SUNBURY COLLEGE

# YEAR 9 COURSE GUIDE

## 2025

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# Welcome to Year 9

The transition from Year 8 to Year 9 is an exciting one. For the first time, students are able to make some choices about subjects they would like to study. Having choice also means that students must take greater responsibility for their learning.

Over this year, many students will turn 15 and will start to assess their capabilities and opportunities for paid employment. The College provides considerable career support to Year 9 students. The curriculum program is aimed at improving confidence and understanding of the world outside school. It is also a time when students start to fully explore their leadership capabilities. This guide outlines the curriculum opportunities for Year 9 students and should be read carefully. Learning and Wellbeing Leaders and the Careers Team are geared to provide support and encouragement to students as they make their choices for Year 9 in 2025. Other significant people to consult are family, older students, and subject teachers. It is an exciting time and our College looks forward to working with students and their families in the next phase of their secondary education.


## Assessment and Reporting

### Victorian Curriculum

The Victorian Curriculum (VC) provides a set of common state-wide achievement standards which schools use to plan student learning, assess student progress, and report to parents. Students at the end of Year 8 aim to be at Level 8, Year 9 at Level 9 and Year 10 at Level 10.
The College also keeps data on each student's performance from Years 7-10 including prior VC levels achieved, NAPLAN, Progressive Acheivement Tests (PAT-R & PAT-M) results, and Work Habit Ratings (WHR).

### Level of Achievement

In conjunction with the VC, assessment tasks undertaken in Year 9 subjects will be published on Compass under Learning Tasks. These offer parents and students an indication of the quality of work completed and provide another view of performance prior to the compilation of summative reports at the end of the semester.

### Assessments

NAPLAN testing takes place in Term 1 for Year 9 students. Morrisby Testing is also undertaken at Year 9; this test highlights students' numeracy, verbal, abstract and spatial thinking skills. A score related to general reasoning ability is given upon completion of the test.

### Mathematics – Advance Notice

Student performance in Mathematics at Year 9 is used to place them in the Year 10 Mathematics streams – Standard or Advanced. Students selected for Advanced Mathematics generally have strong work habits and Victorian Curriculum levels of 9.5 and above.

## Educational Items

Sunbury College School Council makes every effort to keep the cost of items and activities to a minimum and affordable for all parents. Your voluntary contributions support our ability to meet the diverse needs of our students and to ensure we have the materials and facilities to run programs successfully.

The voluntary curriculum contribution for Year 9 will be approximately $380 which includes the provision of a diary, ID card, printing, Art and Technology consumables, and whole school cultural activities.

Year 9 students participate in electives enabling them to explore their choices and access to high-quality classroom resources, some of these electives may attract further fees. A breakdown of payments can be found on the College website under Policies - Parent Payment Arrangements.

## Year 9 Program Structure

Students undertake all core subjects and have six elective choices. All electives run for six months unless otherwise stipulated.

| Core subjects | Electives |
|---|---|
| • English<br>• Mathematics<br>• Science<br>• Humanities<br>• Health and Physical Education | Students must choose at least one semester unit from the following list:<br>• Art<br>• Digital Art<br>• Visual Communication<br><br>Students choose additional elective units from the following list:<br>• Advanced English<br>• Advanced Science<br>• Dance<br>• Digital Technology<br>• Drama<br>• Duke of Edinburgh – Year long = two choices<br>• Food Studies<br>• Global Perspectives<br>• Languages: Japanese – Year long = two choices<br>• Media Studies<br>• Music<br>• Mathematical Modelling – Year long = two choices<br>• Personal Project<br>• Popular Culture<br>• Professional Writing<br>• Product Design – Textiles<br>• Product Design – Wood and Plastics |

## Further Information

For more information on any subject please see the Key Learning Area Leader

| | |
|---|---|
| Rebecca Kirkham | English<br>• Advanced English<br>• Professional Writing |
| James Dal Ben | Maths<br>• Mathematical Modelling |
| Jacqui Pernar | Humanities<br>• Global Perspectives<br>• Personal Project<br>• Popular Culture |
| Lukas Qoon | Health and Physical Education |
| Claire Crawford | Science<br>• Advanced Science |
| Jesse Gaut | Art<br>Dance<br>Digital Art<br>Drama<br>Media Studies<br>Music<br>Visual Communication |
| Lisa Wills | Digital Technology<br>Food Studies<br>Product Design - Textiles<br>Product Design - Wood and Plastics |
| Matt Hatcliffe | Duke of Edinburgh |
| Hannah Koyama | Japanese |

## Sample Program

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|---|---|---|---|---|---|---|---|---|
| **Semester 1** | English | Mathematics | Science | Humanities | HPE | Creative Arts choice: Art | Other choice: Mathematical Modelling | Other choice: Popular Culture |
| **Semester 2** | English | Mathematics | Science | Humanities | HPE | Other choice: Information Technology | Other choice: Mathematical Modelling | Other choice: Drama |

# Core Subjects

## English

The course involves the study of different texts and their contexts, enhancing language control and employing a range of reading, writing, and speaking and listening strategies. There is an emphasis on developing critical evaluation skills and effective multimodal communication. Students are required to satisfactorily complete: Analytical Response to a Text, Personal Response, Creative Writing, and Oral Communication tasks.

## Mathematics

In Year 9 Mathematics, students will continue to develop their skills in number, measurement, space, probability, and statistics, with a greater emphasis on algebraic thinking than in previous years. Students use a combination of physical and digital learning resources in the classroom, and online activities for revision and homework. Students will continue to develop their mathematical proficiencies: understanding, problem solving, fluency, and reasoning, along with ICT and creative and creative thinking skills.

## Science

Over the year, students cover a range of topics related to the scientific fields of: Biology, Physics, Chemistry and Environmental/Earth Sciences. Topics of study include: the nervous, endocrine and immune systems of the human body, energy transmission, electricity and magnetism, chemical reactions and radioactivity, acids and bases, ecosystems and the changing earth. Science also explores the ethical capabilities of real world scenarios of antibiotic resistance, health care systems and ecosystem management.

## Humanities

Humanities is a full year subject which focuses on Victorian Curriculum areas: Geography, Economics, History and Civics and Citizenship. Students are provided with a framework to use their critical and creating thinking skills and intercultural understanding, when examining the complex processes that have shaped the modern world. Students also investigate responses to different challenges including people's interconnections with the environment.

In history and geography based units, students explore the processes that have shaped, and continue to shape, different societies and cultures. They learn to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced, and continue to face, different challenges.

In Civics and Citizenship and Economics, students explore the systems that shape society with a specific focus on economic systems and citizenship. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles that contribute to developing active, informed, and responsible citizens.

### Health and Physical Education

This subject runs for two semesters. There is one double practical class, one single practical class and a single health class per week.

**Practical:**

Sports studies include; tchoukball, korfball, handball, football codes, alternate sports, fitness, racquet sports, and softcrosse. During Term Three, students participate in a SEPEP Volleyball competition, where they are allocated a team, follow a fixture and compete to win the premiership. It is a student-run competition in which students umpire, score, manage and coach their own teams.

**Theory:**

Health units include: Understanding Drugs, Respectful Relationships and Sexual Education.

## Core Elective Units (Students must choose one of the following electives)

### Art

The aim of this subject is to foster imagination and creativity using critical and creative thinking skills. Students learn about conceptual ideas and expression through visual analysis using the appropriate arts language. They produce works of art, which build on their knowledge of materials, techniques and processes including drawing, painting and collage. Students develop confidence in their ability to express themselves through the medium of art.

### Digital Art

The aim of this subject is to introduce students to the concepts of digital and photographic artwork and design processes and applications. Students will be taught the use of Adobe Illustrator and Adobe Photoshop. As well as the techniques involved in correct digital application and tool usage, students will be introduced to editing techniques using a variety of processes. This course will also involve elements of photographic manipulation and techniques. Students will produce photographic works based on prescribed concepts and themes.

### Visual Communication

Visual Communication Design conveys ideas and information to an audience through visual language. In VCD, students develop conceptual and aesthetic understandings about design solutions in the world around them. Students will be taught different graphic techniques, exposed to various visual genres, and the techniques involved in multiple visual processes. A focus will be on the Design Process unit that links with the Visual Communication Year 10 and VCE courses.

## Electives

### Advanced Science

The Advanced Science course is designed for students with a thirst for learning and an insatiable curiosity about the world around them. Students will follow rigorous scientific methodology while investigating a range of scientific concepts around the school and community. The major assignment will require students to develop a term long investigation on a science topic of their choice. They will analyse and report on their findings as an oral and visual presentation. This course will suit students wishing to develop skills that will be a pathway into VCE Science.

Students choosing Advanced Science should meet the following criteria:

- Assessed at or above standard for Victorian Curriculum Science
- Work habits of 3.75 or higher
- Attendance over 90%

## Dance

Students do not require previous dance training for this course – just an interest in dance. Students are encouraged to choose their own dance style, e.g. hip hop, contemporary, and then participate in demonstration workshops, prepare small group dances, and a whole class dance to be performed to an audience. Students develop their ability to use stagecraft elements of costumes, props, and lighting to enhance their performances. Theory elements of this subject include reviewing and analysing recent and classic dance movies, researching dance styles and genres.

## Drama

Students develop their improvisation and character skills in a range of class and performance tasks. They study the use of stereotypes in dramatic works and learn to manipulate stereotypes to present points of view. Expressive skills are developed, and students learn to shape ideas in realistic and non-naturalistic acting and performance styles. They analyse a film and prepare a performance project based on a theme. Students complete workshops and activities developed from a range of stimulus material; evaluations and formal refclections of their work; and group and solo performances.

## Food Studies

Year 9 Food Studies focuses on promoting healthy eating habits, engaging with creative design briefs, and exploring sustainability in food production and consumption. Students will learn to prepare nutritious meals, develop innovative culinary solutions, and understand the impact of food choices on personal health and the environment. Food Studies combines cooking skills with theoretical knowledge, inspiring students to make informed and sustainable food decisions.

## Popular Culture

In Popular Culture, students will explore how popular culture in Australia is informed by domestic and global change. Students will learn about popular culture over time, the way in which popular culture is a reflection of social change, the impact of popular culture on business and the economy, as well as the impact that popular culture has on Australian democracy and civic life. In this way, students will gain an understanding of how popular culture changes over time and its far reaching implications for individuals and society.

## Global Perspectives

In this subject students learn about the world we live in. They learn about current global issues such as conflict and peace, disease and health, human rights, poverty and inequality, sport and recreation and climate change. Global Perspectives teaches students the skills to find information about our world and its key issues. Students are encouraged to think and reflect critically and carefully about our world. They learn skills that enable them to research, analyse and evaluate information independently and as a team. Students communicate and work with others to inform, and create ideas and make a difference.

## Digital Technology

Students develop their understanding of digital systems, data and information, and the processes of creating digital solutions. They will learn how to manipulate data as text and images to create different forms of documentation through analysing, visualising and modelling the data. Students will also design user experiences and use algorithms through an object-oriented program such as Game Maker, to develop a game.

## Duke of Edinburgh (full year)

The Duke of Edinburgh Award is an internationally recognised award that engages students by providing an alternative learning environment, outside the regular classroom structure. The Award empowers students to take responsibility for themselves, as they will encounter a wide range of challenges. Completing the Award is a personal challenge and not a competition against others; it pushes young people to their personal limits and recognises their achievements.

Students will complete the four sections during the year in order to obtain the Bronze level – that is: voluntary service (encouraging young people to volunteer their time and understand the benefits of this service to their community), skills (providing the opportunity for a participant to either improve on an existing skill, or to try something new), physical recreation (encouraging young people to participate in sport and other physical recreation for the improvement of health and fitness), and adventurous journey (where, as part of a small team, participants will plan, train for, and undertake a journey with a defined purpose in an unfamiliar environment).

In Semester One, students will develop teamwork and leadership qualities through a series of outdoor and/or practical activities, such as: orienteering, team building activities, a Certificate in First Aid, training in bushwalking, camping and cooking, community volunteering, and activities to increase general fitness levels to prepare for expedition. Students will also identify and plan for the development of a skill through an individual skills-based project.

In Semester Two, further outdoor activities will take place together with theory based lessons to prepare for the different environments. This will include the final two-day expedition building upon bushwalking, camping and cooking skills. Students will also work on their individual project and implement an individualised fitness regime.

Students choosing Duke of Edinburgh should meet the following criteria:

- Achievement of a minimum average WHR of 3.5
- 90% attendance in class
- Completion of a Sunbury College Duke of Edinburgh application
- An interview with current Duke of Edinburgh teachers

Please note, there is a compulsory additional curriculum charge of $450 for the Duke of Edinburgh program.

## Professional Writing

In Professional Writing, students will explore and create a variety of fiction and non-fiction texts including blogs, scripts, poetry, and news articles. Students will consider and engage in discussions about professional writing samples and styles. They will develop their own personal writing style by honing and extending their craft of writing. Students will also have opportunities to explore topics and writing formats of personal interest to them, and embark on a publication process on their journey toward professional writing.

## Japanese (full year)

Students will consolidate Japanese language skills to prepare the foundation for Year 10 and VCE Japanese as a Second Language. They will look at travel and retail in Japan to improve their existing knowledge of adjectives, verbs, katakana, kanji and particles. Students will have the opportunity to further develop their understanding of Japanese culture and strengthen their language skills through individual and group work, songs, games, essays and projects. They will also be able to expand their conversation skills in Japanese and enhance their learning through excursions. Topics include: katakana, milestons, langauges and nationalities, fast food in Japan and Australia, shopping, and leisure activities.

## Advanced English

In Advanced English, students will explore the ways in which the English language has developed as a result of engagement with other cultures and languages over time. Students will learn how texts reflect an author's ideas and concerns about their own times, providing them with an opportunity to develop their ability to interpret texts from a variety of perspectives. Advanced English also provides students opportunities to consider the position of Australian English as a language and the ways in which social, cultural, and political factors have influenced the way we express ourselves in texts and everyday life. Through this, students will develop their critical thinking and writing skills, as well as their confidence in creating and defending their own positions on issues.

## Media Studies

This subject provides an opportunity for students to learn the fundamentals of film making, and develop skills to design print media products including: magazine front covers, film posters, and advertising print ads. Media Studies offers a broad range of options for students to be creative, work in production teams, and follow design processes. Students will use software applications including Photoshop and Movie Studio (film editing software) to apply specific layout and/or design features. Students will also undertake research and complete analysis tasks to reflect on the influence of the media products. Media Studies encourages critical thinking and assists students in designing their own products for a select target audience.

## Music

The Year 9 Music course is designed to prepare students to complete a Certificate III of Music in Year 10 and 11. Students will complete the following units:

- Instrumental Study - students develop skills on their own musical instrument, and continue to learn music theory and analysis
- Improvisation - students learn the basic skills for improvising on a number of musical instruments
- Band skills - students will rehearse in a small band and perform their song to the class. They will also learn recording skills in preparation to record their own song

## Mathematical Modelling (full year)

Mathematical Modelling is designed to further contextualise the skills that students have developed in their core Mathematics education, as well as challenge and extend students with an interest in pursuing a career in STEM. Each term, students complete a project focused on developing their skills in ICT, logic, algorithmic and critical thinking, statistical investigations, and report writing. Alongside these projects, students wil consolidate their understanding of concepts learnt in their compulsory Mathematics subject, and focus on extending problem solving skills.

## Personal Project

Personal Project is a subject where students are supported to engage in the construction of a project of their choice over a period of time. The aim is to build their depth of understanding on an area of passion. Students are explicitly taught how to plan their learning and manage their time to implement a substantial project. Through this, students develop strong critical and creative thinking skills as they improve their resilience and problem-solving skills, and reflect on, and find solutions to, challenges as they complete their projects. Collaborative skills are developed as students engage with other learners in the classroom to support the production of high quality projects. By the end of the subject, students will have a completed their project and present their learning to their classmates.

## Product Design - Textiles

In Year 9 Textiles, students create designed solutions in response to a design problem. The design brief provides the parameters in which students work to produce a series of co-ordinated products. Students use the technology processes of investigating, generating, producing, evaluating, planning, and managing the needs and requirements as outlined in the design brief. They use a range of techniques and equipment to process, manipulate, and transform materials into useful products. Students progress through skill levels at their own rate, making informed decisions about pattern and fabric selection, and design considerations. They gain an understanding of the appropriate technical language required, and learn to make sustainable decisions based on their knowledge of the characteristics and properties of materials. Students are encouraged to make decisions about the functional and aesthetic requirements of their products, and prepare evaluation reports that assess the product for effectiveness and suitability.

## Product Design - Wood and Plastics

Product Design teaches students the processes of designing and creating objects or artefacts to help improve the quality of our lives. Students learn how to utilise their knowledge of the nature of being human (our history, technology, society and cultural habits) to better design for our needs. Students work on projects that involve both design and production, with an emphasis on the look, shape, and required use of the product. Design Briefs, Working Drawings and written Evaluation Reports are completed for their products. Knowing more about resource materials, and the tools and equipment needed to work the resource materials in a safe manner, is also covered in the course. Students learn to identify and establish safety procedures that minimise risk, manage projects with safety and efficiency in mind, and maintain safety standards and management procedures to ensure success.