

COURSE SELECTION HANDBOOK

YEAR 9
2025



Portland Secondary
College

Creating the opportunities

Year 9 Course Selection Handbook

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PRINCIPAL'S MESSAGE

We are pleased to present this Year 9 Handbook as part of the College's subject selection program to assist students to select suitable courses as they develop their pathway through secondary education.

The Handbook contains up-to-date information on the content of subjects to be offered in 2025. Year 9 Core subjects are compulsory for all students, and students choose two further subjects from each of the elective lines; Arts, Technology and Pathways. Please note elective offerings are subject to sufficient students selecting the elective to enable it to run.

This Handbook is only a guide and should be used in conjunction with advice from the Subject Selection Information Evening, Career's Coordinator, Students' Classroom Teachers and Mentor.

Any questions about the material in this booklet can be directed to your Mentor or Year Level Manager or Assistant Principal of Teaching and Learning.

Staff at the College have a core belief that all students can be learners and leaders, and we work hard to create opportunities for all students to be active and engaged global citizens who are equipped with strategies to successfully deal with an ever-changing world.

- **College Mission Statement** – To provide all students with opportunities to become creative, successful, respectful and resilient members of their local and global communities
- **College Motto** – Creating the Opportunities
- **College Logo** – Represents four students around a table working collaboratively
- **College Values** – Be Respectful, Be Successful, Be Resilient, Be Creative

- **Be Respectful** and treat others as you would like to be treated as yourself
- **Be Successful** and strive to be the very best you can be
- **Be Resilient** as you have the right to feel safe and the right to learn
- **Be Creative** and have a positive impact as a global citizen



Joanne Kindred

Principal
Portland Secondary College

YEAR 9 COURSES

The Year 9 curriculum is based on the premise that increasing student choice and providing good career pathways advice will increase the level of student engagement within the College. However, at PSC we also understand it is important to ensure our junior students are getting the depth of understanding in their core subjects to enable them to maximise their opportunities in their senior years. It is important that they continue in their core subjects of English, Maths, Science, Humanities and Health and Physical Education to enable them to have all of the skills/knowledge required to maximise their VCE results and future pathways.

Our Year 9 program has a heavy focus on careers, and students undertake extensive careers counselling. This includes the My Career Insights program where students undertake Morrisby Testing and careers interviews. This program is very insightful and rich in resources pertaining to careers, and students will be able to draw on this knowledge when making decisions moving forward into Year 10 and VCE.

At Year 9, students are able to select three electives each semester. Students select these electives from the three lines: the Arts, Technology and Pathways (two from each).

PSC recently reviewed the Year 9 curriculum structure, resulting in the implementation of a new elective program. This is designed for more engagement and hands-on learning. Year 9 students in 2025 now have more choice to complete Art, Technology and cross-curricular subjects. It is important for parents and students to read through the electives included in the pathways line, as these have been specifically developed to meet the interests and needs of all Year 9 students, while also providing opportunities for students to continue with their Indonesian language studies as a stand alone subject.

Year 9 Subject breakdown (based on a two-week timetable)

- English – 9 Periods a cycle
- Maths – 9 Periods a cycle
- Science – 7 Periods a cycle
- Humanities-Indonesian – 7 Periods a cycle
- Health and Physical Activity – 8 periods a cycle
- One elective each semester;
 - The Arts - 7 Periods a cycle
 - Technology - 7 Periods a cycle
 - Pathways – 6 Periods a cycle

In choosing subjects at Year 9 level, you should always make sure you keep all your options open and select a wide a range of subjects. In other words, do not decide to drop subjects which you may later decide to take up again. This especially applies to subjects where you progressively build your knowledge and skills each year, such as Indonesian.

When choosing your elective subjects think about your interests and ability in the different subject areas. Don't just pick what your friends choose to do.

You have been asked to select **four** electives in each line. This is so that if your first choices do not run due to student demand, you will be placed in your next choice as much as possible. It is therefore very important to list electives in order of priority. The electives offered will depend on staff availability, student demand and other organisational arrangements.

Any questions about the material in this booklet can be directed to our PLAT Leaders or Assistant Principal of Teaching and Learning, Ms Kirsten Mitchell.

Portland Secondary College is looking forward to another great year of teaching and learning and would like to advise you of anticipated voluntary financial contributions for 2025.

Schools provide students with free instruction to fulfil the standard Victorian curriculum and we want to assure you that all contributions are voluntary. Nevertheless, the ongoing support of our families ensures that our school can offer the best possible education and support for our students. We want to thank you for all your support, this has made a huge difference to our school and the programs we can offer.

Within our school this support has allowed us to offer a varied curriculum with opportunities to learn and discover.

Our Voluntary Financial Contributions is expected to be \$230.00 per student for all core and elective subjects (including VET). We invite parents to make a Curriculum Contribution of \$230.00 to help cover the costs associated with delivery of the curriculum so that the school can continue to provide an outstanding education for all students.

PARENT PAYMENTS POLICY

ONE PAGE OVERVIEW



FREE INSTRUCTION

- Schools provide students with free instruction and ensure students have free access to all items, activities and services that are used by the school to fulfil the requirements of the Curriculum. This includes the Victorian Curriculum F-10, the Victorian Certificate of Education (VCE) including the VCE Vocational Major and the Victorian Pathways Certificate.
- Schools may invite parents to make a financial contribution to support the school.



PARENT PAYMENT REQUESTS

Schools can request contributions from parents under three categories:

Curriculum Contributions

Voluntary financial contributions for curriculum items and activities which the school deems necessary for students to learn the Curriculum.

Other Contributions

Voluntary financial contributions for non-curriculum items and activities that relate to the school's functions and objectives.

Extra-Curricular Items and Activities

Items and activities that enhance or broaden the schooling experience of students and are above and beyond what the school provides for free to deliver the Curriculum. These are provided on a user-pays basis.

- Schools may also invite parents to supply or purchase educational items to use and own (e.g. textbooks, stationery, digital devices).



FINANCIAL HELP FOR FAMILIES

- Schools put in place financial hardship arrangements to support families who cannot pay for items or activities so that their child doesn't miss out.
- Schools have a nominated parent payment contact person(s) that parents can have a confidential discussion with regarding financial hardship arrangements.



SCHOOL PROCESSES

- Schools must obtain school council approval for their parent payment arrangements and publish all requests and communications for each year level on their school website for transparency.

Year 9 students in Victorian Government Secondary Schools will engage with the My Career Insights program.

My Career Insights will help students discover, develop and drive their career planning. It is a unique opportunity for students to learn more about their strengths and abilities, while exploring potential career options – giving them the confidence to start taking control of their future.

Students will begin by completing a series of online questions on the Morrisby website. These questions have been designed to help students learn more about themselves. These personal insights help open up a variety of possible career pathways, specifically tailored to their abilities and interests.

Once students have completed their Morrisby profile, they will be given an opportunity to discuss their results with a Morrisby-trained Careers Consultant. This discussion may be face-to-face at school or through a video conference.

There are three factors to be considered when deciding on subjects:

1. Do you think you would enjoy learning about the topics in this subject?
2. Do you think you will be able to handle the academic demands of this subject? (if you are not sure, ask your teacher)
3. Will this subject help you towards your future pathways?

You should now begin finding out as much information as possible about different careers. To do this, you should:

1. **Talk to People** – a good way of finding out what jobs are most likely to appeal to you is by talking to as many people as possible about the work they do.
2. **Vocational Guidance** – There are people who can offer you specialised help in the careers area. Begin by making an appointment with our Careers Manager, Ms. Suzanne Patterson.
3. **Teachers** – Talk to your teachers about your strengths and areas of interest.
4. **Vocational Opportunities** – As you progress through Years 9 and 10, many opportunities will be offered to you to try something new. Take advantage of programs such as TAFE Taster Days, University Open Days, Future Me program, Talk Money workshop, work experience, and more.

COURSE PLANNING PAGE

Students will receive a Course Planning Page from their mentor teacher on the 30th of July. This will assist students to complete the online subject selection. An example of the page is included below. This form also includes important dates for subject selection.

In order to make some smart choices about future subject selections all Year 8 students need to do four things.

1. Download onto your device the Year 9 2025 Course Selection Handbook (available from 29th of July) and read through it.
2. Attend the Year 9 Course Information night on Wednesday, 31st of July at 5.30pm.
3. Complete the questions on this page prior to making your Course Selections.
4. Refer to your Morrisby Career information to ensure your subject selections are in line with your personal interests and strengths.
5. Discuss your choices with your mentor and attend the Subject Selection Parent Teacher Interviews on Monday the 5th of August.
6. Complete your subject selections for 2025 online using the details you will be given by your mentor after your interview.

Please complete this activity:

My favourite subject is _____ because _____

Careers I am interested in and the reasons why they interest me

My passion is _____

In Year 9 I understand I will complete the subjects of English, Maths, Science, Humanities / Indonesian and Physical Education and Health.

The Arts:

1. _____
2. _____
3. _____
4. _____

Pathways:

1. _____
2. _____
3. _____
4. _____

Technology:

1. _____
2. _____
3. _____
4. _____

Maths:

My maths teacher recommends I take extension maths as an elective.

Maths teacher's signature: _____

Teacher Name: _____ Teacher Signature: _____

Show this sheet to your mentor who will then give you your subject selection code and instructions to enable you to complete your selections online.

Core Subjects



English

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| Topic Overview | At Year 9, students interact with peers, teachers, individuals, and groups in order to work on communication skills and to develop understanding of a wide variety of texts. They experience learning in familiar and unfamiliar contexts, including local community, vocational, and global contexts. The study of English helps create confident communicators, imaginative thinkers and informed citizens and helps young people develop the knowledge and skills needed for education, training and the workplace. |
| Content/Skills | <p>In English, students learn to:</p> <ul style="list-style-type: none"> • Listen to, read, view, speak, write, create and reflect on spoken, written, and multimodal texts • Develop interest and skills in inquiry into various forms of texts • Engage in non-fiction analysis and persuasive skill development, improve their understanding of the world through the study of themes in films and novels, practice their creative writing skills, and learn how to compare similarities and differences across different modes of communication |
| Assessment | <p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Essays • Reviews • Oral Speeches • Language Analysis • Writer's portfolio |

Maths

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| Topic Overview | Students will develop their fluency, problem solving and reasoning skills through a range of different topics outlined in the Victorian Curriculum. Skills developed in this subject will include independent learning, time management, homework completion, number skills and the applying of concepts to real life scenarios. |
| Content/Skills | <p>In Year 9 Maths, students will develop skills and knowledge relating to:</p> <ul style="list-style-type: none"> • Algebra • Graphs • Indices • Finance, taxes & interest • Graphing of linear relations • Solving linear equations • Areas of composite shapes • Surface area and volumes of prisms and cylinders • Using Pythagoras Theorem and trigonometry ratios to solve problems involving right angled triangles • Listing outcomes for two-step experiments • Using arrays, tree diagrams, venn diagrams and two-way tables to calculate probabilities • Identifying categorical and numerical data • Using stem-leaf plots and histograms • Calculating statistical data |
| Assessment | <p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Tests • Mathematical Projects • Textbook Exercises |

Humanities - Indonesian

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| Topic Overview | Humanities provides a framework for students to examine the complex processes that shape humanity through the study of history, geography, civics and citizenship, and economics and business. Humanities-Indonesian integrates the study of Indonesian into the Humanities curriculum by building on the synergies between the two areas of study. Indonesia is included as a case study in each topic to draw links between the language and Humanities content. The key Humanities skills and knowledge relate to: history of the modern world, including Australia's engagement with Asia, food security, and economics and the future of work. |
| Content/Skills | <p>In Humanities-Indonesian, students study four different topics:</p> <ul style="list-style-type: none"> • In History, students learn about the history of the modern world and Australia and Asia's roles and involvement. Students also evaluate and reflect on the development of Australia's Engagement with Asia, including long-standing trade relations and migration • Civics and Citizenship gives students skills to become active and informed citizens by questioning where laws come from and the basics of Australia's legal system compared to other nations • In Geography, students explore the processes that shape food security in an ever-changing world • Economics allows students to investigate how individuals, families, the communities, workers, business and governments make decisions in relation to the allocation of resources, including factors influencing the Future of Work <p>Indonesian language learning is integrated into each area of Humanities study. Around 20% of class time is spent on language learning.</p> <p>Students considering Year 10 and VCE Indonesian are encouraged to also take the Indonesian elective.</p> |
| Assessment | <p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Source and Text Analysis • Geographical Inquiries • Essays • Research Tasks • Case studies • Posters • Indonesian language assessments |

Science

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| Topic Overview | <p>The Year 9 Science course aims to provide the skills and knowledge students need to answer interesting and important questions about the biological, physical, chemical and geological world around them.</p> <p>With a term dedicated to each of the key science strands, students are given the time to explore each topic in detail. The curriculum aims to provide opportunities for students to develop an understanding of important scientific concepts and processes and the practices used to develop scientific knowledge.</p> |
| Content/Skills | <p>In Science, students learn:</p> <ul style="list-style-type: none"> • To develop critical and creative thinking skills • To challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods • To develop an ability to solve problems and make informed, evidence-based decisions about current and future applications of science • How the interrelated systems of our human body supply us with the energy we need to do work • How the theory of plate tectonics explains global patterns of geological activity and continental movement • How electric circuits can be designed for diverse purposes using different components; the operation of circuits can be explained by the concepts of voltage and current • Explore magnetism and how magnets are used in the generation of electricity and the operation of motors |
| Assessment | <p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Experimental design tasks • Practical reports • Research Posters • Key Knowledge tests |

Health and Physical Education

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| Topic Overview | Health and Physical Education provides students with the knowledge, skills and behaviours to develop their physical, mental, social and emotional health and well-being. Participation in community sports such as Squash/Racquetball, Croquet, Netball and Soccer broaden our understanding and participation in sport in our region. The 'Bay Swim' sets a personal challenge for all students, after a series of lead up activities, which enable students to develop their knowledge and confidence in and around our ocean. In Health, students will extend their knowledge of respectful relationships and being able to make safe choices as a teenager navigating senior school and home life. |
| Content/Skills | <p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> • Physical skills in a wide range of activities: specifically community sports within our region, including touch football and ultimate Frisbee • A level of personal fitness and knowledge of the ocean to complete the 'Bay Swim challenge' This will incorporate being safe in and around water, recognising the dangers of the ocean; including rips, tides and wave types • A positive attitude towards health, physical education and recreation, including fair play and good sportsmanship, to respect individual differences, and develop leadership qualities while participating • Positive interpersonal relationships through improved knowledge around various health scenarios including; drugs and alcohol, healthy relationships in both a physical and emotional sense, learning how to be safe online and knowing how to get help when needed • To become familiar with theoretical aspects of Physical Education and their practical application, and become aware of the importance of lifelong physical activity |
| Assessment | <p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Beach Safety • Sport specific skill rubrics • Respectful relationships CAT • Bay swim completion • Case studies • Poster |

The Arts



Art

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| Topic Overview | In Year 9 Art, students use a Visual Diary to explore different artists, themes, concepts, materials and techniques. They refine their skill levels in different mediums and use their exploration to inform the creation of a folio of artworks. |
| Content/Skills | <p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> • Practical skills in a range of different mediums • A positive attitude towards art and creativity • Critical and creative thinking that promotes problem solving and working through a creative process • An understanding of the application of materials and techniques, as well as how the Art Elements and Principles are used in the creation of artworks • Literacy skills in analysis and interpretation of your own and other artists work from different times and locations • Skills in communicating visually |
| Assessment | <p>Throughout the semester students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Painting techniques such as spray paint and using stencils • Mixed media • Clay and sculpture • Artist Studies and responses • Development of personal style |

Drama

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| Topic Overview | In Year 9 Drama, students work towards level 10 with a focus on building the skills needed at VCE level. They learn about the elements of drama (such as conflict, tension, symbol and mood) and the ways they can manipulate stagecraft and expressive skills to present engaging dramas for an audience. They research, improvise, rehearse and refine their work in response to reflection and feedback to improve. Students perform both improvised and scripted works and write analyses of their own and others' work. |
| Content/Skills | <p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> • Different roles and characters to realise dramatic intentions and engage audiences • Skills in performing devised and scripted drama in different forms, styles and performance spaces • An understanding of how to plan, direct, produce, rehearse and refine performances • Knowledge of how to use the elements of drama, narrative and structure in directing and acting and apply stagecraft • Their ability to use performance and expressive skills (such as voice and movement) to convey dramatic action and meaning • Literacy skills in analysing the elements of drama, forms and performance styles and evaluating meaning and aesthetic effect in drama to devise, interpret, perform and view • Skills in reflection and using feedback to improve their work in both group discussions and written responses in their workbooks |
| Assessment | <p>Throughout the semester students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Ensemble performance • Solo performance monologues • Theatre styles • Working with stimulus materials • Analysing and evaluating performance • Analysing live performance |

Graphic Design

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| Topic Overview | In year 9 Graphics students are involved in learning about Visual Art and Communication and Design and are introduced to a variety of creative and skill-based tasks. |
| Content/Skills | <p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> • The skills to present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience • The skills to use manual and digital drawing methods to create visual communications • The ability to analyse and evaluate the factors that influence design decisions in a range of visual communications • The ability to analyse and evaluate the use of methods, media, materials, design and design principles in visual communications |
| Assessment | <p>Throughout the semester students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Joker Card Design – Use of mixed media • Comic Book Cover – Includes Isometric Drawing • Drawing Unit – Including 2D and 3D illusion drawing |

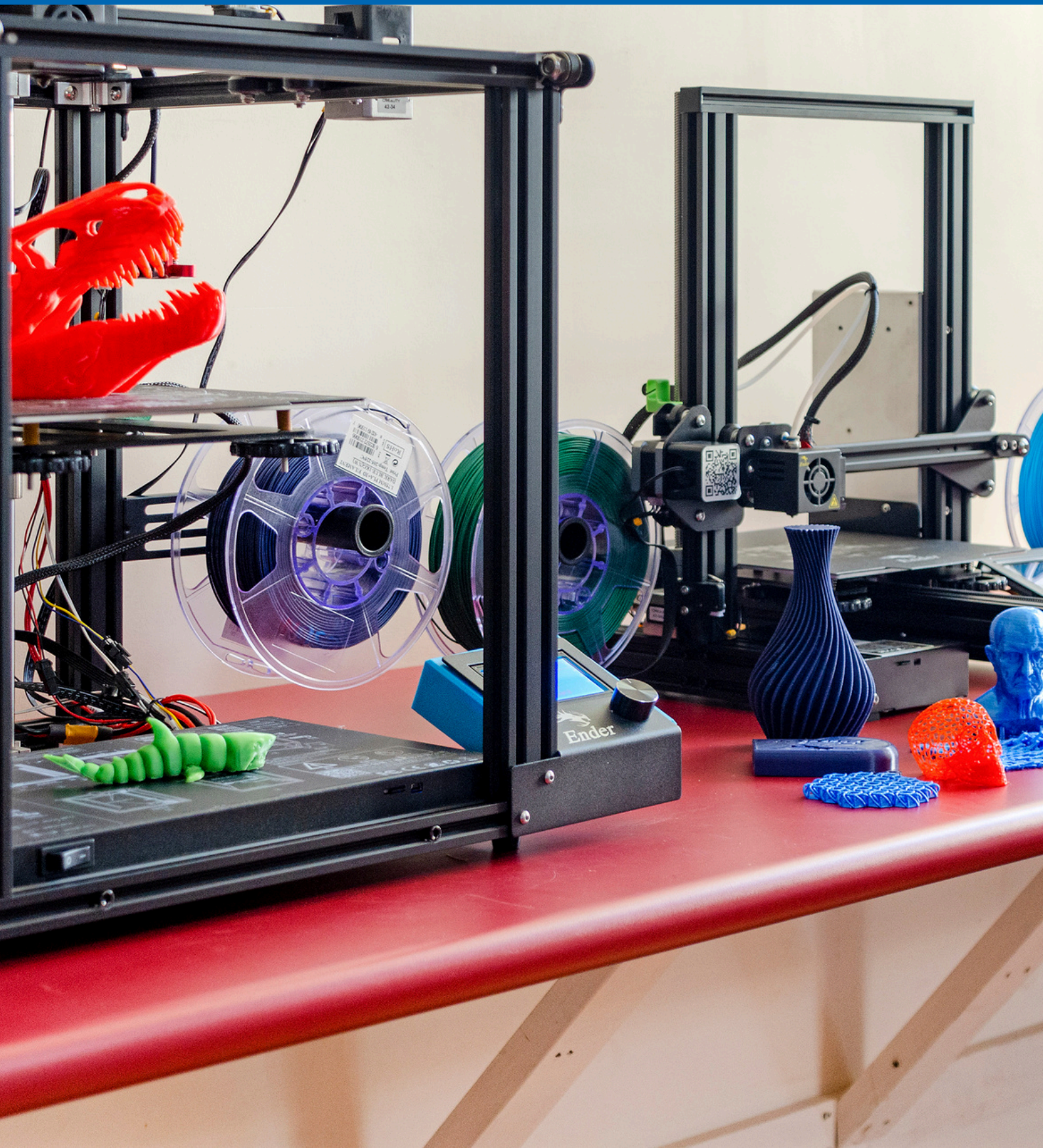
Media

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| Topic Overview | This subject will introduce students to the mass media, media production, cinematography techniques and mise-en-scene elements. Students will develop skills in producing multimedia content including film, animation and/or radio. Students will also gain skills in creating, making and presenting multimedia products. |
| Content/Skills | <p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> • The ability to refine and extend your understanding and use of structure, intent, character, settings, viewpoints and genre conventions in their compositions • An understanding of media technologies and how to extend the use of media elements such as time, space, sound, movement and lighting • Literacy skills through analysing the way in which audiences make meaning and how audiences interact with and share media artworks • An experience with media arts from a range of cultures, times and locations • An understanding of media arts in a range of forms, and how over time, there has been a development of different traditional and contemporary styles in media arts • An understanding of the local, global, social and cultural contexts that shape the purposes and processes in producing media artworks, and evaluate the social and ethical implications of media arts • Skills to safely use media technologies • Ethical practices and consider regulatory issues when using media technologies • A sophisticated understanding of their roles as artists and audiences as they engage with diverse media artworks |
| Assessment | <p>Throughout the semester students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Film Studies and Production (Storyboarding and Planning) • Re-creating Scenes • Animation • Radio |

Photography

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| Topic Overview | In Year 9 Photography students use a Visual Diary to explore different artists, themes, concepts, materials and techniques. They refine their skill levels in different photographic mediums and use their exploration to inform the creation of a folio of Photographs. |
| Content/Skills | <p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> • Practical skills using digital cameras and editing programs • A positive attitude towards art and creativity • Critical and creative thinking that promotes problem solving and working through a creative process by planning and creating artworks • An understanding of the application of materials and techniques, as well as how the Art Elements and Principles are used in the creation of artworks • Literacy skills in analysis and interpretation of their own and other artists work from different cultures, historical and contemporary contexts • Visual Communication skills |
| Assessment | <p>Throughout the semester students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Digital Photography • Photoshop Editing • Artist Studies and responses |

Technology



Design and Technology

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| Topic Overview | In an ever-evolving society, students will need the skills to stay current and be creative independent problem solvers. They will need to be able to think outside the box and operate autonomously and within teams, utilising contemporary and emerging technologies to identify and fulfil social needs. Utilising the design thinking process students will manage projects encapsulating real world scenarios and develop and prototype solutions. |
| Content/Skills | <p>In Design and Technology, students learn to:</p> <ul style="list-style-type: none"> • Investigate and design • Define their own design problems • Establish their own success criteria • Develop production skills and techniques • Organise and follow production plans and sequences • Prototype projects with a range of traditional and 21st century methods and materials • Evaluate their project success |
| Assessment | <p>Throughout the semester students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Drawings • Design Briefs • Design development Portfolios • Project work • Project evaluations |

* Specific curriculum and materials used will be dependent on the assigned classroom teacher.

Game Design

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| Topic Overview | PSC Game Design is an opportunity for students to be creatively involved with analysing, designing and coding their own computer games. The aim of the unit is for students to become accustomed to the coding and creative, collaborative environment and to take industry-relatable steps in software development using games creation. |
| Content/Skills | <p>The course involves storyboarding, concept art and narrative writing, investigation and documentation of setting and designing a user experience utilising the 'Dreams' software on PlayStation 4.</p> <p>The 6-step Design Process (Empathise, Define, Ideate, Prototype, Test, Publish) is the industry standard and is relevant to those who wish to take their Digital Technologies studies further. Course requirements will comprise of teacher-directed classes and a set of self-paced exercises designed to progressively develop your skills and computerisation thinking.</p> <p>While all students will be expected to reach a prescribed level of competency, the nature of the course enables you to develop at your own pace and provides scope for extension for more able and diligent learners. This course is suitable for students with little or no exposure to the applications listed above.</p> |
| Assessment | <p>Assessment will be based on the level of skills acquired in each software application and the student's ability to apply those skills in a problem-solving situation, all while working as part of a small group. This will be determined from folio or class work, skills tests, and the quality of the major projects:</p> <ul style="list-style-type: none"> • Pitching of game concept using narrative arc and concept art • Analysis of high, medium and low exemplars • Reflective journals on experience of game-making • Completion of coding tutorials and demonstration of knowledge • Peer-focused formative feedback • Presentation of completed game to class |

Fabric and Fashion

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| Topic Overview | Using the technology design process, students learn how to be designers and to create solutions using a range of materials. They learn skills to respond to a design brief and produce designs for a client. The study of textiles technology helps create imaginative thinkers and problem solvers. Students also consider the environmental impact they can make as designers and makers of the future. |
| Content/Skills | <p>In Fabric and Fashion, students learn to:</p> <ul style="list-style-type: none"> • Understand a Fashion Design Brief • Work with the design process • Develop sewing machine skills • Make a garment • Select appropriate textiles and explain choices • Consider environmental issues within the fashion industry such as upcycling and sustainability • Explore a range of techniques to make fashion accessories • Explore a range of fabric decoration and embellishments |
| Assessment | <p>Throughout the semester students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Documenting fashion themes and styles • A Fashion Design Brief, including a mood board • Fashion drawing using a croquis • Using the sewing machine • Garment design and construction • An upcycled fashion item |

Food Studies

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| Topic Overview | <p>This semester you will hone your cooking skills, getting back to basics, learning how to prepare ingredients and new cooking methods.</p> <p>You will also gain a better understanding of the Australian Guide to Healthy Eating and the benefits to a Healthy life.</p> |
| Content/Skills This is an example. | <p>In Food Studies students will develop a deeper understanding of:</p> <ul style="list-style-type: none"> • Different cooking skills • Food Safety – intolerances and allergies • Australian Food Practices • Ethical and Environmental Issues • Taste testing – sensory analysis |
| Assessment | <p>Throughout the semester students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Investigation task • Practical experience • Written evaluation • Sensory tastings and written analysis • Design Process |

Pathways



Extension Maths

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| Topic Overview | <p>Students will develop their problem solving and reasoning skills in addition to building high-level fluency and understanding of maths contents. This program aims to provide Year 9 students with strong mathematical skills to start looking at Math Methods contents prior to picking their maths pathway for Year 10. It is strongly recommended for students who are considering taking Math Methods in VCE.</p> <p>Students who are interested in this elective should discuss this with their classroom teacher, to see if this elective is suitable.</p> |
| Content/Skills | <p>Students will develop their knowledge of Mathematics and their skills, specifically non-routine, problem solving and reasoning questions. Topics will generally follow that which are being taught in the regular maths class, but students will be pushed to extend themselves into the higher levels of thinking and skills often required for math methods. It will also explore topics that students may not usually spend much time on and focus on open ended problems and group work.</p> |
| Assessment | <p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Mathematical Projects • Investigations • Exercises |

Indonesian

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|-----------------------|---|
| Topic Overview | <p>Year 9 Indonesian focuses on Indonesia's remarkable food culture. Students become more confident Indonesian speakers as they study, taste and cook Indonesian food. This elective develops skills in talking, reading and writing Indonesian language, and awareness of cultural diversity through experiential learning.</p> <p>Learning languages broadens students' horizons by enabling them to access personal, social, cultural and career opportunities in an increasingly interconnected and interdependent world. The ties between Australian and Indonesia are constantly developing, with a growing number of Australians travelling to Indonesia for leisure, business and education purposes. The number of Indonesians visiting Australia is also increasing.</p> |
| Content/Skills | <p>In Year 9 Indonesian, you will learn to:</p> <ul style="list-style-type: none"> • Interact in spoken and written Indonesian to exchange facts, ideas and opinions • Respond to and create personal, descriptive, informative and imaginative texts in Indonesian, including websites, menus, videos and recipes • Learn intermediate grammar to expand ideas and create cohesion and interest • Recall and use core vocabulary and become familiar with topic-specific vocabulary related to food and cooking • Develop more authentic pronunciation, stress and rhythm when speaking • Understand the diverse cultures of Indonesia through food and relate this to Indonesian society, geography and history • Deepen intercultural awareness and reflect on your own cultural assumptions and identity |
| Assessment | <p>Throughout the semester students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Conversation tasks • Listening and viewing activities • Research and writing tasks • Vocabulary quizzes |

Instrumental Music

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| Topic Overview | Year 9 Instrumental Music aims to provide the skills and knowledge needed to prepare and put on a performance. We will look at: selecting music to perform, how to rehearse, the sound system and other factors affecting performance. The subject will culminate in a show where students will perform pieces they have prepared in various combinations of groups and solos. |
| Content/Skills | <p>In Instrumental Music, students learn:</p> <ul style="list-style-type: none"> • How to select and prepare music for a performance • The roles of different instruments and their use in performance • How to play as an ensemble and how that differs from playing as a soloist • The different parts of a PA system, their uses and how to put it together • Mixing sound for live performance and recording • Physical factors affecting performance such as acoustics and space • Other factors affecting performance such as overcoming nerves and building confidence • How to connect with an audience and performance conventions • Promoting your music to a wider audience including social media and streaming services |
| Assessment | <p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Performance to primary school class • Practical tests on PA use • Research assignment into promotional and performance factors |

Asian Pop Culture

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| Topic Overview | <p>Does Godzilla and Attack on Titan grab your interest? Do you enjoy anime such as Howls Moving Castle or Spirited Away? This subject will delve into Asian culture and History, looking at how Manga, anime and film, K-pop, Bollywood and TikTok have shaped Asia's pop culture, society and history.</p> <p>Through the growing influence of Asian pop culture in society this course will investigate our place in Asian futures. Students who understand Asia and its diversity will be better equipped for life and work in the Asian century.</p> |
| Content/Skills | <p>The first term of this subject will take a broad view of the Asian region and its diversity, to appreciate the varied ethnic backgrounds, traditions, cultures, belief systems and religions of the Asian region.</p> <p>Students will conduct an inquiry on an aspect of Asian history or culture of their choice and develop their research skills.</p> <p>The second term of this course will examine how Asian cultural influences such as anime have created powerful social and historical meaning by studying film and manga including</p> <ul style="list-style-type: none"> - History - Studio Ghibli: The Grave of the Fireflies, The Wind Rises, Shogun - Culture – Howl's Moving Castle, Tonari No Totoro, Spirited Away, Attack on Titan |
| Assessment | <p>Throughout the semester students will complete a range of assessment pieces</p> <ul style="list-style-type: none"> • Creative writing - design your own anime comic based on a historical or other cultural event. • Source and Text Analysis • Geographical Inquiries • Individual Research Project • Film review |

Journalism

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| Topic Overview | Students are introduced to the historical importance of journalism in Australia. They study the basic principles of print and online journalism as they examine the role of printed news media in our society. They learn investigative skills, responsible reporting, and journalistic writing techniques as they read, respond to, and write their own news and feature articles. Students conduct interviews, research, write, and design their own publications. |
| Content/Skills | <p>In the post-truth era, where anyone can report on an event through the use of a smart phone, social media and the 26 letters of the alphabet, it has never been more important to understand the power of language to shape the views of the public, and the responsibility that comes with this power.</p> <p>Students will explore how the impact of globalisation and digital media is transforming journalism as we have known it. Students will explore the role of ethics in reporting the news and in citizen journalism in particular. Students will look at various ways to capture and discuss the news, using modern technologies and formats (including eZines, Social Posting, Radio and Podcasts). Through a blend of theory and practice, students will learn the art of modern news gathering and production, in particular, how to write high quality print and digital news and feature stories.</p> <p>Students will explore the art of news reportage, interview, feature story writing and opinion pieces. Students will have the opportunity to publish for a Class News Bulletin/Podcast and will be encouraged to submit their work to local newspapers.</p> |
| Assessment | <p>The journalism course will be assessed through:</p> <ul style="list-style-type: none"> • The production of a range of journalistic pieces including straight news reports, feature stories, letters to the editor, news-related podcasts, editorials, columns, blogs and interviews. • A portfolio of a range of published pieces. • The meeting of individual deadlines. |

Marine Science

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| Topic Overview | <p>The Year 9 Marine Science course aims to provide the skills and knowledge students need to answer interesting and important questions about unique marine coastal environments.</p> <p>The course draws from all strands of science, with students investigating the chemistry of ocean water, delving into ocean acidification and carbonate organism such as corals reefs. Students will look at the biology of fish and other ocean-dwelling organisms and investigate the biotic and abiotic features of marine ecosystems.</p> <p>Students will also contemplate society's ethical obligations and investigate the economic importance of our marine ecosystems.</p> |
| Content/Skills | <p>In Marine Science, students learn:</p> <ul style="list-style-type: none"> • That the marine environment is a critical link in global systems such as the water and carbon cycles • About the specific anatomy of a variety of sea life through dissection and research • That marine ecosystems consist of interdependent organisms and abiotic components • The significance of acid-base reactions in the marine environment • The ethical, environmental, and economic significance of marine aquaculture and the impact of Aboriginal and Torres Strait Islander people on aquatic environments locally • To challenge themselves to identify questions, apply new knowledge, explain science phenomena and draw evidence-based conclusions using scientific methods • To construct and use a range of representations, including graphs, keys, models and formulas, and to record and analyze data from their own investigations • To analyze patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty • To develop critical and creative thinking skills |
| Assessment | <p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Experimental design tasks • Practical reports • Research Posters • Key Knowledge tests |

Outdoor Education

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| Topic Overview | Students will develop an understanding about the environments around Portland and how they are unique while completing a range of different activities including bush walking and data collection. They will learn how to have sustainable interactions so that future generations can also experience these amazing places, while also learning about how different people have used and experienced Portland in the past. During these classes not only will students develop skills from a range of different subjects but they will also develop a connection with their local environment and develop leadership skills. |
| Content/Skills | <p>The course is designed so that you will develop:</p> <ul style="list-style-type: none"> • Your understanding of how to implement and evaluate personalised plans for improving your own and others' fitness levels • Your understanding of how ecosystems work and how energy flows through these systems • Your understanding of the effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places • Your understanding of environmental, economic and technological factors that influence environmental change and human responses to its management |
| Assessment | <p>Throughout the year students will complete a range of assessment pieces including:</p> <ul style="list-style-type: none"> • Journal • Visual presentation (Posters) • Structured questions |



To develop creative, articulate, respectful, and resourceful young people able to contribute positively to the global community.

