KOONUNG
Secondary College

Excellence Through Endeavour

MIDDLE YEARS HANDBOOK 2027

Dear Students, Parents and Carers

Welcome to Koonung Secondary College, a school with a diverse history and a strong focus on student outcomes. Our holistic approach to education supports students' academic, creative and sporting passions to achieve their own personal best.

Our academic program through the Middle Years begins with a predominantly core (compulsory) course which then widens in scope through Years 8 and 9 to allow for more individual student choice.

We look forward to supporting you in your transition from primary school and ongoing growth during the Middle Years (7-9).

Warm regards

Alistair Tuffnell
Head of Middle School

CONTENTS

MIDDLE YEARS CURRICULUM – OVERVIEW

DOMAIN	YEAR 7	YEAR 8	YEAR 9
MATHS	SEE@K	SEE@K	SEE@K
	Mainstream	Mainstream	Mainstream
			Advanced
ENGLISH	SEE@K	SEE@K	SEE@K
	Mainstream	Mainstream	Mainstream
	EAL	EAL	EAL
SCIENCE	SEE@K	SEE@K	SEE@K
	Mainstream	Mainstream	Mainstream
HUMANITIES	SEE@K	SEE@K	SEE@K
	Mainstream	Mainstream	Mainstream
LANGUAGE	French	French	
	Japanese	Japanese	
HEALTH AND PHYSICAL EDUCATION	SEE@K	SEE@K	SEE@K
	Mainstream	Mainstream	Mainstream
SPORT EDUCATION	Sport Education	Sport Education	
ARTS & TECHNOLOGY	Textile Technology	Wood Technology	
(PER SEMESTER)	Art	Food and Nutrition	**CROSS-CURRICULAR**
	Music	Visual Communication	Live Life
	STEAM	Drama	***ANY 4 OF THE FOLLOWING:**
		Music	**French
		STEAM	**Japanese
			Game Development
			Wood Technology
			Food: Gourmet Traveller
			2D Art
			3D Art
			Visual Communication Design
			Media
			Photography
			Programming, Robotics & Smart Devices
			Music (Musical Theatre)
			Drama
			Textiles and Fashion
			Literature
			Sports Performance
			Experimental Science

*Students not studying a language must select at least 1 Art subject **and** 1 Technology subject

Students studying a language must select **either 1 Art **or** 1 Technology subject

LIBRARY SERVICES

OPENING TIMES	
Monday	**8.00am – 4.00pm**
Tuesday	**8.00am – 4.00pm**
Wednesday	**8.00am – 4.00pm**
Thursday	**8.00am – 4.00pm**
Friday	**8.00am – 4.00pm**
Recess	**Closed**

FACILITIES AND SERVICES

The Library offers students 24/7 access to the library's catalogue and electronic reference resources. The Library also has an extensive print collection including current release fiction, curriculum and interest based non-fiction.

STUDENT ACCESS

Students are most welcome in the Library before school and at lunchtime to read, do homework, enjoy the comfortable environment or play a game of chess or other recreational game. During class time, the Library operates as a safe working environment. Students visiting the Library from class must have a Class Pass authorised by their teacher as per College policy.

ACCESSING THE INTERNET AND PRINTING

Students can print, photocopy and scan material using the photocopier in the Library. A student ID card is needed to efficiently access this service.

SUPERVISED HOMEWORK SESSIONS

Students can complete homework with access to educational resources. Library staff are on hand to assist with research and technical requests. Students must sign in and sign out of these sessions, but it is not an after school program and we take no responsibility for students once they leave the Library.

BORROWING PRIVILEGES

Most loans for print resources are for two weeks and students are encouraged to borrow using their Student ID Card. Books placed in resource boxes for use during research assignments are for overnight borrowing only and should be returned before school. As resources are in high demand, it is essential they be returned within the allocated time or the student's borrowing privileges may be suspended. Lost items must be recompensed.

EXTRACURRICULAR SPORT – CARNIVALS AND INTERSCHOOL

Students have many opportunities to participate in extracurricular sporting activities on an individual or team basis, both inter-school and intra-school. The program includes three major House Carnivals – Athletics, Swimming and Cross Country. Students who excel in these Carnivals are given the opportunity to represent the College at the next event – Whitehorse Division Carnivals.

The following interschool sports are offered to students at our college, competing against other schools that reside in the Whitehorse Division Region and beyond in girls and boys/mixed competitions:

- Australian Rules Football
- Badminton
- Baseball/Softball
- Basketball
- Chess
- Cricket
- Football (soccer)
- Hockey
- Netball
- Table Tennis
- Tennis
- Volleyball

Winning teams at the Divisional Level go on to compete at Eastern Metropolitan Region Competitions and then State level.

Student participation is recognised through the College Newsletter, awards at Presentation Evening and Year Level/General Assemblies.

SELECT ENTRY ENHANCEMENT AT KOONUNG (SEE@K)

The SEE@K Program addresses the learning needs of high ability students who are capable of working at a faster pace and in greater depth than their age peers. The challenging and engaging curriculum encourages and supports individual students to be autonomous learners who cooperate and evaluate learning experiences with peers and teachers. Customised courses facilitate open-ended inquiry around big concepts, which promotes thinking, reflection and knowledge/understanding transfer.

Students remain as a class for most subjects (English, Humanities, Art, PE) but are usually integrated with other students for studies in Language. This enables students to maintain and develop friendships and allows them to complete their preferred language. Various pathways are open to students in the latter part of the program. Their individual senior years pathway will be decided during individual counselling with our Careers Pathway team. Students may be able to take Victorian Certificate of Education (VCE) units in their fourth year of the program. They may also be able to compete in University enhancement or research studies during their final year at Koonung.

Throughout their years in the program, students will study an enriched SEE@K curriculum that supports them to develop their critical thinking, creativity, collaboration, and communication within a strong academic framework. Assessment tasks will reflect these program elements. Our program has been developed in close consultation with the University of Melbourne's Dr John Munro and staff have completed professional development in best teaching practices for students with a high academic potential.

DEVICE PROGRAM

YEAR 7 – 9 DEVICE PROGRAM

An innovative and progressive school curriculum requires ready access to digital learning tools and online information resources. Digital technology is an important component of the 21st Century learning environment and 1:1 devices make possible anywhere, anytime learning. Koonung Secondary College is committed to creating an environment that promotes educational excellence. To this end, we provide students with the opportunity to join our 1:1 Device Program. This 3 year program provides students with 24/7 access to a personal digital learning device, a wide range of specialist productivity, communication, and educational software, full network and internet access, and onsite technical support. This device will enable your child to learn independently, collaborate with peers and communicate understandings using rich media. The program will operate on a user pays system in 2026. The College will provide full maintenance, repair and technical support with the Koonung Device Program, including a loan replacement device until their device is repaired or replaced.

We strongly recommend that all students join the 1:1 Device Program. If students are not part of the program, they will have only limited access to other College based devices and therefore computer access at school cannot be guaranteed for students without their own device and classroom activities may be modified.

BRING YOUR OWN DEVICE (BYOD)

As part of the revised Department of Education (DE) guidelines regarding student devices, families attending Koonung Secondary College now have the option to provide their own device for use within classes. A BYOD will not have full network/printer rights to the eduStar domain. ICT support is only provided for network access for BYOD. Students are responsible for securing and protecting their devices at school. Any loss or damage to a device is not the responsibility of the College or DE. Students and their parents/carers are solely responsible for the maintenance and upkeep of their devices. Students and their parents/carers are responsible for arranging their own insurance and should be aware of the warranty conditions for the device. The DE network installed requires certain specifications to enable devices to be connected to the eduStar network. These specifications will be provided to interested families.

INSTRUMENTAL MUSIC

Instrumental Music is an optional component of the College Music Program, which aims to provide performance opportunities within the College and in the wider community. The preparation for these performances and the performance engages students in wide range of learning activities from personal organisation and commitment to an ensemble, to mentoring and leadership. Instrumental Music students may opt for AMEB examinations and/or focus on preparation for VCE Music subjects. Instrumental Music is a subject in which students follow a syllabus and receive a report. Students have small group and, when appropriate, individual lessons with the instrumental teachers. All instrumental music students are required to participate in an ensemble, band or choir. For information on the instrumental lessons available and other details including fees, please consult the Instrumental Music Program Handbook.

ACADEMIC INTEGRITY GUIDELINES

Middle School students are expected to behave with academic integrity when completing all class work, assignments, tests and homework. Students who behave with academic integrity will exhibit the following behaviours:

- Complete their own work
- Ensure that all work submitted is completed to the best of their ability
- Not submit work that relies too heavily upon other uncited sources, which may be considered plagiarism
- Will keep their eyes on their own work during test conditions
- Will not communicate with other students during test conditions
- Will not provide information to another student which will give them an advantage
- Will only bring materials and resources which are explicitly permitted into an assessment situation.

Students who exhibit academic integrity are positive learners who demonstrate the school values of respect, resilience and the value of endeavour. Any breach of the Academic Integrity Guidelines will incur the following consequences:

Scenario: A student's behaviour during a classroom assessment task or test is found to be in breach of the Academic Integrity guidelines. (e.g. - looking at/copying another student's work, communicating when not permitted)

Teacher's role during class	**Teacher's role after incident**
1. Warning provided. 2. Student is moved within the classroom.	1. Incident recorded on compass. 2. Email parents with details. 3. Grade will be adjusted e.g. - lose whole grade (i.e. - B to C). 4. Repeat offenders will receive zero/UG for the task.

Scenario: A student is caught bringing materials which are not permitted into class for use during an assessment (e.g. - notes, phone, answers written on their body), or plagiarises another person's work, or colludes with another student to submit the same work.

Teacher's role during class	**Teacher's role after incident**
1. Student receives a 0 result.	1. Incident recorded on compass. 2. Email parents with details. 3. Assessment/ Learning Task should receive a UG. Feedback must state why they received a UG. 4. Student should re sit the test or assessment for the possibility of redemption to an E.

This policy prepares students for the strict assessment protocols in the Senior School which align with VCAA policy

YEAR 7 CURRICULUM

INTRODUCTION

At Koonung Secondary College, students follow a common course at Year 7. Subjects undertaken are all core, except for an elected language and classes are mixed gender. Some subjects are studied for one semester (half year) only. This allows a wider range of subjects to be offered, especially in The Arts and Technology studies. The timetable is constructed around a two-week cycle.

CORE SUBJECT/AREA

- English or English as an Additional Language (EAL)
- Mathematics
- Science
- Languages (Japanese, French)
- Humanities
- Health and Physical Education
- Sport Education

SEMESTER BASED SUBJECTS

Arts and Technology (1 each per semester)

- Art
- Textiles
- Music
- STEAM

YEAR 7 POSITIVE CLASSROOMS

Positive Classrooms teaches a range of key skills to assist students transitioning into high school and establishing positive connections. Throughout the year, students cover a range of topics including Organisation, Goal Setting, Transitioning to High School, SWPBS at Koonung, Making Positive Connections, Upstanding, Mindfulness, Resilience, Diversity, Help Seeking and Respectful Relationships.

The learning materials are designed to develop students' social, emotional, and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms are made to help ensure a safe environment for all students and ensure health and wellbeing outcomes are achieved.

CORE STUDIES

ENGLISH

COURSE OUTLINE

The Year 7 English Course is designed around the following three areas:

Language, Literature and Literacy. Students will read, view and respond to print, film and digital texts, which explore ideas, life concepts and issues. They are encouraged to hypothesise, speculate and reflect as they prepare a formal speech for presentation. They will respond to texts creatively as well as in a structured analytical manner and will receive explicit teaching in expository essay writing, vocabulary and grammar. Students will utilise electronic media for communication, class tasks and research purposes.

Year 7 students whose literacy skills are not yet at the standard required for good progress through secondary school are supported through the Quicksmart literacy program.

METHOD OF ASSESSMENT

- Creative and analytical responses to print texts
- Creative and analytical responses to film texts
- Formal/informal persuasive oral presentations
- Informative writing
- Vocabulary testing

ENGLISH AS AN ADDITIONAL LANGUAGE

COURSE OUTLINE

In Year 7, students develop their language and writing skills through a range of grammatical and authentic tasks. They read and analyse a range of texts with a focus on audience, purpose and structure. Their responses are presented orally, visually, in writing and with multimedia. A focus on vocabulary as well as oral and written expression, assist student learning in their additional language-learning environment.

METHOD OF ASSESSMENT

- Personal autobiographical written piece
- Listening task and short answer language analysis
- TEEL Essay
- Oral presentations
- Persuasive Language
- Creative Writing

MATHEMATICS

COURSE OUTLINE

In the study of Mathematics, every student is given the opportunity to develop the mathematical skills, concepts, application and processes, which will allow meaningful participation in society. In Years 7 and 8 Mathematics, students with strong prior knowledge are catered for with appropriate curriculum. Year 7 students whose numeracy skills are not yet at the standard required for good progress through secondary school mathematics are supported through the Quicksmart numeracy program.

METHOD OF ASSESSMENT

Assessment is based on tests and assignments, including problem-solving activities and project work.

SCIENCE

COURSE OUTLINE

Students will complete investigations that meet the Learning Standards in Chemical Science; Biological Science; Physical Science; Earth and Space Sciences and Science as a Human Endeavour.

Students will investigate differences within and between groups of organisms and use classification keys. They will study the interactions between organisms using food chains and food webs and how the ecosystem can be affected by human activity. Chemistry is introduced to students using Mixtures, including solutions that contain a combination of pure substances that can be separated using a range of techniques. They then further investigate the properties of the different states of matter which influences the motion and arrangement of particles and the structure of the atom. During Physical Science, students learn that an object's motion is caused by unbalanced forces acting on the object and phenomena on Earth, including seasons, and eclipses are investigated in relation to the position of the Sun, Earth, and the Moon. Lastly, students expand their understanding about the renewable and non-renewable resources.

METHOD OF ASSESSMENT

Assessment will be in the form of topic tests, assignments, practical experimental reports and oral presentations.

LANGUAGES

FRENCH

COURSE OUTLINE

In Year 7 French, students are introduced to the geography, history, culture and traditions of the French speaking world. Students learn vocabulary and grammar through studying topics about greetings and introductions, family, animals, school, celebrations and food. The Year 7 course equips students with the knowledge and skills to participate in personal written and spoken exchanges, and to be able to extract information and make meaning from basic audio, written and visual texts. Online language tools enable students to learn and practise key vocabulary independently.

METHOD OF ASSESSMENT

Assessment will be based on performance in reading and listening comprehension activities, writing and speaking tasks. Classroom participation, completion of regular practice activities and homework tasks will also contribute towards assessment.

JAPANESE

COURSE OUTLINE

In Year 7 Japanese, students are introduced to the Japanese scripts Hiragana, Katakana and Kanji. Knowledge of the Hiragana script will equip students to be able to read and write short texts in Japanese. Students will also develop cultural knowledge and an understanding of basic Japanese grammar and expressions to be able to participate in exchanges of personal information in written and spoken contexts. Vocabulary and grammar introduced in this course will be centred around the topics of introducing myself and others, family, pets, classroom expressions, food and hobbies. Online language tools enable students to learn and practise key vocabulary independently.

METHOD OF ASSESSMENT

Assessment will be based on performance in reading and listening comprehension activities, writing and speaking tasks and knowledge of the Japanese script. Classroom participation, completion of regular practice activities and homework tasks will also contribute towards assessment.

HUMANITIES

COURSE OUTLINE

Humanities in the Victorian Curriculum includes studies in History, Geography, Economics and Business, and Civics and Citizenship.

History: Students investigate historical knowledge of the Ancient World and Early Civilisations from 60,000 BC – c. 650 AD including Aboriginal and Torres Strait and Islander Peoples and Ancient Egypt. Students will develop historical understanding through the application of historical concepts and skills including sequencing chronology; using historical sources; identifying continuity and change; analysing causes and effect; determining historical significance.

Geography: students examine the liveability of place and the importance of water in the world. Students will develop a variety of geographical and spatial skills, including identifying, analysing and explaining interconnections as well as interpreting geographical data and information.

Economic and Business: students examine the ways in which financial resources are allocated, and how this influences economic choices. Students also develop a knowledge of consumer and financial literacy which investigates the rights and responsibilities of consumers and the way in which individuals and business plan and meet financial goals.

Civics and Citizenship: students examine how national identify can shape a sense of belonging and examine different perspectives about Australia's national identity. Students will also be able to explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them.

METHOD OF ASSESSMENT

Performance will be assessed according to a range of activities including research assignments, oral presentations, model making, comprehension tasks, test work, extended writing activities and a field work report.

HEALTH AND PHYSICAL EDUCATION

COURSE OUTLINE

Health and Physical Education is a core subject from Year 7 – 9. Students at Year 7 will be provided with a sound introduction to both practical PE and health theory work upon which they can build in future years. Practical activities include minor/team building games, creation and modification of games, and a range of seasonal team sports.

Health theory topics include benefits of physical activity, puberty and positive relationships and food nutrition.

METHOD OF ASSESSMENT

Assessment will be in the form of structured topic tests, workbook activities, research assignments, practical motor skills development through analysing own and other's performances, and a variety of group based tasks.

SPORT EDUCATION

COURSE OUTLINE

Sport Education is a core unit at Year 7. Sport Education at Year 7 introduces students to a range of major sports, which include those in the interschool sport program. Emphasis is placed upon the development of skills through modified games, individual and group practices, and the game itself. Good sporting behaviour, game scoring/umpiring and the enjoyment of being physically active are always encouraged. Teams that represent the college at an interschool sport level are developed and trained within Sport Education, leading to students demonstrating their skills at a competitive level.

Students elect a different sport for each term. Term 4 comprises a class versus class round-robin competition.

METHOD OF ASSESSMENT

There is no summative assessment for Sport Ed. Students will be formatively assessed on skill development and their ability to work as part of a respectful and effective team.

SEMESTER BASED SUBJECTS

MUSIC

COURSE OUTLINE

This subject provides a practical approach to developing musicianship through performance (group and solo) and composition. Students learn basic skills on keyboard, xylophone and guitar. Students also develop their aural skills and musicianship through composing their own short works. This subject also explores the expressive qualities of music through detailed listening analysis tasks. This subject is open to all students and is an excellent stepping-stone to senior Music subjects.

METHOD OF ASSESSMENT

Assessment is based on aural and music theory tests, analysis tasks, composition, solo and group performances.

ART

COURSE OUTLINE

Year 7 Art introduces students to a range of two-dimensional materials and processes. Drawing, printmaking and painting techniques allow students to develop skills in observation, experimentation and creativity. In addition, practical application of the art elements is explored. Students develop an understanding of art and aesthetics in wider context; learning to analyse artworks and express personal observations as they explore artist practices and their own artworks.

METHOD OF ASSESSMENT

Assessment is continuous and made at the completion of each practical task. Students record all developmental work, art theory and appreciation in a Visual Diary.

TEXTILES TECHNOLOGY

COURSE OUTLINE

In Year 7, Textiles students are introduced to fibre and fabrics through technology. Students complete an in depth written analysis of the textiles industry through an examination into cotton production processes. An investigation of textile production methods, sustainable practices, social and economic factors give students a broader understanding of the world today. Students gain technical skills in hand embroidery and create an individual felt phone pouch. A study of Block Printing skills and techniques is made which leads to students creating their own Block Printing cushion cover. Students then learn about safe machine handling and develop a range of machine sewing skills to construct the cushion cover. During the course students maintain a Textiles Folio of their trials.

METHOD OF ASSESSMENT

Assessment is continuous and at the completion of each task. Students keep a folder of worksheets as a collection of ideas, processes and instructions that is used in the assessment of tasks.

STEAM

COURSE OUTLINE

Students explore how digital systems and technologies are used to solve real-world problems through creative and practical solutions. The Year 7 DigiTech course introduces students to the design thinking process, where they learn to define problems, develop ideas, and test solutions using both physical and digital tools.

The course focuses on key 21st century skills such as innovation, critical thinking, and collaboration. Students participate in engaging, hands-on challenges including building a tower using engineering principles, designing and testing a balloon-powered car to explore movement and aerodynamics, and developing interactive digital solutions using the micro:bit, a programmable device that introduces students to coding and automation.

METHOD OF ASSESSMENT

Project-based assessments focused on the design thinking process, including practical challenges such as tower construction, balloon-powered vehicles, and programmed micro:bit solutions. Assessment tasks involve both individual and collaborative work, with a focus on creativity, problem-solving, iteration, and effective use of digital technologies.

YEAR 8 CURRICULUM

INTRODUCTION

This course guide is for students in Year 8. Students follow a common course at Year 8. Subjects undertaken are all core, including the continuation of an elected language from Year 7. Some subjects are studied for one semester (half year) only. This allows a wider range of subjects to be offered, especially in The Arts and Technology studies.

CORE SUBJECT/AREA

- English or English as an Additional Language
- Mathematics
- Science
- Language (French, Japanese)
- Health and Physical Education
- Sport Education
- Humanities

SEMESTER BASED SUBJECTS (1 EACH PER SEMESTER)

Arts and Technology

- Drama
- Visual Communication Design
- Food and Nutrition
- Design Technology – Wood
- Music
- STEAM

YEAR 8 POSITIVE CLASSROOMS

Positive Classrooms teaches key themes of Resilience, Rights and Respectful Relationships. Throughout the year, students' progress through eight topics: Emotional Literacy, Personal Strengths, Positive Coping, Problem Solving, Stress Management, Help Seeking, Gender and Identity and Positive Gender Relations.

The learning materials worked through are designed to develop students' social, emotional and positive relationship skills. Efforts to promote social and emotional skills and positive gender norms are made to help ensure health and wellbeing outcomes are achieved.

CORE STUDIES

ENGLISH

COURSE OUTLINE

The Year 8 English course is designed around three areas: Language, Literature and Literacy. Students will read, view and respond to a range of texts and will explore concepts associated with these texts. Responses to text will be both analytical and creative. Students are instructed in, and practise, expository essay writing skills. Students will speculate regarding abstract ideas and put forward these ideas in Public Speaking activities and Debates. They will receive explicit teaching in vocabulary and grammar. Electronic media will be utilised for communication, class tasks and research purposes.

METHOD OF ASSESSMENT

- Creative and analytical responses to print text and film texts
- Formal/informal persuasive oral presentations
- Vocabulary

ENGLISH AS AN ADDITIONAL LANGUAGE

COURSE OUTLINE

In Year 8, EAL students consolidate and build on the skills developed in Year 7. Students continue to develop their language and writing skills through a range of grammatical and authentic tasks. They read and analyse a range of texts with a focus on audience, purpose and structure. Their responses are presented orally and in written form.

METHOD OF ASSESSMENT

- Creative and analytical responses to print texts
- Oral presentations
- Persuasive Language – creation of own advertisement
- Creative writing
- Vocabulary

MATHEMATICS

COURSE OUTLINE

In the study of Mathematics, every student is given the opportunity to develop the mathematical skills, concepts, applications and processes that will allow meaningful participation in society. The curriculum has six strands: Number, Algebra, Measurement, Space, Statistics and Probability.

In Year 8 Mathematics, students with strong prior knowledge are catered for with appropriate curriculum. All students will be exposed to a variety of activities in mathematics including the Australian Mathematics Competition.

METHOD OF ASSESSMENT

Assessment is based on test and assignments including problem solving activities and project work.

SCIENCE

COURSE OUTLINE

Students will complete investigations that meet the curriculum standards in Chemical, Physical, and Biological, Earth and Space sciences and Science as a Human Endeavour. They will investigate how energy appears in different forms and can change energy from one form to another. Further study of the properties of light and how it forms images using the reflective feature of mirrors and the refractive feature of lenses and can disperse to produce a spectrum which is part of a larger spectrum of radiation. Students identify the properties of sound and how they can be explained by a wave model. Students also investigate electric circuits using different components to explore the concepts of voltage and current.

Students begin Biological Science with cells, the basic units of living things and learn they have specialised structures and functions. They then investigate multicellular organisms and systems of organs that carry out specialised functions that enable them to survive and reproduce.

In Chemical Science, the difference between elements, compounds and mixtures are examined and different chemical changes are identified. In addition to exploring different acids and bases and neutralisation reactions. Sedimentary, igneous and metamorphic rocks are investigated, also the theory of plate tectonics and continental drift.

METHOD OF ASSESSMENT

Assessment will be in the form of topic tests, research assignments, practical experimental reports, and oral presentation.

LANGUAGES

FRENCH

COURSE OUTLINE

The Year 8 French course is centred on encouraging students to communicate about themselves and their immediate environment in French. Students' communication skills are consolidated through their exposure to difference audio, written and visual text types and their participation in longer spoken and written exchanges. Students continue to build on their pre-existing vocabulary and grammar knowledge through the study of topics about their daily routines, weekend and leisure activities, directions and places in town and holidays. In the area of intercultural awareness, students explore cultural traditions and landmarks in French and the wider French-speaking community.

METHOD OF ASSESSMENT

Assessment will be based on performance in reading and listening comprehension activities, writing and speaking tasks. Classroom participation, completion of regular practice activities and homework tasks will also contribute towards assessment.

JAPANESE

COURSE OUTLINE

In Japanese at Year 8, there is an emphasis on the development of speaking and listening skills. The course continues to consolidate reading and writing skills, especially relating to fluency in writing and reading the Hiragana and Katakana scripts. Students will also be expected to include basic Kanji (derived from Chinese characters) wherever possible within their writing. Vocabulary and grammar introduced in this course will be centred around the topics of the individual, daily routines, transport, school life, travel in Japan, hobbies, leisure and sport.

METHOD OF ASSESSMENT

Assessment will be based on performance in reading and listening comprehension activities, writing and speaking tasks and knowledge of the Japanese script. Classroom participation, completion of regular practice activities and homework tasks will also contribute towards assessment.

HEALTH AND PHYSICAL EDUCATION

COURSE OUTLINE

Health and Physical Education is a core subject from Years 7 to 9. Skills and knowledge presented in Year 7 will continue to be developed and new skills will be introduced at Year 8. Practical activities include minor/team building games, analysing fitness components and how to improve them through training, and an exploration of a range of seasonal team sports, cultural activities, and recreational sports.

Health theory topics include personal and online safety, mental health and wellbeing, enhancing fitness through lifelong physical activity and drug education.

METHOD OF ASSESSMENT

Assessment will be in the form of structured topic tests, workbook activities, research assignments, practical motor skills development through analysing own and other's performances, and a variety of group-based tasks.

SPORT EDUCATION

COURSE OUTLINE

Sport Education is a core unit at Year 8. Sport Education at Year 8 builds upon skills and knowledge from Year 7 in a range of major sports, which include those in the interschool sport program. Emphasis is placed upon the development of skills through modified games, individual and group practices, and the game itself. Good sporting behaviour, game scoring/umpiring and the enjoyment of being physically active are always encouraged. Teams that represent the college at an interschool sport level are developed and trained within Sport Education, leading to students demonstrating their skills at a competitive level.

Students elect a different sport for each term. Term 4 comprises a class versus class round-robin competition.

METHOD OF ASSESSMENT

There is no summative assessment for Sport Ed. Students will be formatively assessed on skill development and their ability to work as part of a respectful and effective team.

HUMANITIES

COURSE OUTLINE

Humanities in the Victorian Curriculum includes studies in History, Geography, Economics and Business and Civics and Citizenship.

History: students will investigate historical knowledge of the Middle Ages and early exploration including Europe, the Mediterranean and Feudal Japan.

Geography: students examine various types of landscapes and their distinctive landform features, as well as the effects of urbanisation on the world's nations.

Economic and Business: students examine the world of business and what it means to be a responsible business. Students will also examine the world of work and be able to analyse how the changing global work environment will shape their future.

Civics and Citizenship: students examine Australia as a democratic nation including an examination of Australia's constitution as well as the freedoms and responsibilities of citizens.

METHOD OF ASSESSMENT

Performance will be assessed according to a range of activities including research assignments, oral presentations, model making, comprehension tasks, test work, extended writing activities and a fieldwork report.

SEMESTER BASED SUBJECTS

DRAMA

COURSE OUTLINE

Drama is explored as an art with a focus on body language and expressive skills. The program will assist students to develop an awareness of dramatic elements, stagecraft elements and central dramatic concepts. It aims to develop cooperation, creativity, confidence and skills in using improvisation to communicate ideas. Students will participate in the creation of improvised dramatic works, which will encompass mime, role-play and the use of movement.

METHOD OF ASSESSMENT

Assessment is continuous and based on the creation and participation of improvised dramatic works performed in the classroom as well as maintenance of a drama workbook and set assignments.

STEAM

COURSE OUTLINE

STEAM is a dynamic Year 8 subject that develops students' understanding of the design process, encouraging creativity and innovation through hands-on learning. It uses a cross-disciplinary approach to solve real-world problems, fostering both analytical skills and creative thinking. Students explore a range of technologies, including a robotics unit where they design, build, and program solutions to authentic challenges. Using Digital Literacy skills at the core of their Learning in this subject, students collaborate in teams to test ideas and refine prototypes, building confidence and resilience in problem-solving contexts.

METHOD OF ASSESSMENT

Project-based assessments focused on the design thinking process, including practical challenges. Assessment tasks involve both individual and collaborative work, with a focus on creativity, problem-solving, iteration, and effective use of digital technologies.

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VISUAL COMMUNICATION DESIGN

COURSE OUTLINE

Visual Communication Design introduces students to the Design Process that designers use to develop and resolve projects through the design fields. Students learn technical drawing systems of both one and two-point perspective and rendering techniques to depict form for different communication purposes. Students cover a range of tasks providing them with the opportunity to develop their design skills and execute three-dimensional drawings.

Students will maintain a Visual Diary, develop skills using Adobe programs to explore design through a design brief. Design Elements and Principles will be incorporated whilst building both their digital and technical skills.

METHOD OF ASSESSMENT

Assessment will be based on a folio of tasks

MUSIC

COURSE OUTLINE

This subject provides a practical approach to developing musicianship through performance (group and solo) and composition. Students continue to develop skills on keyboard, xylophone and guitar. Students also develop their aural skills and musicianship through arranging composing their own short works. This subject also explores the expressive qualities of music through detailed listening analysis tasks. This subject is open to all students and is an excellent stepping-stone to senior Music subjects.

METHOD OF ASSESSMENT

Assessments are based on tests, assignments, and group/solo performances throughout the semester. Topics include Remixes and Stomp Percussion.

WOOD TECHNOLOGY

COURSE OUTLINE

Students will develop their technical skills, knowledge of hand tools and the properties of timber and related materials. Students will complete practical projects and a written investigation assignment. Other research, evaluation and design work related to each practical unit will be completed.

METHOD OF ASSESSMENT

Design skills, practical technique, evaluation investigation work and the students' organisational skills will be assessed progressively.

FOOD AND NUTRITION

COURSE OUTLINE

This unit provides students with skills and knowledge in basic food preparation and nutrition. It is primarily a practical based subject. We begin with kitchen basics – safety and hygiene, tools and equipment, cooking processes, terminology, measuring and abbreviations. Students will investigate nutrients and food selection models before exploring the key food groups. Students will have a brief introduction to the technology design process whereby they are given a brief and will design a food solution.

METHOD OF ASSESSMENT

Practical tasks, tests and assignments.

EXTRA MATERIALS

Students are required to bring a container and fork to practical classes.

Students will be required to cook a meal at home as part of their assessment and may need assistance in purchasing ingredients to fulfill this task.

YEAR 9 CURRICULUM

INTRODUCTION

This course guide is for students entering Year 9. Students follow a common course in English, Maths, Science, Humanities, Live Life and Health and Physical Education at Year 9.
Students can elect to study a range of subjects from the electives in addition to continuing their study of the language undertaken in year 7 and 8.

CORE SUBJECT/AREA

- English or English as an Additional Language
- Mathematics
- Science
- Health and Physical Education
- Humanities
- Live Life

ELECTIVE SUBJECTS

Students complete four electives per year: at least one must be chosen from the Arts and one from Technology

ARTS SUBJECTS

- 2D Art
- Drama
- Visual Communication Design
- Media
- Musical Theatre
- 3D Art
- Photography

TECHNOLOGY SUBJECTS

- Food: Gourmet Traveller
- Wood Technology
- Programming, Robotics & Smart Devices
- Textiles and Fashion
- Game Development

OTHER DOMAINS

- Literature
- Sports Performance
- Experimental Science
- Languages – French
- Languages - Japanese
- Philosophy

YEAR 9 LIVE LIFE PROGRAM

Live Life emphasises the crucial role of an individual-centred approach to education that fosters the development of creativity and critical thinking while focusing on students' personal interests, needs and abilities.
Live Life's primary objective is to engage students with curricular and extra-curricular programs that are relevant, challenging, values-based and appropriate to the specific developmental needs of adolescents.
In Live Life, students learn in ways that promote a sense of individuality and community along with an awareness of civic responsibility. In the process of learning life skills and developing closer ties with local community organisations, students develop a sense of self-reliance and self-discipline and a greater respect for peers, disadvantaged people and those from different cultures.
The key driving factor in the program is the development of self-esteem and personal values, which arises from greater student interest, motivation and enthusiasm towards a more flexible approach to learning.

CORE STUDIES

ENGLISH

COURSE OUTLINE

Year 9 English is designed around three areas: Language, Literature and Literacy. The focus is on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students will consolidate and develop their ability to respond both analytically and creatively to print, film and digital texts.

On completion of this course, the students should be able to demonstrate competency in:

- The preparation and structure of analytical responses to texts.
- The preparation, structure and delivery of oral presentations.
- The preparation and structure of creative, informative and persuasive texts.
- An understanding of the ways in which argument and written and visual language can position readers/viewers.
- The editing process applied to their writing, including accurate spelling, punctuation and grammar.

METHOD OF ASSESSMENT

- Creative and analytical responses to print and film texts
- Formal/informal persuasive oral presentations
- Analysis of argument and written and visual language in the presentation of an opinion.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

COURSE OUTLINE

EAL is centred on the conscious and deliberate study of language in a variety of texts and contexts that are spoken, read, viewed and written. The course complements that of the mainstream English course, with additional vocabulary, grammatical and communication support. It covers:

Reading: understanding, interpreting, reflecting, reflecting upon and enjoying written and visual print and non-print texts.

Writing: the active process of conceiving, planning, composing, editing and publishing fiction and non-fiction texts. It involves using appropriate languages for specific audiences and purposes.

Speaking and Listening: formal and informal ways of using oral language to convey and receive meaning. Spoken texts may include everyday communication, group discussions, formal presentation, debates and public speaking, storytelling and negotiating

METHOD OF ASSESSMENT

- Analytical and creative responses to texts
- Oral Presentations including public speaking
- Persuasive Essay on current media issue

In addition, Year 9 EAL students will be required to complete aural (listening) activities. The students will develop and refine their listening skills. They will listen to a variety of texts and use active listening strategies to understand information, ideas and opinions presented in texts.

MATHEMATICS

COURSE OUTLINE

In the study of Mathematics, every student is given the opportunity to develop essential mathematical skills, concepts, applications, and processes that support meaningful participation in society. The curriculum is organised into six strands: Number, Algebra, Measurement, Space, Statistics, and Probability. Students engage in a wide range of mathematical activities, including participation in the Australian Mathematics Competition.

Extension opportunities will be available for students intending to pursue the Pre-Methods course in Year 10.

METHOD OF ASSESSMENT

Assessment is based on tests and assignment, including problem solving activities and project work.

ADVANCED MATHEMATICS

COURSE OUTLINE

This course is designed to extend and challenge students who have demonstrated a strong aptitude for mathematics, providing opportunities to deepen their understanding and accelerate their progress. This subject is designed for students who are performing above the expected level in Year 8 Mathematics. Students will be exposed to both the Year 9 and Year 10 curriculum and will cover the same topics as the Year 9 Mathematics course, but at a faster pace and at an advanced level. Additional topics, including algorithmics, polynomial functions, logarithmic functions and exponential functions, will also be explored. This course is also intended to extend students into the Year 10 and 10A curriculum, providing a pathway into VCE Mathematics in Year 10 for those who meet the required prerequisite grades and into Pre Methods for those who would like another year of consolidating their skills before attempting VCE Mathematics. Students are required to obtain an average of 85% in Year 8 Mathematics to apply for this subject.

METHOD OF ASSESSMENT

Assessment is based on tests and assignment, including problem solving activities and project work.

SCIENCE

COURSE OUTLINE

Students will complete investigations that meet the Curriculum Learning Standards in Chemical Science, Physical Science, Biological Science, Earth and Space Sciences, and Science as a Human Endeavour.

Students investigate multicellular organisms' internal systems and response to changes to their environment coordinated by their central nervous system. Students also explore the importance of diversity of living things and examine the theory of evolution by natural selection.

In Chemical Science, students identify subatomic particles, examine ions and how they bond and investigate natural radioactivity. Different types of chemical reactions are identified and balanced.

Students investigate the wave and particle models to describe energy transfer through different media.

Students will explore how carbon is cycled on Earth through key processes and how these processes change the composition of Earth's interrelated systems over time.

METHOD OF ASSESSMENT

Assessment is in the form of topic tests, research assignments, practical experimental reports and oral presentations.

HUMANITIES

COURSE OUTLINE

Humanities in the Victorian Curriculum includes studies in History, Geography, Economics and Business and Civics and Citizenship.

History: Students investigate the impact of Aboriginal and Torres Strait Islander Peoples and compare the effects of WWI and WWII on civilians and the Homefront, including the Australian Homefront and the Holocaust. They develop historical understanding through chronology, source analysis, continuity and change, cause and effect, historical significance, and contestability.

Geography: Students examine biomes, food security, interconnection, and differing perceptions of places. They develop geographical and spatial skills through analysing interconnections and interpreting geographical data and information.

Economic and Business: students explain the links between economic performance and living standards, as well as researching the way the work environment is changing in contemporary Australia.

Civics and Citizenship: students discuss the key principles of Australia's justice system and describe the key features of Australia's court system.

METHOD OF ASSESSMENT

Performance will be assessed according to a range of activities including research assignments, oral presentations, model making, comprehension tasks, test work, extended writing activities and a fieldwork report

HEALTH AND PHYSICAL EDUCATION

COURSE OUTLINE

Students in Year 9 will cover a range of physical activities and sports within their practical PE lessons. Students develop their understanding of how to train various components of fitness and develop training programs for themselves and others. They will also develop their interpersonal and leadership skills through the development of practical lessons through Peer Activity Teaching (PAT). Students will also be exposed to a range of recreation-based activities with the goal of promoting lifelong physical activity. These may include dance, yoga, fitness boxing, lawn bowls and wheelchair basketball. Students will also explore the VCE PE concepts of Skill Analysis using ICT.

Health theory topics in Year 9 include an explicit focus on respectful relationships and sexuality education and drug education, including the importance of communication and consent, and the development of health literacy to enable them to make safer and healthy choices. Students will also explore a harm minimisation approach to drug education where students will learn safer strategies to reduce their risk of harm.

METHOD OF ASSESSMENT

Assessment will be in the form of topic tests, workbook activities, journal reflections, research assignments and projects, practical participation and performance, and group work.

ELECTIVE STUDIES

STUDENTS SELECT FOUR OF THE FOLLOWING ELECTIVES FOR THE YEAR

LANGUAGE ELECTIVES MUST BE TAKEN FOR BOTH SEMESTERS

LANGUAGES

FRENCH

COURSE OUTLINE

Students who elect to study Year 9 French will consolidate the vocabulary, expressions and grammar learnt in previous years and extend their understanding and ability to participate in more sustained and varied spoken and written exchanges. Students will learn to communicate in the past as well as in the present and immediate future. Topics studied include leisure, weather, clothing, food and travel. Students will have the opportunity to explore French-speaking cultures through research, film and video, and music.

METHOD OF ASSESSMENT

Assessment will be based on performance in reading and listening comprehension activities, writing and speaking tasks. Classroom participation, completion of regular practice activities and homework tasks will also contribute towards assessment.

JAPANESE

COURSE OUTLINE

This course consolidates knowledge and application of vocabulary and grammatical structures introduced in Years 7 and 8. Further complex grammatical patterns are introduced and presented within a variety of contexts that also reflect authentic aspects of Japanese culture. The Katakana alphabet is consolidated at Year 9, and knowledge of the Kanji script is expanded. It is expected that students will be fluent in their use of Hiragana prior to the start of the Year 9 course.

METHOD OF ASSESSMENT

Assessment will be based on performance in reading and listening comprehension activities, writing and speaking tasks and knowledge of the Japanese script. Classroom participation, completion of regular practice activities and homework tasks will also contribute towards assessment.

ARTS SUBJECTS

2D ART

COURSE OUTLINE (ONE SEMESTER)

Students will undertake tasks using a range of methods and media including drawing, painting, printmaking and three-dimensional sculpture. Students will apply the elements and principles of art to their work and develop and understanding of compositional arrangement. Students will reflect on their own work and the work of others in Art Appreciation tasks. Impressionism and other modern movements will be explored in practical and written tasks.

METHOD OF ASSESSMENT

- Visual Diary – recording and developing skills and ideas
- Resolved artworks based on the methods introduced
- Research tasks as appropriate

ADDITIONAL NOTES

Cost of materials and equipment: $75

Students may also be asked to attend an excursion to a gallery or art museum during the semester.

3D ART

COURSE OUTLINE (ONE SEMESTER)

The course introduces students to 3D art. Students explore and experiment with sculptural elements such as form, texture, and space. They develop and refine skills using materials including clay, wire, and mixed media while investigating themes such as identity and environment. Students then create a resolved 3D artwork that demonstrates increasing independence and technical control. Throughout the course, they respond and reflect through visual diary documentation, annotation, critique, and evaluation aligned with VCE Art Creative Practice.

METHOD OF ASSESSMENT

- Visual diary (experimentation, development, reflection)
- Finished 3D artworks
- Evaluation (written and/or verbal, evidence-based)

ADDITIONAL NOTES

Cost of materials and equipment: $90

Students may also be required to attend an excursion during the semester.

PHOTOGRAPHY

COURSE OUTLINE (ONE SEMESTER)

In Photography, students will investigate practical and theoretical aspects of digital photography. Students will learn about the manual functions on a camera, image composition, and digital manipulation using Adobe Photoshop. Students will experiment with camera technology and create a folio of printed images based on what they have learnt.

METHOD OF ASSESSMENT

- Practical photography
- Photographic Analysis
- Web Folio

ADDITIONAL NOTES

Cost of materials and equipment: $60

DRAMA

COURSE OUTLINE (ONE SEMESTER)

Drama as an art form continues to be explored and students develop their understanding and control of dramatic elements and character development and learn to use a variety of techniques to solve problems creatively and imaginatively. Students will explore the range of settings in which drama can take place and explore perspectives of drama. They will be expected to work cooperatively with others, to negotiate and participate in the creation and development of a variety of improvised dramatic works. Focus will be placed on an ensemble performance for an audience.

METHOD OF ASSESSMENT

Assessment is continuous and based on the practical work performed in the classroom as well as maintenance of a Drama Workbook and set assignments and a performance of an ensemble project to an audience.

MUSICAL THEATRE

COURSE OUTLINE (ONE SEMESTER)

Musical Theatre has three focus areas: performance, composition and listening analysis. Students perform solo OR group musical theatre songs (no previous experience required). They listen to a range of musical theatre styles and collaborate in groups to create new songs for musical theatre. Theory and aural skills continue to be developed. Students use these skills to write their own pop songs.

METHOD OF ASSESSMENT

- Solo and/or group performances
- Collaborative composition
- Listening and critical analysis

VISUAL COMMUNICATION DESIGN

COURSE OUTLINE

Visual Communication Design introduces students to the Design Process used by designers to develop and resolve creative projects. Students learn technical drawing systems of both one and two-point perspective and rendering techniques to depict form for different communication purposes. Students cover a range of tasks providing them with the opportunity to develop their design skills and execute three-dimensional drawings. Additionally, students experiment with rendering techniques to represent different surfaces and forms, developing an understanding of texture and tone. Students will complete a mini folio based on the Design Process by responding to a Design Brief and exploring the use of collage to create a folio of work and final presentations. Design Elements and Principles will be explored through scaffolded tasks towards an analysis of advertising.

METHOD OF ASSESSMENT

Assessment will be based on the completion of final presentations, developmental folio work and written assignment work.

ADDITIONAL NOTES

Cost of materials and equipment: $80

Possible excursion costs

MEDIA

COURSE OUTLINE (ONE SEMESTER)

In Media students will learn the basics of capturing, manipulating, and presenting creative video and audio content. The course focuses on how to plan and script productions, how to use different camera techniques to capture footage, and how to use digital editing techniques to create engaging narratives. Students watch and analyse a variety of film and video pieces, to better understand the purpose and power of media and video in the 21st Century.

METHOD OF ASSESSMENT

- A range of short media products
- Written film analysis
- Written tasks

FOOD: GOURMET TRAVELLER

COURSE OUTLINE (ONE SEMESTER)

This unit is primarily a practical based subject where students experience the culinary delights from around the world. We begin with a brief review of safety and hygiene. Students then begin their global food journey in Australia with a study of early settler and indigenous food patterns before exploring food from different cultures. The design process (investigate, generate, collaborate, produce and evaluate) is used to safely create a variety of designed solutions to a country of choice.

METHOD OF ASSESSMENT

Practical tasks, tests and assignments.

ADDITIONAL NOTES

Cost: $150

Students are required to bring a container and fork to practical classes.

Students will be required to cook a meal at home as part of their assessment and may need assistance in purchasing ingredients to fulfill this task.

PROGRAMMING, ROBOTICS & SMART DEVICES

COURSE OUTLINE (ONE SEMESTER)

This subject introduces students to coding, robotics, and smart technologies through practical hands-on projects and challenges. Students will develop programming skills while learning how robotic systems, sensors, and smart devices interact with the surrounding environment.

The course begins with block-based programming before progressing to Python programming for more advanced coding challenges. Students will use VEX Robotics systems and digital technologies to design, build, and program robotic devices that can respond to inputs, sensors, and automated tasks.

Students will investigate how coding, robotics, automation, and smart technologies are used in modern industries while developing creativity, logical thinking, collaboration, and problem-solving skills through practical design challenges and robotics activities. The course is organised around practical hands-on learning experiences and project-based development tasks.

METHOD OF ASSESSMENT

- Robotics programming challenges and activities
- VEX Robotics projects and design challenges
- Block coding and Python programming tasks
- Practical design and development projects
- Reflection and evaluation activities

ADDITIONAL NOTES

Cost of materials and equipment: $30

TEXTILES AND FASHION

COURSE OUTLINE (ONE SEMESTER)

Year 9 Textiles and Fashion aims to develop students' skills in designing, constructing and evaluating functional and wearable designs. Students design, plan and manage projects from conception to realisation. Students investigate traditional and contemporary culture, popular fashion and the history of fashion and costume design for inspiration.

By learning fashion illustration techniques, students can visually communicate ideas to others. Students participate in a major Paper Couture project that requires constant collaboration and problem solving. Sustainability in the fashion industry is increasingly important and students explore ways in which fashion can be more environmentally friendly.

METHOD OF ASSESSMENT

- Continual assessment of practical tasks
- Visual Diary of developmental work
- Research task as appropriate

ADDITIONAL NOTES

Cost: $70

Students may need to purchase specialised fabrics depending on the project/s they undertake.

WOOD TECHNOLOGY

COURSE OUTLINE (ONE SEMESTER)

In the study of Wood Technology, students are given the opportunity to enhance their understanding of the properties and potential of wood as an expressive and practical medium. Assessment is based on fulfilling the set design brief with students preparing detailed design proposals in a unit of work that leads to production. A major assignment that integrates investigation into tools and pricing, plastics and prior learning is assessed.

METHOD OF ASSESSMENT

Practical projects will be progressively assessed. Consideration will be given to safe work practices, design work, practical technique and organisations skills. Students will also complete a practical test, investigation report and written evaluation work.

ADDITIONAL NOTES

Cost of materials: $70

GAME DEVELOPMENT

COURSE OUTLINE (ONE SEMESTER)

This subject introduces students to the design and development of interactive digital games and immersive experiences using tools such as the Unity and Godot Game Engines. Students explore gameplay systems, coding, level design, digital storytelling, and interactive media while creating their own 2D and 3D games.
The course also introduces emerging technologies including Virtual Reality (VR), Augmented Reality (AR), and aspects of Artificial Intelligence (AI) used in modern game development. Students investigate how these technologies are shaping gaming, simulation, education, and entertainment.

Through practical, project-based learning, students develop creativity, problem-solving, and digital design skills while exploring how games and immersive applications are planned, developed, tested, and refined using industry-style processes.

METHOD OF ASSESSMENT

- Game design and development projects
- Coding and gameplay tasks
- VR and AR interactive activities
- Digital design folio
- Practical game development activities
- Final game project

LITERATURE

COURSE OUTLINE (ONE SEMESTER)

This elective aims to introduce Year 9 students to classic texts that have shaped literature and continue to influence modern storytelling. By engaging with these works, students will develop critical thinking, analytical skills, and a deeper appreciation of language and enduring themes such as power, identity, conflict, and morality.

Students will study a selection of accessible classic texts (e.g. adapted Shakespeare, 19th-century novels, myths, poetry and short stories) across different forms and contexts. The course will emphasise understanding key ideas, exploring historical and cultural contexts, and making connections to contemporary issues.

This elective is recommended for highly motivated students of English and provides a pathway to Year 10 Literature and lays important foundations for VCE Literature.

METHOD OF ASSESSMENT

Assessment will be varied and engaging, including analytical responses and creative projects. Opportunities for extension will be embedded through independent inquiry and deeper textual analysis.

SPORTS PERFORMANCE

COURSE OUTLINE (ONE SEMESTER)

This subject introduces students to the concepts of improving sports performance from a sports science perspective. Areas of study include skill classification and stages of learning, energy systems, sports psychology, legal and illegal performance enhancement, activity and sport data analysis, as well as physiology (musculoskeletal and cardiorespiratory systems). Theoretical concepts are reinforced through practical classes. This subject provides a pathway to Year 10 Sport Performance and Physiology and lays important foundations for VCE Physical Education.

METHOD OF ASSESSMENT

Assessment is in the form of topic tests, research and analysis of primary data, laboratory reports, and practical performance and analysis.

EXPERIMENTAL SCIENCE

COURSE OUTLINE (ONE SEMESTER)

Students design and undertake a series of practical investigations across a range of scientific disciplines including at least two of Psychology, Environmental Science, Chemistry and Physics. This subject looks to build student capabilities, increase their ability to interpret and present firsthand experimental data and enhances their overall scientific literacy. It contains broad planning, analytical and interpretive skills that are critical for success in all VCE science subjects.

METHOD OF ASSESSMENT

Student performance will be assessed through a variety of practical tasks, assignments, and tests.

PHILOSOPHY

COURSE OUTLINE (ONE SEMESTER)

In Year 9 Philosophy, students dive into the big questions that shape *their own* beliefs, values, and identity. Through exploring foundational philosophical ideas, students are encouraged to reflect deeply on who they are, what they stand for, and how they make sense of the world around them. With a strong focus on self-examination and personal ethics, students will sharpen their critical thinking and develop the tools to question assumptions, including their own.

They'll grapple with timeless questions like: *What does it mean to live a good life? Do we have free will? What is truth, and how do we know what to believe?*

Philosophy in Year 9 isn't just about ideas, it's about building a toolkit for clearer thinking, stronger values, and more confident expression across all areas of life.

METHOD OF ASSESSMENT

Student performance will be assessed through a variety of practical tasks, assignments and tests.