



Lake Joondalup Baptist College

**2019**

**Year 9**

# **Subject Handbook**

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# Welcome to the 2019 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 2019, Year 9 students will study the compulsory subjects of English, Mathematics, Science, the combined subject of Humanities & 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 2019 can be selected from Future Problem Solving (by invitation), The Arts, Technologies, Languages and options in Health & 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

## (only for Languages other than English)

The Curriculum Framework is implemented in all schools in Western Australia. It is a structure which allows students to:

- experiment with new skills
- discover new processes
- explore new technologies
- test new materials
- develop new ideas
- understand new information
- work on tasks alone, in groups or with the whole class.

These experiences are called 'learning opportunities'.

## Outcomes of Learning

The learning opportunities are used to help students improve their success in the '**outcomes**' of each course they are studying. Outcomes are the end result of study and show what students '**can do**'.

Some outcomes are **compulsory** and will be present in every subject taken in Year 9. The 13 compulsory outcomes are called the '**Overarching Learning Outcomes**' and are listed on the next page.

Outcomes which relate to specific subjects only are called '**Learning Area Outcomes**' and are shared by all the subjects which belong to the same Learning Area.

## Ten Learning Areas at LJBC

The Arts

English

Career Education

Christian Education

Health & Physical Education (incorporating protective behaviours)

Humanities

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.

## Overarching Learning Outcomes – Curriculum Framework

The thirteen compulsory overarching outcomes are listed below:

1. Students use language to understand, develop and communicate ideas and information and interact with others.
2. Students select, integrate and apply numerical and spatial concepts and techniques.
3. Students recognise when and what information is needed, locate and obtain it from a range of sources and evaluate, use and share it with others.
4. Students select, use and adapt technologies.
5. Students describe and reason about patterns, structures and relationships in order to understand, interpret, justify and make predictions.
6. Students visualise consequences, think laterally, recognise opportunity and potential and are prepared to test options.
7. Students understand and appreciate the physical, biological and technological world and have the knowledge, skills and values to make decisions in relation to it.
8. Students understand their cultural, geographic and historical contexts and have the knowledge, skills and values necessary for active participation in life in Australia.
9. Students interact with people and cultures other than their own and are equipped to contribute to the global community.
10. Students participate in creative activity of their own and understand and engage with the artistic, cultural and intellectual work of others.
11. Students value and implement practices that promote personal growth and wellbeing.
12. Students are self-motivated and confident in their approach to learning and are able to work individually and collaboratively.
13. Students recognise that everyone has the right to feel valued and safe and, in this regard, understand their rights and obligations and behave responsibly.

# The Australian Curriculum

The College continues to implement the different phases of the Australian Curriculum as they become available. Here in Western Australia the Australian Curriculum has been adjusted to suit the needs of Western Australian students. The Western Australian Curriculum and Assessment Outline has replaced the term Australian Curriculum as the various phases have been implemented.

In 2019, all subjects with the exception of Languages are aligned with the requirements of the Western Australian Curriculum and Assessment Outline.

Languages will continue to making use of the content from the Curriculum Framework and will adopt the new syllabi for the various year groups as they become available.

# 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. 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 may be fees associated with some of these electives.

## Year 9 Electives Selection 2019

You will be asked to enrol for these subjects via the web using *WebChoices*. 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:**

**Sunday 5 August 2018**

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

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 of 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 is 'Seek Wisdom, act Justly and love Mercy'.

In Year 9, students complete a year-long program called *The Rite Journey*. This program challenges them physically, emotionally, socially and spiritually. Students are guided by same gender teachers in single gender classes, through the exploration of four main questions: Who am I really? How do I get on with others? Is there something more? What is my purpose?

*The Rite Journey* is an experiential program and students are involved in a range of activities that intentionally challenge them to become more fully the person they were created to be. By raising young people's consciousness about transitioning from child to adult and having conversations with them about what really matters, we can assist in guiding their journey into adulthood.

Activities the students undertake during *The Rite Journey*, include discussions, debates, personal story sharing, physical challenges, fitness challenges, public performance, reflection time, journal-keeping, camp and service to others.

#### Associated fees/subject levy

\$50.

### Wellbeing Program (Year 7 to 9)

The Wellbeing Program is compulsory for all Lower Secondary students (Year 7 to Year 9). It aims to provide the knowledge and skills to live a healthy lifestyle while enhancing the wellbeing of those around them. Students will explore aspects of healthy relationships, consider risks, analyse decision making processes and learn how to promote positive mental health.

#### Associated fees/subject levy

\$25.



# 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:

Acting Dean of Studies 2018	Kimberly Eyre
Acting Secondary Curriculum Manager 2018	Bronwyn Carruthers
Head of Career Education	Lynton Smith
Dean of Administration	Mark Downsborough
Secondary Learning Technologies Manager	Limpie van Aswegen

## Learning Areas/Departments

## Head of Learning Areas/Departments

The Arts	Tracy Pender
Career Education	Lynton Smith
Christian Education	Talita van Tonder
English	Amanda Collier
Health & Physical Education	Casey Ellery
Humanities	Ryan Verge
Languages	Catherine Campbell
Library	Stephen Sampson
Learning Enhancement	Sonja van Aswegen
Mathematics	Leigh-Anne Hopkins
Science	Peter Wong
Technologies	Daniel Theunissen

# The Arts

## Year 9 Dance

### Subject Description

The Dance course is an exciting and enjoyable class full of physical movement to music with a growing expectation of focus and refinement of technical skills. Students learn how to develop their dancing skills appropriate to the different genres of dance. The course will assist students in developing teamwork and communication skills as they choreograph ensemble performance pieces. Through decision making in individual and group work, students use a wide range of creative processes, such as improvisation and the use of choreographic elements, to create exciting dance works. It will appeal to students who have an interest in dance, music, costume, make up and production as they gain experience working creatively in costume design, choreography and set design. Through dance, students experience an intrinsic sense of enjoyment and have an opportunity to achieve a high level of movement skills. Students will also work on dance items, which they will perform, to an audience.

Class work includes:

- Creating choreography
- Improvisation skills
- Creating and rehearsing dances
- Viewing and responding to dance work
- Researching genres of dance
- Putting on a class performance

Students will complete a unit of work on areas such as the following dance genres: Tap, Lyrical, Contemporary, Jazz, Musical Theatre, World and Ballet. They will develop an understanding of the elements and a variety of genres of dance. Students will learn basic history of dance forms from around the world. English skills will be enhanced through research and response tasks.

Students will also develop creative and critical thinking, collaborative problem solving, confidence and effective communication. Students will engage in workshops with accomplished dancers in a variety of dance genres.

The course runs for the full academic year.

### Assessment

Making - practical assessment includes choreography and dance performance across a variety of dance styles.

Responding - theory based assessment includes research investigations and written responses to professional dance.

### Associated fees/subject levy

\$75 – includes workshops with external dance tutors in a variety of dance styles.

Additional costs may include excursions to professional dance performances.

### Pathways

Leads to Year 10 Dance. Career pathways include; dancing, choreography, teaching, physiotherapy, arts management/administration, media, production/stage management, production design, marketing and advertising or personal training.

### Enquiries

Ms Tracy Pender – Head of Learning Area – 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, by safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and appropriate, published script excerpts (eg Australian drama pre-1960 or world drama), using selected drama forms and styles. Student work in devised and scripted drama is the focus of reflective and responsive processes supported through scaffolded frameworks using drama terminology and language. The course will enhance students' study of literacy 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 as well as incursions or excursions in a variety of drama styles. 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 is designed for students to explore and recognise a range of media concepts and technologies and create a variety of media products, giving them a good overview of the mass media in general with some theoretical knowledge and hands on practical application. 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 media works. .

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
- Making a 3D game
- Filming a TV news bulletin
- Creating an interactive photo story
- Movie trailers

Students will develop an understanding of the codes and conventions used in films, TV, games and online media; learn basic 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 - practical assessments include film production and game making.

Responding - theory based assessments include written responses to professional media-works.

### **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.

The topics studied will include:

- Popular music
- Song writing

### Minimum standards for success

Satisfactory skills on own instrument or vocal ability.

Individual lessons on own instrument or vocal lessons each week.

### Assessments

- Demonstration of individual skills on instrument
- Performance skills
- Aural skills
- Creativity and composition
- Theory and notation
- Literature
- Music skills using Musition, Auralia and Sibelius

Making

85%

Responding

15%

### Homework and study expectation

A self-motivated study program, including listening to set repertoire, daily practise on voice or instrument and keeping up to date with set tasks and homework is expected.

### Associated fees/subject levy

\$82.

### Pathways

Leads to Year 10 Music; students showing particular aptitude with music studies in Year 9 can choose from music courses or VET certificates in upper school if they meet the pre-requisites. 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

## 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 assessment	75%
Responding - theory based assessment	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 if they meet the pre-requisites. 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 21<sup>st</sup> 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 & 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 are 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 & Physical Education

Mr Jonathan Grullis – Health & 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, rock climbing 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 & Physical Education  
Mr Jacob Miolin – Health & 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 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 & Physical Education

Mr Johann Schroeder – Health & Physical Education Teacher

# Humanities

## Year 9 Humanities

### Australian Curriculum – 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

\$60.

#### Enquiries

Mr Ryan Verge – 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. Students will participate in cultural activities throughout the year.

In 2018 the topics covered for this year group are:

- 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:

- Oral interaction
- Listening and responding
- 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 Catherine Campbell – Head of Learning Area – Languages

Ms Sylvie Bloudeau – French Teacher

## 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 different activities, such as bookwork, web based learning predominantly using Education Perfect and games. 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 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 Catherine Campbell – Head of Learning Area – Languages  
Mrs Meagan Maassen – Japanese Teacher  
Mrs Aimée Webber – Japanese Teacher

# 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 Foundation. The Mathematics course is based on the Australian Curriculum.

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

Year 9	Year 10	Year 11
<b>Specialist</b> Students gaining a Learning Area Achievement 'A' in Year 8  <b>Extension</b> Students gaining a Learning Area Achievement 'A' or 'B' in Year 8	<b>Specialist</b> Students gaining a Learning Area Achievement 'A' in Year 9  <b>Extension</b> Students gaining a Learning Area Achievement 'A' or 'B' in Year 9	Mathematics Specialist Students gaining a Learning Area Achievement 'A+' in Year 10
		Mathematics Methods Students gaining a Learning Area Achievement 'A' or 'B' in Year 10
		Mathematics Applications Students gaining a Learning Area Achievement 'C' in Year 10
<b>General</b> Students gaining a Learning Area Achievement 'C' in Year 8	<b>General</b> Students gaining a Learning Area Achievement 'C' in Year 9	Mathematics Applications Students gaining a Learning Area Achievement 'C' in Year 10
		Mathematics Essential Students gaining a Learning Area Achievement 'D' in Year 10
<b>Foundation</b> Students gaining a Learning Area Achievement 'D' or 'E' in Year 8	<b>Foundation</b> Students gaining a Learning Area Achievement 'D' or 'E' in Year 9	Mathematics Essential Students gaining a Learning Area Achievement 'D' in Year 10



**Assessment**

Students will be assessed through projects, investigative tasks and tests throughout the year and an examination at the end of Semester 2.

**Associated fees/subject levy**

\$75 – includes photocopying and a subscription to the online Mathematics program.

**Enquiries**

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

# Science

## Year 9 Science

### Year 9 Achievement Standard AC v8.1

In Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. Students analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. Students analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

### Subject description

The Australian Curriculum: Science has three interrelated strands:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Together, the three strands provide students with understanding, knowledge and skills from which they can develop a scientific world view. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

The course provides opportunities for students to develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter, and their interactions with forces, and to develop the ability to quantify changes and relative amounts. Students also explore ways in which the human body's system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. Students are introduced to the atomic structure as a system, which can change through nuclear decay. They learn about chemical change and how it can affect matter, and the important role it plays in systems. Students are introduced to the concept of energy conservation and energy transfer and how they can apply their knowledge to global systems, eg continental drift.

### Assessment

Science Understanding	60%
Science as a Human Endeavour	15%
Science Inquiry Skills	25%

### Homework and study expectation

Homework is set regularly and students are expected to complete set tasks. Study involves revision, research and assignment work. A balanced study program includes both homework and study. Recommended time for homework/study is three hours per week.

### Associated fees/subject levy

\$80 – includes photocopying, chemicals, other consumables, replacement and maintenance of equipment.

## **Pathways**

Success in Year 9 Science provides students with pathways to pursue a more in depth study in Biology, Chemistry, Human Biology and Physics in Senior Secondary School. These courses open up career opportunities in engineering, metallurgy, pharmacy, medical sciences, agriculture, veterinarian science, environmental science and marine science.

## **Enquiries**

Mr Peter Wong – Head of Learning Area – Science

# Technologies

## Year 9 Computing

### Subject description

This course is designed to familiarise students with a number of intermediary computing concepts skills. Students continue to learn about coding principles through practical application, algorithms, computer hardware fundamentals and learning to use a variety of software as a tool to create computer-based projects. 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>They design, adapt, use and present information that is appropriate to achieving solutions to technology challenges. Students understand how cultural beliefs, values, abilities and ethical positions are interconnected in the development and use of technology and enterprise</p>
Processes and production skills	<p>Students design, adapt and use systems that are appropriate to achieving solutions to technology challenges.</p> <p>They apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies</p>

### Assessment

Progress will be monitored using the Australian Curriculum:

Research/Investigation	30 - 40%
Application	40 - 50%
Response/Production	20 - 30%

### 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 & Technology

### Subject description

This course leads into Year 10 Design & 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, ATAR Design and Engineering Studies ATAR course.

### Enquiries

Mr Daniel Theunissen – Head of Learning Area – Technologies

Mrs Tina Harper-Rigby – 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

ATAR MDT Textiles, Hospitality Certificate I & II, 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 Michelle McLean – Technologies Teacher

## Year 9 iSTEM

### Subject description

iSTEM - Technologies is the learning of Science, Technology, Engineering and Mathematics principles in an interdisciplinary or integrated approach. 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 and 3D printers to create a variety of projects.

### 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 create a Mechanical Project 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 Graphics Design and/or 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 Limpie van Aswegen – Secondary Learning Technologies Manager