



2021

Year 9

SUBJECT
HANDBOOK

Lake Joondalup Baptist College

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Welcome to the 2021 Year 9 Subject Handbook

The purpose of this handbook is to provide students with information about the academic subjects that are provided in the curriculum suite at Lake Joondalup Baptist College. All Learning Areas have contributed to this handbook, as has the Curriculum Administrative Team.

Students in Year 9 are currently studying a combination of subjects that are aligned with either the Australian Curriculum (Western Australian Curriculum) or the outgoing Curriculum Framework. Students are currently transitioning from the Curriculum Framework to the Western Australian Curriculum. The Australian Curriculum is a national initiative which is gradually being implemented across all states and territories in Australia. In Western Australia the incoming Australian Curriculum is now called the Western Australian Curriculum. At Lake Joondalup Baptist College, Phase 1 and 2 of the three Phase process has been implemented with the exception of Languages.

In 2021, Year 9 students will study the compulsory subjects of English, Mathematics, Science, Humanities and Social Sciences, Christian Education, Health and Physical Education as well as a significant well-being program which is designed to build confidence and resilience for all students. Electives in 2021 can be selected from Future Problem Solving (by invitation), The Arts, Technologies, Languages and options in Health and Physical Education.

We encourage our students to choose wisely from the electives available, and to commit to the compulsory subjects, in order to best prepare their academic foundations for the rigour of Senior Secondary School. Year 9 should be considered the last preparation year before the start of Senior Secondary, which begins at Year 10.

You are welcome to discuss any aspects of the curriculum with the relevant staff at our College. We wish our students well as they pursue their academic goals.

The Curriculum Framework

Ten Learning Areas at LJBC

The Arts

English

Career Education

Christian Education

Health and Physical Education (incorporating protective behaviours)

Humanities and Social Sciences

Languages other than English (French and Japanese)

Mathematics

Science

Technologies

Learning Enhancement

Additional Support and Gifted and Talented

Christian Values and Community Focus

All Learning Areas at Lake Joondalup Baptist College have the following aims embedded within teaching and learning programs:

- To provide a community founded on Christian values, within which a student's full potential (intellectual, emotional, physical, spiritual, cultural, social) can be developed
- To encourage, enhance and develop numeracy and communication skills necessary for continued learning and personal growth throughout life
- To encourage a valuing of the local, global and universal environment, in order to adopt responsible attitudes towards our stewardship of it
- To provide opportunities for developing respect for others and their points of view, the ability to work cooperatively and collaboratively and to provide service for others as an expression of responsible citizenship
- To equip students with an appreciation of their own worth and the value of others
- To develop in students, the confidence and ability to make decisions about all aspects of life, including vocational pursuits
- To help students deal creatively with economic and social realities.

Electives Selection

Apart from the compulsory subjects in Years 7-10, students in Year 9 may choose electives within their curriculum. From the choices made by students, it will be determined whether an elective class will run, as will the number of classes of that elective that will run. If an elective class does not run, or is full, the next available elective class in order of a student's preference will be considered for that student. The Future Problem Solving elective is a selective elective offered to academically able students. Formal recommendation for students to participate in the Future Problem Solving Program will be made by the College and parents will be notified by a letter. It is recommended that students consider their choices of electives in terms of choosing an overall education package with respect to providing substantial curriculum foundation for the senior years ahead. Students should also consider their choices in terms of what they know they are most interested in.

Please note that the iStem – Technologies elective has a strong technologies focus.

In Year 9, students choose three electives and two reserves. There will be fees associated with these electives.

Year 9 Electives Selection 2021

You will be asked to enrol for these subjects via the web using *Edval Choice*. All students will be issued with an information sheet explaining the process and the minimum requirements with regards to accessing the site. This information is specific to each student and will give them their individual student access code. It is important that this information sheet be kept safely and students should choose their electives in conjunction with their parents or guardians.

If you do not have the required capacity to enrol at home, then students may do this at school in the Library at lunch time. If you have problems with your access code, please see Mr Downsborough, otherwise all other enquiries must be presented to the Curriculum Office. A copy of the printed form must be signed by the student and parent/guardian and then returned to the electives box in the Curriculum Office. Students should not attempt to enrol in their electives during class time.

Cut-off date:

Tuesday 11 August 2020

You must select a total of **three (3)** electives plus **two (2)** reserve options by the above date.

Reserve options

While every effort will be made to accommodate your course options, it is more than likely that some students will miss out on some of their preferences because there are not sufficient numbers to run a class, or the class clashes with a higher ordered preference option. Therefore, some thought should go towards reserve options so that a place can be reserved in that class in the case of a student missing out on their first preferences. The order of choosing the subject is important and you should give consideration to which subjects you prefer to study.

Additional Compulsory Subjects

Christian Education/Friday Live

At LJBC we meet all students where they are at with their faith and we endeavour to support their progress in their spiritual walk with God from there. We create an environment where students feel comfortable and encouraged to approach their teachers to ask questions, in a non-threatening atmosphere. During the weekly Christian Education lesson, students are informed and educated about the teachings of the Bible and Christianity. Students are given the opportunity to talk about a variety of contemporary and age relevant issues that help to establish their own moral and value systems. In Christian Education we share the vision motto of the College derived from Micah 6:8: 'Seek Wisdom, act Justly and love Mercy'.

Associated fees/subject levy

\$20.

Wellbeing Program

The Student Wellbeing Program is compulsory for all Lower Secondary Students. The world-leading Positive Education Enhanced Curriculum (PEEC) is a research-based explicit Positive Education curriculum that has been developmentally sequenced. The curriculum is built on the experience with Positive Education at Geelong Grammar School (GGS) and is designed in consultation with world-renowned researchers in the field of positive psychology.

Simply put what we most want for our students to learn is good health, frequent positive emotions, supportive relationships, a sense of purpose and meaning, the accomplishment of worthwhile goals, and moments of complete immersion and absorption. This is a life in which character strengths are used in ways that support themselves and others to experience a sense of flourishing.

Associated fees/subject levy

\$25.

Curriculum Awards

The College recognises students who achieve at high standards through Certificates of Excellence, Letters of Merit, Endeavour Awards and Subject Awards.

Certificates of Excellence are awarded twice in each academic year for Semester 1 and Semester 2. Students who achieve at high standards across a range of Academic Subjects will receive a Certificate of Excellence by attaining 80% or nearest that of A grades in their subjects that are assessed by the School Curriculum and Standards Authority (SCSA) criteria. Typically, for Years 7-9, a student must receive at least 7 A grades in SCSA assessed subjects. Please note this can be changed by the Curriculum Team if there are any adjustments in the number of classes taken by these cohorts. Certificates of Excellence are presented at a Secondary Assembly.

Endeavour Awards are presented at a Secondary Assembly to students who have worked extremely well throughout the year with industrious effort to achieve high standards. We believe it is important to recognise their diligence and work ethic to their studies on their learning journey.

Letters of Merit are awarded twice a year to all students in Years 7-10 who achieve 5 or more A grades across a range of subjects assessed by SCSA criteria. Please note that Semester 2 Certificates of Excellence and Letters of Merit are not awarded until Term 1 of the following year to assist in carefully considering all final grades.

Subject Awards are presented at the end of each academic year at the Secondary Awards Evening. These Subject Awards are given to the top students of each cohort in each Learning Area based on academic achievement. Learning Areas may choose to award up to four students, in each subject, dependent upon criteria of achievement.

Curriculum Team

During the time students and their families are making decisions about choice of elective subjects, it is important to talk about suitable choices with subject teachers and the relevant Heads of Learning Area. The following people will be able to help with enquiries regarding curriculum decisions:

Dean of Studies	Mrs Kimberly Eyre
Secondary Curriculum Manager	Mrs Diana Kelly (Acting)
Head of Career Education	Mr Lynton Smith
Dean of Administration	Mr Mark Downsborough
Secondary Learning Technologies Manager	Mr Limpie van Aswegen

Learning Areas/Departments

The Arts
Career Education
Christian Education
English
Health & Physical Education
Humanities
Languages
Library
Mathematics
Science
Secondary Learning Enhancement
Technologies

Head of Learning Areas/Departments

Ms Tracy Pender
Mr Lynton Smith
Mr Matthew Harris (Acting)
Mrs Amanda Collier
Mr Casey Ellery
Mrs Telma Keen (Acting)
Mrs Meagan Maassen
Mr Stephen Sampson
Mrs Leigh-Anne Hopkins
Mrs Vanessa Budas
Mrs Sonja van Aswegen
Mr Daniel Theunissen

The Arts

Year 9 Drama

Subject description

This is an enjoyable and invigorating Drama course packed with variety, excitement and an increasing expectation of focus and discipline. Students will learn how to develop acting techniques appropriate to different styles of drama. The course will assist students in developing skills in communication and teamwork along with ensemble performance creation. The subject will appeal to students who have a keen interest in acting and theatre production. Students will be able to unleash creativity through different roles such as costume design and set design.

Class work includes:

- Improvisation skills
- Creating scripts
- Devising and rehearsing scripted performances
- Viewing and responding to theatre productions
- Researching styles of theatre (Melodrama and Realism)
- Presenting a class production

In Year 9 Drama, students are given opportunities to refine their knowledge and skills to present drama as an event. They will work with published scripts, using selected drama forms and styles. The course will enhance students' study of English and develop creative and critical thinking, confidence and effective communication whether working individually or as a team. Students will engage in workshops with professional actors. The course runs for the full academic year.

Assessment

Making – practical assessments include original and scripted performances and performing a production role (ie director, set designer).

Responding – theory based assessments include research investigations and written responses to professional drama productions.

Associated fees/subject levy

\$75 – includes some incursion and excursion costs.

Pathways

Leads to Year 10 Drama.

Career pathways include: acting, directing, arts and events management, arts administration, production/stage management, production design, writing, marketing and promotions, arts education, teaching and lecturing, law, management and personnel services, production design (sound, lighting, costume, set), front of house management, radio presenting, drama therapy, public relations, occupational therapy, or journalism.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Year 9 Media

Subject description

This course will appeal to students who have a keen interest in films and TV programs. Students will create media works in groups and write and respond individually to professional media works. While viewing film excerpts and making their own films, they will gain knowledge of a range of media concepts and hands on practical application of the use of digital technologies.

Class work includes:

- Filmmaking fundamentals
- Making a short suspense film
- Excursion to film on location at Whiteman Park
- Viewing and responding to a suspense film scene
- Filming a TV news bulletin
- Movie trailers

Students will develop an understanding of the codes and conventions used in films and TV and apply these as they learn filming and editing skills and techniques. The course will supplement students' study of English and also help students gain confidence to work in teams with defined roles and responsibilities, teaching them problem-solving group skills and creative thinking strategies. The course runs for the full academic year.

Assessment

Making - film production practical assessments	80%
Responding - theory based assessments including written responses to professional media works	20%

Associated fees/subject levy

\$75.

Pathways

Leads to Year 10 Media. Career pathways include marketing and promotions, event coordination, management and personnel, multimedia design, game making, animation, documentary filmmaking, camera operations, sound recording, TV production, editing, advertising production, radio production, journalist or acting.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

Year 9 Music

Subject description

Students will expand their practical music skills through rehearsal and performance, explore the various musical styles, develop an understanding of harmony and analysis and extend their aural listening skills. Students will also develop composing ICT skills using music software. This course will provide students with essential knowledge and skills to further their music education in Years 10 through to 12, ultimately providing students with choices of either a university or TAFE pathway.

Minimum standards for success

Satisfactory skills on own instrument or vocal ability. Individual lessons on own instrument or vocal lessons each week.

Assessments

- Performance
- Aural and Analysis
- Theory and Composition
- Literature

Making – practical assessments	85%
Responding – theory assessments	15%

Homework and study expectation

Music is a self-motivated study program which includes daily practise on voice or instrument and keeping up to date with set tasks and homework.

Associated fees/subject levy

\$82.

Pathways

Year 9 students showing particular aptitude with music studies in Year 9 can choose Year 10 Music or VET certificates in upper school.

Professions include

Professional musician (jazz, rock, alternative, classical), music teacher, specialist instrument tutor, TAFE or university lecturer, specialist recording artist, session musician, composer, movie sound track composer, music event coordinator, sound engineer, booking agent, artist/band manager.

Time off campus

One full day, plus various opportunities will arise for students to attend concerts/performances and workshops around the metropolitan area.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts
Mrs Tammy van der Nest – Director of Music PK-12

Year 9 Visual Arts

Subject description

This course covers a range of techniques including drawing with a variety of media, painting, ceramics and printmaking. This hands-on course will appeal to students who have an interest in creating art, incorporating ideas into a project and all other arts forms. Students will have the opportunity to participate in workshops with professional artists and to exhibit their work in the annual Visual Arts Exhibition to which family and friends are invited.

Class work includes:

- Drawing according to a certain theme
- Constructing a clay sculpture
- Painting
- Printmaking using various techniques
- Viewing and responding to artworks
- Researching a famous artist

The course runs for the full academic year.

Assessment

Making - practical assessments	75%
Responding - theory based assessments	25%

Associated fees/subject levy

\$105.

Pathways

Leads to Year 10 Visual Arts; students showing particular aptitude in Visual Arts in Year 10 can choose from Visual Arts courses in upper school. Career pathways from studying Visual Arts include architecture, advertising, animation, illustration, graphic/web design, interior design, fashion and textile design, curating, arts event coordinating, theatrical costume making and design, photography, make-up art and other professions requiring drawing or creative thinking skills.

Enquiries

Ms Tracy Pender – Head of Learning Area – The Arts

English

Year 9 English

Subject description

English is compulsory for all Year 9 students. English is organised into three strands - language, literature and literacy - to support students' growing understanding and use of Standard Australian English. These strands are taught concurrently and focus on developing students' knowledge, understanding and skills in reading, viewing, speaking and writing.

Strands	Content
Language	Students will learn about the English language through variations and change. They will learn how to use language for interactions and to understand text structure and organisation. Students will also learn how to express and develop ideas, develop vocabulary and to understand grammar and its usage.
Literature	Students will understand literature and its meaning through content and context; to respond to texts by examining literary texts and to identify personal ideas, experiences and opinions. Students will learn to use a variety of texts as a starting point to create imaginative writing.
Literacy	Students will develop the ability to interpret and create texts with appropriateness, accuracy, confidence and fluency. Students study texts from different cultures and history and will learn to comprehend what they read and view as they develop a more sophisticated process of interpretation.

Assessment

Students will demonstrate their achievement through their creation of a range of persuasive, imaginative and informative text types along with analysis through formal essays, short answer responses and oral presentations.

Associated fees/subject levy

\$50.

Pathways

Students are placed in the Extension class through a range of data including teacher recommendation. Being selected for Extension in Year 8 does not automatically mean they will be in Extension for Year 9. Students will need to demonstrate a high level of application, focus and study to meet the highest standards for their own academic achievement. Students who have been identified as having difficulties in English that require greater individual attention may be selected for placement within the Foundation class.

Enquiries

Mrs Amanda Collier – Head of Learning Area – English

Extension Program

Year 9 Future Problem Solving

This course is offered by invitation only from the Learning Enhancement Centre.

Subject Description

Future Problem Solving is an international educational program that focuses on the development of critical, creative and innovative thinking skills to prepare students for increasingly complex life and work environments in the 21st century. It challenges students to apply their imagination and thinking skills to some of the significant global issues facing both the world of today and the future, equipping them with the skills and vision needed to solve problems associated with these issues and helping them to have a positive impact on the society of the future.

In Term 1, students will develop creative and critical thinking skills through interesting and hands-on activities. The focus will be on the following:

- Unlock Your Creativity: SCAMPER, Random Input, Word Association
- Critical Thinking: Fake news, Advanced research skills, Futuristic thinking and innovation
- Communication: Shark tank presentations, defensive interviews
- Collaboration: Team challenges, Creative presentations

In Term 2, students will connect to the world by using the Future Problem Solving model to get to the core of environmental, social and scientific problems of the future. The topics that will be covered will provide students with a greater awareness of important global issues, as well as the opportunity to develop innovative solutions in order to create positive change. They will also use this knowledge to participate in the International Future Problem Solving Competition.

In Term 3, students will be introduced to Design Thinking as a strategy for innovation and get the opportunity to create a final product in their team using coding and electronics.

To develop their critical thinking skills, they will be introduced to some ideas in Philosophy and Ethics in Term 4 and learn how to think and reason critically about these ideas through debates and team presentations.

Outcomes

Students involved in Future Problem Solving are challenged and motivated to:

- Think more creatively by becoming involved in activities to increase flexibility, fluency, originality and elaboration of their thinking
- Develop research skills needed for the collection of data from past and contemporary sources
- Relate effectively with others as members of a small, cohesive team
- Improve oral and written communication skills for the better understanding of their ideas by others
- Become interested in the future since this is where they will spend the rest of their lives
- Solve problems by learning and effectively using a six-step, creative problem solving process
- Think critically and analytically
- Develop thinking strategies

Assessment

In Semester 1, students work in teams to explore two global issues and then engage in a six-step problem solving process to solve a futuristic scenario. The team projects are evaluated by accredited, external evaluators. The second topic is competitive and the top scoring teams receive invitations to participate in the Australian National Finals.

Students will also be assessed on research tasks, individual written responses and group activities.

In Semester 2, assessment will be based on the completion of a Design Thinking project, Creative Thinking project and debating and Socratic Seminar responses to philosophical and ethical issues.

Prerequisite

By invitation only.

Associated fees/subject levy

\$60 – includes individual registration for the National Future Problem Solving program and the purchase and maintenance of electronic equipment.

Pathways

This is a skills-based subject that takes students beyond memorisation and teaches them 21st century skills that are becoming increasingly important in an era of rapid change, especially in the workplace.

Enquiries

Mrs Sonja van Aswegen – Head of Secondary Learning Enhancement

Health and Physical Education

Year 9 Health and Physical Education

Subject description

The two subjects of Health and Physical Education are compulsory for all Year 9 students. Health Education has an emphasis on understanding risk factors that influence our health, drug education and describing respectful relationships. In Physical Education, the focus will be on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialised movement skills. Students will explore ways to evaluate their own and others' performances through evaluation of skills and movement patterns of their own and their peers. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success. The development of strategic thinking skills is applied to striking, net and invasion games.

Assessment

Health:

Being Healthy, Safe and Active	40%
Communicating and Interacting for Health and Well Being	30%
Contributing to Healthy and Active Communities	30%

Physical Education:

Moving Our Body	40%
Understanding Movement	30%
Learning through Movement	30%

Associated fees/subject levy

\$115 – includes the purchase and maintenance of specialised equipment.

Pathways

Health and Physical Education enables students to apply the knowledge and skills they have learnt to their present lifestyle. The subject also provides prerequisite knowledge for students wanting to work or pursue further study in sporting, fitness, health and medical related fields.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health and Physical Education
Mr Kyle Barker – Health and Physical Education Teacher

Year 9 Outdoor Education

Subject description

Outdoor Education aims to provide the knowledge and skills for outdoor activities and experiences, including archery, orienteering and snorkelling. Students will be introduced to the basic concepts of Outdoor Education, safety and environmental awareness. Interpersonal and self-management skills are developed alongside practical skills in a group based practical context.

Assessments

Investigation	20%
Practical Skills	40%
Response	20%
Interpersonal Skills	10%
Self-Management Skills	10%

Associated fees/subject levy

\$180 – includes the purchase and maintenance of specialised equipment, excursion and camp costs.

Pathways

Outdoor Education enables students to apply the knowledge and skills they have learnt to their present lifestyle. It teaches students to assess risk and become more self-reliant. The subject leads on to Outdoor Education in Year 10 and also provides prerequisite knowledge for students wanting to work or pursue further study in sport and recreation related fields.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health and Physical Education

Mr Chris Carter – Head of House Lancier/Health and Physical Education Teacher

Year 9 Physical Education Studies

Subject description

Physical Education Studies aims to provide the knowledge and skills for students to engage in sport and recreation activities. Students will explore coaching fundamentals, functional anatomy, the components of fitness and strategies and tactics of the focus sport. Interpersonal and self-management skills are developed alongside practical sporting skills in a group based practical context.

Assessment

Moving our Body	50%
Understanding Movement	30%
Learning through Movement	20%

Associated fees/subject levy

\$150 – includes the purchase and maintenance of specialised equipment.

Pathways

Physical Education Studies enables students to apply the knowledge and skills learnt to their present lifestyle. The subject leads on to Physical Education Studies in Year 10 and also provides prerequisite knowledge for students wanting to work or pursue further study in health, sporting and fitness fields.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health and Physical Education
Mr Jonathan Grullis – Health and Physical Education Teacher

Year 9 High Performance Sport (Football Academy)

Subject description

High Performance Sport is the elite pathway for students in the Football Academy, access to this course is by invitation only. Three sessions a week will be provided by our highly qualified football coaching staff. These football sessions will contribute towards meeting the Western Australian Curriculum Physical Education outcomes.

One period a week will be the classroom based 'leadership' lesson focusing on Academy values, coaching and umpiring. One flexible 'Strength and Conditioning' session is held outside school time during the week. Students are taught the body management skills necessary for elite athletes to ensure longevity and success in a demanding competitive environment.

Assessment

Physical Education (Football):

Moving Our Body	40%
Understanding Movement	30%
Learning through Movement	30%

Associated fees/subject levy

\$250 – includes the purchase and maintenance of specialised equipment.

Pathways

The High Performance Sport Pathway seeks to develop high performing student athletes with the skills and resilience to be successful on the field as well as in the classroom.

Enquiries

Mr Casey Ellery – Head of Learning Area – Health and Physical Education

Humanities and Social Sciences

Year 9 Humanities and Social Sciences

Subject description

In Year 9, Humanities and Social Sciences consists of Civics and Citizenship, Economics and Business, Geography and History. Each topic will run for one term, and are compulsory for all students.

Civics and Citizenship – Students continue to build on their understanding of the concepts of the Westminster system, democracy, democratic values, justice and participation. They examine the role of key players in the political system, the way citizens' decisions are shaped during an election campaign and how a government is formed. Students investigate how Australia's court system works in support of a democratic and just society.

Economics and Business – Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets. They examine the connections between consumers, businesses and government, both within Australia and with other countries, through the flow of goods, services and resources in a global economy. The roles and responsibilities of the participants in the changing Australian and global workplace are explored.

Geography – The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to inquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways. Students apply this understanding to a wide range of places and environments at the full range of scales, from local to global, and in a range of locations.

History – Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within the historical context of the making of the modern world from 1750 to 1918. They consider how new ideas and technological developments contributed to change in this period, and the significance of World War I.

Assessment

Students will take part in fieldwork activities, complete tests, conduct research and enquiry projects, conduct interviews and discuss ideas, concepts, and understanding.

Assessments will be on content knowledge and skills.

Associated fees/subject levy

\$75.

Enquiries

Mrs Telma Keen – Acting Head of Learning Area – Humanities

Languages

Year 9 French

Subject description

This course is designed to help students develop a better understanding of the use of French language, Francophone culture and its people. The course encourages students to see how language is affected by culture; for example, students will explore appropriate contexts for using formal and informal language. Students learn to communicate through a variety of different activities, such as bookwork, web-based learning predominantly using Education Perfect and games. Students will explore the differences between English and French linguistic elements such as regular and irregular verbs, prepositions and the present and past perfect tenses.

The topics covered for this year group are:

- How to communicate in class and ask questions in French
- Daily Routine and household tasks
- Inviting somebody to go somewhere with you and making arrangements to meet
- Travel and French speaking countries throughout the world
- Talking about a past holiday
- Illness, injuries and going to the doctor

The course runs for the full academic year.

Assessment

As part of the Western Australian Curriculum Framework, the Languages Learning Area has a focus on the following outcomes:

Cultural understanding
Language learning strategies
The system of target language

These outcomes are demonstrated through assessing the following skills:

Listening
Listening, responding and speaking
Viewing, reading and responding
Writing

Prerequisite

Students who have studied French in Years 7 and 8 with a Learning Area Grade minimum 'C' grade may continue in Year 9. Permission may be granted to students who have not studied French in Year 7 and Year 8 in exceptional circumstances.

Texts

Allez! 1 Grammar and Skills Workbook (ISBN number 9780 198395027)

Students will also be given additional booklets.

Associated fees/subject levy

\$100 – includes photocopying of booklets and resources and contributes to the cost of incursions, excursions and prizes.

Pathways

Career pathways include business and commerce, tourism and hospitality, engineering, teaching or linguistic studies. Many university courses are designed so a language can be studied in tandem with the course.

Enquiries

Mrs Meagan Maassen – Languages Coordinator

Year 9 Japanese

Subject description

Students will build upon the topics learnt in Years 7 and 8 to develop a better understanding of Japanese people and their culture, so that they feel encouraged in their attempts to speak, listen, read and write in Japanese. Students learn to communicate through a variety of ways such as interactive activities, bookwork and web-based learning predominantly using Education Perfect. Students will participate in an incursion at LJBC mid-year, and a cultural excursion and restaurant visit at the end of the year. In addition, there is an opportunity to participate in a tour to Japan in Years 10, 11 and 12.

The topics studied throughout the year are:

- School Life (what is school like for Japanese students, classroom objects, talking about subjects you study and like, telling the time and creating your timetable, important school events in the different seasons, etc.)
- Hobbies (What are your hobbies, using technology, adjectives and describing anime and manga characters)
- Birthdays and special events that occur throughout the year (Japanese festivals and events as well as Australian)

The course runs for the full academic year.

Assessment

As part of the Western Australian Curriculum Framework, the Languages Learning Area has a focus on the following outcomes:

Cultural understanding
Language learning strategies
The system of target language

These outcomes are demonstrated through assessing the following skills:

Oral interaction
Listening and responding
Viewing, reading and responding
Writing

Prerequisite

Students who have studied Japanese in Years 7 and 8 with a Learning Area Grade 'C' grade may continue in Year 9. Permission may be granted to students who have not studied Japanese in Year 7 and Year 8 in exceptional circumstances.

Texts

iiTomo 2 Activity book is the required textbook. Students will also be given supplementary booklets.

Associated fees/subject levy

\$100 – includes photocopying of booklets and resources and contributes to the cost of excursions, incursions and prizes.

Pathways

Career pathways from studying Japanese include business and commerce, tourism and hospitality, engineering, teaching or linguistic studies. Many university courses are designed so a language can be studied in tandem with the course.

Enquiries

Mrs Meagan Maassen – Languages Coordinator

Mathematics

Year 9 Mathematics

Subject description

Mathematics is compulsory for all Year 9 students. There are four levels to suit the ability and needs of each student: Specialist, Extension, General and Essential Mathematics.

Maths Pathway is an entire Learning and Teaching Model that is designed to deepen students understanding of Mathematics through different modes of learning. It is based on the Australian Curriculum and is the focus of the Mathematics curriculum at Lake Joondalup Baptist College. In Maths Pathway, each Western Australian Curriculum content descriptor across the Number and Algebra, Measurement and Geometry, and Statistics and Probability strands is broken into a set of learning modules with very specific learning objectives. The Western Australian Mathematics curriculum is based on the Australian curriculum, and uses the same strand and content descriptors for their Mathematics work. It aims to instil in students an appreciation of the elegance and power of mathematical reasoning.

Students are provided with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry* and *Statistics and Probability*. The numeracy capabilities that all students need in their personal, work and civic life are developed and students are provided with the fundamentals on which mathematical specialties and professional applications of Mathematics are built.

Students in the Mathematics Learning Area are encouraged to:

- be confident and creative users and communicators of Mathematics, who are able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, so that they are able to pose and solve problems and reason in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*
- recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study

Students will be placed into levels according to their performance. There will be some movement of students between the levels when required. It is desirable that students work at a level that is both challenging and at which they can succeed and gain confidence in their ability to achieve well.

Pathways

See table on next page.

Assessment

Students will be assessed through projects, investigative tasks and tests throughout the year.

Associated fees/subject levy

\$115 – includes photocopying and a subscription to the online Mathematics program.

Enquiries

Mrs Leigh-Anne Hopkins – Head of Learning Area – Mathematics

Pathways

Year 9	Year 10	Year 11
<p>Specialist Students gaining a Learning Area Achievement 'A' in Year 8</p> <p>Extension Students gaining a Learning Area Achievement 'A' or 'B' in Year 8</p>	<p>Specialist Students gaining a Learning Area Achievement 'A' in Year 9</p> <p>Extension (Pre-Methods/Applications) Students gaining a Learning Area Achievement 'A' or 'B' in Year 9</p>	<p>Mathematics Specialist Students gaining a Learning Area Achievement 'A+' in Year 10</p>
		<p>Mathematics Methods Students gaining a Learning Area Achievement 'A' or 'B' in Year 10</p>
		<p>Mathematics Applications Students gaining a Learning Area Achievement 'C' in Year 10</p>
<p>General Students gaining a Learning Area Achievement 'C' in Year 8</p>	<p>Pre-Applications/Vocational Students gaining a Learning Area Achievement 'C' in Year 9</p>	<p>Mathematics Applications Students gaining a Learning Area Achievement 'C' in Year 10</p>
		<p>Mathematics Essential Students gaining a Learning Area Achievement 'D' in Year 10</p>
<p>Essentials Students gaining a Learning Area Achievement 'D' or 'E' in Year 8</p>	<p>Essentials Students gaining a Learning Area Achievement 'D' or 'E' in Year 9</p>	<p>Mathematics Essential Students gaining a Learning Area Achievement 'D' in Year 10</p>

Science

Year 9 Science

Rationale

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge affects the way we live. Science is a dynamic, collaborative and creative human endeavour which provides us with skills to explore, investigate, predict and solve problems in our physical world. Science knowledge is revised and refined regularly as new evidence arises.

Science provides opportunities for students to develop an understanding of concepts and processes which enable students to contribute positively to society by making wise, informed decisions about national and global issues which affect our lives.

Students can experience and should enjoy the benefits of scientific discovery which help develop their critical, creative and thinking skills. Student enquiry should challenge them to question, identify and draw evidence-based conclusions using scientific methods.

Curriculum

The science content includes the three strands of Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

Science Understanding

The Science Understanding strand comprises four sub-strands.

Biological sciences: this sub-strand is concerned with understanding living things.

- Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment
- Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems

Chemical sciences: this sub-strand is concerned with the behaviour and composition of substances.

- All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms
- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
- Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer

Earth and space sciences: this sub-strand is concerned with the Earth's dynamic structure and its place in the cosmos.

- The theory of plate tectonics explains global patterns of geological activity and continental movement

Physical sciences: this sub-strand is concerned with understanding the nature of forces and motion, and matter and energy.

- Energy transfer through different mediums can be explained using wave and particle models

Science as a Human Endeavour

There are two sub-strands of Science as a Human Endeavour. These are:

Nature and development of science: This sub-strand develops an appreciation of the unique nature of science and scientific knowledge, including how current knowledge has developed over time through the actions of many people.

Use and influence of science: This sub-strand explores how science knowledge and applications affect peoples' lives, including their work, and how science is influenced by society and can be used to inform decisions and actions.

Science Inquiry Skills

There are five sub-strands of Science Inquiry Skills. These are:

Questioning and predicting: Identifying and constructing questions, proposing hypotheses and suggesting possible outcomes.

Planning and conducting: Making decisions regarding how to investigate or solve a problem and carrying out an investigation, including the collection of data.

Processing and analysing data and information: Representing data in meaningful and useful ways; identifying trends, patterns and relationships in data, and using this evidence to justify conclusions.

Evaluating: Considering the quality of available evidence and the merit or significance of a claim, proposition or conclusion with reference to that evidence.

Communicating: Conveying information or ideas to others through appropriate representations, text types and modes.

In the practice of Science, the three strands will be taught in an integrated way.

Streaming

All students will study the three interrelated strands described above. In Year 9 the majority of students will study this in a general course. A selected number of students will be invited to participate in an extension science course based on their demonstrated high level of ability where they will be further challenged in their understanding of scientific concepts.

Assessments

Assessments typically comprise topic tests, scientific investigations and research tasks.

Associated fees/subject levy

\$80.

Enquiries

Mrs Vanessa Budas – Head of Learning Area – Science

Technologies

Year 9 Computing

Subject description

In Year 9 Computing, the learning in digital technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years. Students have opportunities to analyse problems and design, implement and evaluate a range of solutions. Students consider how human interaction with networked systems introduces complexities surrounding access to data of various types.

The course runs for the full academic year.

Australian Curriculum

Strands	Content
Knowledge and understanding	Students learn about the role of hardware and software in managing, controlling and securing the movement of data in a digital system. Students understand how different methods of manipulation, storage and transmission of data occur.
Processes and production skills	Students explore techniques for acquiring, storing and validating quantitative and qualitative data. They design the user experience of a digital system. Design algorithms, represented diagrammatically and in structured English, and validate plans and programs through tracing. Identify and define the needs of a stakeholder, to create a brief, for a solution.

Assessment

Progress will be monitored using the Australian Curriculum:

Research/Investigation	40 - 50%
Response/Production	40 - 50%

Associated fees/subject levy

\$70 – includes all study material and software requirements.

Pathways

Skills acquired will be very useful for creating tasks and documents using Microsoft Word and Excel as well as creating and understanding how a database works in Microsoft Access. Coding skills include the “Hour of Code” training. Students can choose Computing as a stepping-stone to further study at TAFE or university.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mr Lukas de Klerk – Technologies Teacher

Year 9 Design and Technology

Subject description

This course leads into Year 10 Design and Technology and then into Years 11 and 12, General Materials and Design Metalwork, ATAR Engineering Studies and ATAR Design. Students will develop practical design skills while working with metal, wood, plastics and electronics. Students will also gain a basic knowledge in manual and computer-based drawing skills, which will assist them in future courses. Students will apply various production methods to design, create and produce solutions to different design problems. Students will learn to use machinery such as lathes, band saws, pedestal drills and various other fabrications machines. The course runs for the full academic year.

Australian Curriculum

Strands	Content
Knowledge and understanding	<p>Students apply a technology process to create or modify products, processes, systems, services or environments to meet human needs and realise opportunities.</p> <p>Students investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions.</p>
Process and production	<p>Students understand how the nature of materials influences design, development and use.</p> <p>Students apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas.</p>

Assessment

Progress will be monitored using Design and Technologies specific strands.

Component of theory based assessment	20 - 40%
Component of practical assessment	50 - 70%

Associated fees/subject levy

\$140 – includes all study material, materials for projects and equipment maintenance.

Pathways

This course can lead to the following courses in Years 11 and 12: Materials and Technology – Metalwork General course, Design ATAR course and Engineering Studies ATAR course.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies
Mr Peter Herman – Technologies Teacher

Year 9 Home Economics

Subject description

This course develops life skills for Year 9 students, including both a Foods and Textiles semester.

In Foods, students investigate the Australian Guide to Healthy Eating and prepare a variety of dishes from all courses of a formal menu; including appetisers, entrees, soups, mains, side dishes and desserts. A highlight for the students is the construction of a decorated Chocolate House.

In Textiles, students design and construct a variety of practical projects; including a hooded fleecy windcheater, embellished denim pencil case and bag. They examine different textile sources, the production of fabrics and garments and the design process.

The course runs for the full academic year.

Australian Curriculum

Strands	Content
Knowledge and Understanding	Students use the technology process to develop meal plans and design and construct practical projects in textiles. Students work with and examine a variety of textiles to understand how they are constructed and their different uses.
Process and Production	Students use a variety of food products to produce items for all courses of a formal menu. Students develop practical skills in both the food and textiles component of this course.

Assessment

Foods:

Knowledge and Understanding	25%
Processes and Production Skills	25%

Textiles:

Processes and Production Skills	25%
Knowledge and Understanding	25%

Associated fees/subject levy

\$150 – includes cost of ingredients, consumables, photocopying booklets, maintenance, fabric, thread and haberdashery.

Pathways

Materials, Design and Technology – Textiles ATAR course, Certificate II Hospitality, chef, hospitality industry, nutritionist, dietitian, fashion designer, tailoring, teaching, retail sales.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mrs Shondra Driesen – Technologies Teacher

Mrs Nicole Jackson – Technologies Teacher

Year 9 iSTEM – Technologies

Subject description

iStem - Technologies is the learning and application of Science, Technology, Engineering and Mathematics principles in an interdisciplinary or integrated approach within the Design and Technologies and Digital Technologies Scope and Sequence.

Students gain and apply knowledge, broaden their understanding and develop creative and critical thinking skills. The aim of the iStem - Technologies course is to facilitate a project-based learning environment with a focus on how design, systems and mechanisms work by effectively communicating to specific audiences via visual media and 3D forms. Students use Lego Robotics to build programmable robots and use Laser Cutter technology, CAD and 3D printers to create a variety of design challenges.

Australian Curriculum

Strands	Content
Knowledge and understanding	Investigate and make judgements, within a range of technologies specialisations, on how technologies can be combined to create design solutions
Process and production	Students develop their drawing knowledge both manual and computer based
	Students use project based learning process to undertake Design Challenges and build programmable Lego Robots.
	Students use project based learning process to complete a portfolio of work that uses a variety of computer programs
	Students work independently and collaboratively to manage their time and resources using digital technology. Considers time, cost, risk and safety.

Assessment

Progress will be monitored using Technologies – Design and Technologies specific strands.

Design Unit	50%
Engineering Unit	50%

Associated fees/subject levy

\$150 – includes all study material, materials for projects and equipment maintenance.

Pathways

This course will give students a grounding for a pathway into Year 10 iStem – Technologies. In Year 11 Students will be able to enter into a General (TAFE) or ATAR (University) pathway in an Engineering Studies ATAR course and Computer Science ATAR course.

Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mrs Tina Harper-Rigby – Technologies Teacher

Mr Lukas de Klerk – Technologies Teacher