
- Tests

Program to Success (P2S)

A key element in the whole year 9 Program is the new P2S (Program to Success). All Year 9 students will complete a 6 period a cycle (one semester) structured program.

This program will contain 2 modules which students will rotate through during the Semester. These modules include:

Careers: (10 week block)	Key knowledge, skills and understandings	Students will know: <ul style="list-style-type: none"> • What skills are necessary in a workplace, eg. problem solving, communication (verbal and written), teamwork etc. • What a Cover Letter and Resume are. 	Students will be able to: <ul style="list-style-type: none"> • Create a personal Cover Letter and Resume • Successfully participate in Mock Interviews • Analyse particular pathways and jobs that may be more suited to them through the Morrisby profiles and interviews 	Students will understand: <ul style="list-style-type: none"> • The importance of personal and social skills in their lives in and out of school
The Resilience Project (10 week block)	Key knowledge, skills and understandings	Students will know: How to use & engage with the pillars of the resilience project: <ul style="list-style-type: none"> • Gratitude • Empathy • Mindfulness 	Students will be able to: Use the GEM principles to We focus on three key pillars proven to cultivate positive emotion - Gratitude, Empathy and Mindfulness (GEM). Our programs also have a strong focus on Connection, Purpose, Kindness, Emotional Literacy and Physical Health.	Students will understand: <ul style="list-style-type: none"> • The importance of personal and social skills in their lives in and out of school

Humanities

In Year 9, the focus of Humanities is to give students the skills and knowledge required so that they can become achieve participants within a global community, prepared for life outside of school.

Semester One begins with an exploration of Civic & Citizenship within Australia, diving into the political and legal landscapes that form part of our everyday lives. Students develop an understanding of both local and international politics, in connection to laws, and apply this knowledge to a range of analytical case studies. In Term Two, students investigate the History of World War One and Australia's involvement in key battles of this conflict. They develop evaluative skills as junior historians by exploring both primary and secondary sources, learning how to construct an historical source analysis by using evidence to support their thinking.

Semester Two starts with the students looking at Business and Economics, which includes understanding how government-based decision-making impacts people's individual finances. Students develop skills in problem solving, while generating solutions, justifying actions and predicting consequences of economic decisions. Term Four looks at the geography of different ecosystems and the way these ecosystems contribute to food production. Students learn how to accurately collect and record data, they represent data in different ways and analyse data to draw conclusions and propose positive changes.

Pathway Subject Descriptions

In addition to the core subjects on offer in Year 9, all students (with the exception of students completing a special program) will be enrolled in 2 semester-based Pathway subjects. Below are the subject descriptions to assist with your decision making.

Ceramics

Over the course of the semester students will explore hand building construction techniques. They will develop their knowledge of the art elements and principles and experiment with creating texture and pattern. Experimenting with glazes and underglazes will also be an important part of the course.

Students will become increasingly independent by selecting an artist of their own inspiration, researching and analysing their work which will result in an outcome of their own design based on the characteristics of their chosen artist.

Content:

- Hand building techniques
- Glazes and underglazes
- The art elements and principles
- The design process
- Researching and analysing the work of artists

Assessment:

Documenting the learning journey in a visual diary.

Visual designs, Experiments, Research and analysis, Reflections and evaluations

Dance

Year 9 Dance will build the skills of all students – no matter what your prior experience of dance may be. Students will have the opportunity to participate in workshops to build their ability in various commercial and cultural dance styles to develop one's own personal movement vocabulary. Students will also deepen their understanding of how Dance has evolved into the art form we see today through the social, religious and theatrical sphere.

If you are passionate about dance and staying active, then Dance is the subject for you.

Content:

- Learning choreography
- Creating choreography
- Getting ready to dance (anatomy)

Assessment:

Choreography, Performance & reeseach assignment

Digital Technology

With the increase in the use and variety of technologies, it is important to be equipped with skills and understanding of safe and ethical use of technologies. This Year 9 elective is designed to offer students the opportunity to follow creative pathways whilst allowing students the chance to develop programming skills.

The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical users of information conveyed by digital systems.

Content:

- The role of hardware and software in digital systems
- How data is managed
- Analysing existing digital systems
- Designing, creating, evaluating and managing digital solutions

Assessment:

- Written documentation
- Creative solutions
- Visual Diagrams/ Posters

Drama

Throughout their semester of Drama, students will explore different performance styles. Students will get to select performance styles based on their interest to devise their own work.

Students will be immersed in the conventions, develop skills and create performances based on these performance styles. In addition, students will go beyond the stage to learn about Production Areas such as Costume, Set Design, Props, Lighting and Sound and will work towards honing their skills in these elements. Students will develop their acting and production skills through a variety of activities and workshops, culminating in both performances and Production Area work.

Assessment:

- Production Area design
- Devised Performance

Girls – Changing the Game! (HPE)

'Girls - Changing the Game' is open to female, transgender, and non-binary students. In this elective, students will have an opportunity to learn and participate in health and fitness related activities in a socially secure and non-threatening environment. In the Girls - Changing the Game unit, students will examine the impact of positive and negative influences and behaviours on your health (such as physical activity, lifestyle apps and websites, happiness, sleep, mental health, stress, and the secrets to a long and healthy life). Students will also look at females in the media, elite athletes, stereotypes, body image and the positive effects of exercise.

Practical activities will vary, to allow you to try a range of options that improve your fitness outcomes, both now and in the future.

This elective is for girls who enjoy getting active, who like to explore new challenges, participate in sport, and want to learn about living a long and healthy life.

Higher, Faster, Stronger (HPE)

Higher Faster Stronger is open to all students who want to delve into the 'WHY' of sport and sport performance. This elective uses different sports to investigate the how or why athletes perform the way they do.

This elective has a mixture of theory sessions connected to practical sessions. Students will investigate why athletes can run faster, jump higher or be stronger in their sports. The students will look at the Body's Response to exercise with a focus on the Cardiorespiratory and Muscular systems as well as topics such as Biomechanics and Skill Development. Activities could include record themselves playing sports and investigating how they can improve performance and collecting and measuring fitness data to compare the contrasts of different types of athletes.

The elective will also provide opportunities to investigate High Performance locations within Melbourne. This could include excursions to elite sports clubs within the A-League, AFL, Netball or NRL as well as community accessible venues such as gyms, pools, and recovery centres.

This elective is great for those that want to learn how science can lead to improved performance. You'll also analyse how important coaching is for the development of the athlete and have an opportunity to experience this for yourself.

LOTE (Mandarin)

Mandarin is one of and the first of the four second languages that Australian government is giving special importance to promote. Learning another language will prepare students to live and work as citizens and future leaders in an inter-connected global community.

In Year 9 LOTE, students are learning about Chinese food, Chinese legends, and festivals. Unit 1 is focused on dining in a Chinese restaurant, where students revise the food unit learnt from Year 8, design a menu, research Chinese table manners and etiquette and may get a chance to go to a real Chinese restaurant in Chinatown to discover Chinese cuisine. The focus of Unit 2 is Chinese myths, legends, and festivals. Students will be learning about the Chinese Zodiac animals, Giant panda, Chinese dragon, Monkey King's story and how Chinese people celebrate their traditional festivals.

Content:

- At the Restaurant
- Chinese Myths, Legends and Festivals

Assessment:

- Role-play
- Culture newspaper design

Media

Media Studies is a subject which attempts to explain what impact The Media (Movies, Games, Radio, the News etc.) has on you as a human being. It is a philosophy subject where there is no right/wrong answer.

There are practical elements which include learning how to use photoshop and podcasting. Various media issues will be explored with topics including Internet Piracy and Violence in The Media.

Content:

- **Media Issues** - Students will investigate a variety of Media Issues and complete multimedia answers based on these issues. These multimedia answers can include films, photography, radio, posters or other formats approved by the teacher.
- **Magazine** - Students will create a magazine using photography and photoshop. This assessment will require careful planning as it is meant to mimic a VCE folio task. The topic of the magazine is relatively free choice but must be approved by the teacher.
- **Reality TV** - Students will look at the way reality TV shows have been constructed to manipulate audiences, and to learn how they have evolved over time.

Assessment:

- Media Production Skills
- Media Response and Interpretation

Mind, Body, Spirit (Health)

The Health Matters elective is looking for students that want to know and learn more about living a healthy life to the fullest, whilst also considering why some people can't.

This elective is theory based with practical activities offered when relevant to the content. Students will investigate ways and strategies to support a healthy lifestyle. Students will learn about the Dimensions of Health and Wellbeing which underpin all our health choices and behaviours as well as linking them to a range of ideas and social situations.

Content within Health Matters could include understanding and managing stress, health and wellness, resilience, body image and the media and where to get help.

This elective is great for students who want to finish Year 9 with a range of skills and knowledge that can help them live life to the fullest.

Music

Year 9 Music is aimed at inspiring students to develop a true passion for music and musical performance. This subject is aimed for students to further develop their musical skills and knowledge and should not be used as a subject to learn an instrument. In saying this, learning an instrument for this subject is not a requirement, but is highly recommended. You will have opportunities to play a range of styles of music in both group and solo performance.

*It is strongly encouraged for students to have instrumental lessons on their main instrument at school or privately.

Content:

Year 9 Music is split into four main areas of study:

1. **Musical Performance (Solo and Group):** You will learn how to rehearse, interpret music and present chosen songs to the wider school community at Lunchtime Performances and Music Soiree Evenings. You will provide constructive feedback to your peer's performances as well as self-reflecting on your own performance.
2. **Music Technology (Composition/ Songwriting):** Using theory learned in class, you will create a song of your own using a program called SoundTrap. You will learn how to modify loops, create drumbeats and create music with a range of instruments. At the end of the project, you will have created a complete finished song in an mp3 format that will sound professional.
3. **Musical Analysis:** You will learn a range of musical terminology and how to write and respond to music heard using musical language.
4. **Music Theory / Aural Comprehension:** You will learn about rhythm, chords, intervals, and scales and how to apply these to your instrument in a practical way

Assessment:

- Performance
- SoundTrap Composition (Mixing Music Online)
- Musical Analysis
- Theory /Aural Exam

Outdoor Ed & Leisure

Competitive sports not your thing but still love the outdoors? Then this elective is for you! Students will have the opportunity to participate in a range of recreational activities, potentially including yoga, walking, other group fitness classes, lawn bowls or self-defence, among others. Along with this you will engage in Outdoor Education units that consider how or why people access physical activity, what is available in the local community and ways in which people can get involved. Students will look at First Aid and why this is important as well as considering how accessing/participating in different leisure activities can contribute to making communities like Cranbourne East stronger, healthier, and happier.

Photography

During the semester students will learn the basics of photography including using an SLR camera, controlling lighting to achieve the photos different atmospheres, using photoshop to edit their photographs and create a collection of outcomes with a common theme and aesthetic.

Students will research and analyse the work of historical and contemporary photographers, as well as investigating different styles of photography and what purposes they serve.

Content:

- Photographers and their themes
- How to use a camera
- Lighting
- Editing

Assessment:

- Folio
- Photobook/zine

Product Design (wood/metal/plastics)

This unit of study will engage students in the design processes used to produce solutions to various Design Tasks (Briefs). This subject may incorporate all of the following materials; timbers, metals, plastics. These materials will be manipulated in the workshop to produce models to solve design tasks. The students will use hand tools and some power tools.

Content:

- Application of the Design Process
- Project Management
- Manufacturing of a product

Assessment:

- Participation and attendance
- Folio that provides evidence supporting the design process
- Completed Model

Sport, Games and Recreation

Sport, Games and Recreation is open to students who just love getting active and participating in different sports or games. The SGR Elective is heavily practical based and offers students the opportunity to participate in units of work such as SEPEP (student led competitions), International and Indigenous Games and Dance/Gymnastics as well as traditional sports within the units of Invasion, Striking and Fielding, Target and Net and Wall Sports.

This subject is a combination of practical based classes with theory to support these. Students build on their knowledge of the coaching, teamwork and communication, skill analysis, teaching and umpiring in theoretical classes. They are then given an opportunity to consolidate their learning through participation in various physical activities. These include exercise, recreational excursions and participation in team sports.

This elective is great for those that love participating in the practical lessons of HPE and want to continue to develop their teamwork and communication skills as well as understanding of different sports and games.

Systems Electronics

Systems Electronics Technology involves both electrical and mechanical systems. It is one of the fastest growing areas of Technology today. Students will learn to work safely in a workshop and become competent in the safe use and care of tools. They will learn to research, design, construct, modify and evaluate working models of basic electronic circuits on printed circuit boards. Such models will combine electrical, electronic and mechanical principles.

Content:

- Application of the Design Process
- Project management
- Component identification
- Component function
- Manufacturing of a product

Assessment:

- Class participation and attendance
- Folio that provides evidence supporting the Design Process
- Completed Printed Circuit boards

Textiles- Creating with Fabrics

Students develop their skills using the sewing machine and hand sewing techniques to create a range of negotiated projects. Refinement of practical skills will be the basis for each task.

Students will look at how clothing is made and discuss sustainable options. Products to be created can include clothing, home furnishings, bags and more. Students will explore a range of fabrics and what they are used for. We will explore creative and decorative techniques to personalise designs. Students will use the design process to develop and refine ideas. Drawing techniques will be explored, ideas generated, planning and development, the creation of the final product which will then be evaluated.

Content:

- Use of sewing machine
- Hand sewing techniques
- Design process

Assessment:

- Folio of design ideas
- Research Tasks
- Products and Evaluations

Visual Arts

In Visual Arts, students will initially explore drawing and painting techniques using a range of primary sources. They will explore the techniques of lino printing and create a series of prints. Students will experiment with mediums, materials, techniques and processes, in an attempt to emulate the stylistic qualities associated with a chosen artist inspiration. They then apply this developed knowledge and skill and create an artwork of their own using a skateboard as their canvas.

Students carry out theoretical based tasks (including research) in reference to their chosen artist, then explore the different themes and ideas as well as aesthetic qualities and techniques.

Content:

- Drawing and painting
- Printmaking
- Research and analysis of artist's work
- Creating a final outcome

Assessment:

- Written assessment using arts language (including extended responses)
- Visual diary, showing exploratory work and a progression of ideas
- Presentation of a final artworks

Visual Communication

In Visual Communication Design, students develop the skills and practice to communicate ideas and messages in visual communications. Visual communication design practice includes the use of design thinking skills and design as a process. Drawing conventions and the use of design elements and principles are the primary components of the visual language that students use to represent concepts, in relation to a specific purpose and audience.

Students investigate the work and practices of a range of Australian and international designers, from different times, places and cultures.

Content:

- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience.
- Use manual and digital drawing methods to create visual communications in the specific design field of Communication Design.

Assessment:

- Communication Design (Graphic Poster Unit)
- Communication Design (Typography Unit)
- Finished Artwork/Folio

World of Food

This unit of study is a combination of investigating, designing, and producing food from around the world; and discovering how diverse Australian cuisine is. Students will look at how our diet has changed from early Indigenous Australian cuisine to how European settlers came and introduced new foods into Australia and changed the way we eat today.

They will look into factors that determine food choices such as physical, social and environmental. Students will research key ingredients, cooking methods, typical meal patterns and rituals of each country investigated. Their culinary skills will further develop by learning how to cook a variety of foods from different continents such as: Australasia, Asia, Europe, Africa and the Americas.

They will have the opportunity to research, design and produce a dish from a country of their choice and then evaluate their skills.

Content:

- Indigenous Australian Food
- Cultural influences on the Australian cuisine
- Cuisines throughout the world
- Food security

Assessment:

- Research Task
- Design Brief Assessment Task