

YEAR 9 CURRICULUM BOOK

2024



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THE INFORMATION CONTAINED IN THIS BOOKLET WAS CORRECT AT THE TIME OF PUBLISHING.
SUBJECTS, COURSE CONTENT AND OTHER PROCEDURES MAY CHANGE FROM TIME TO TIME.

INFORMATION FOR YEAR 9

The School as a whole, from the School Council to teaching staff, are committed to providing a curriculum that seeks to develop the God-given talents within your child, acknowledging that these gifts have been nurtured by parents and carers through the early developmental years. Our ethos, 'Act justly, love mercy, walk humbly with our God.' (Micah 6:8) encapsulates Christian virtues that are cultivated in partnership between the student, the family and the School.

Throughout their time at BHCS, there is an emphasis on the care of the student as a whole person. We have a desire to see students develop a love of learning while developing their faith through the Christian story, community and character.

Our vision is to see excellent education in a Christ-centred environment, where the lives of our students are transformed. We believe this transformation takes place through students understanding their value in God, by helping them to achieve success, while developing their self-esteem. The curriculum encourages academic excellence by encouraging students to be independent thinkers and inspiring them to become creative problem solvers and life-long learners.

The School seeks to make a strong link between real world issues and the Bible's relevance in young people's lives. The application of this is practical and experiential, offering students the opportunity to engage in the Biblical principles of restorative justice. Our values of 'Love, Service, Generosity, Perseverance and Gratitude' are woven throughout our curriculum with a focus on being able to apply these Christian principles to the complexities of everyday life.

The curriculum at Year 9 is designed to provide a program that will give the students some choice in their learning. The school aims to provide a rich, useful and stimulating educational experience, one that provides for the development of their skills, abilities and character.

The curriculum consists of a number of 'Core Subjects' and 'Elective Subjects'. 'Core subjects' refers to those subjects that are compulsory for all students, in accordance with the guidelines set down by ACARA and the Australian Curriculum. 'Elective Subjects' refers to those subjects where students have the opportunity to choose what they will study. These subjects aim to introduce students to experiences and skills they would not meet in the regular curriculum.

In addition to the above, students are introduced to the Year 9 Program. The Year 9 Program runs on a Friday and endeavours to present learning in a new environment outside of school. These studies are intended to provide a multi-disciplinary approach to learning in which Key Learning Areas are taught in a more hands-on fashion.

KNOWING CHRIST | INSPIRING LEARNERS | TRANSFORMING LIVES



PROGRAM STRUCTURE

YEAR 9 OVERVIEW

In Year 9, students are provided with the opportunity to develop who they are, their confidence and their self-esteem. This in turn, equips them with the skills to tackle VCE, VCE VM and/or other studies resourcefully as well as preparing them for lifelong learning. It is our hope that all of our families will see their young people growing in confidence and independence, ready to embrace their future years at BHCS and beyond.

SOME OF THE MAIN ELEMENTS THAT MAKE UP YEAR 9 INCLUDE:

Homegroup: Each morning starts with Homegroup. This is a time for building relationships, developing faith and friendships, a time of sharing and prayer, to connect, to read notices and to inform students of upcoming events and things they need to know.

Student Support: Having a network of teachers and support staff (Chaplains, Learning Assistants, First Aid, etc.) is vital in supporting students.

It is equally important that we work in partnership with parents and families to best support their children, educationally and emotionally. This is a team effort. Parents, please know that the Homegroup teacher and subject teachers are a great resource for you to call on for support.

Connection: Students have the opportunity to go on two camps.

- Aquatic Camp (Term 1)
- City Camp (Term 4)

Not to mention, Year 9 is also made up of their regular classes, excursions, CSEN competitions, Year 9 program, and opportunities for electives, preparation for exams, and more!

We look forward to a great year together!



PROGRAM STRUCTURE

TIMETABLE STRUCTURE

The School's timetable consists of six 50-minute periods per day on a 10-day cycle.

SECONDARY SCHOOL TIMETABLE		
	START	FINISH
Devotions	8.45am	9.00am
<i>Changeover</i>	<i>9.00am</i>	<i>9.05am</i>
Period 1	9.05am	9.55am
<i>Changeover</i>	<i>9.55am</i>	<i>10.00am</i>
Period 2	10.00am	10.50am
<i>Recess</i>	<i>10.50am</i>	<i>11.10am</i>
Period 3	11.15am	12.05pm
<i>Changeover</i>	<i>12.05pm</i>	<i>12.10pm</i>
Period 4	12.10pm	1.00pm
<i>Lunch</i>	<i>1.00pm</i>	<i>1.40pm</i>
Period 5	1.45pm	2.35pm
<i>Changeover</i>	<i>2.35pm</i>	<i>2.40pm</i>
Period 6	2.40pm	3.30pm



PROGRAM STRUCTURE

PERIOD ALLOCATIONS

SUBJECT	PERIOD ALLOCATION (10 DAY CYCLE)
CORE SUBJECTS	
Christian Studies	2
English	9
Civic & Economics	4
Health	1
History	5
Mathematics	9
Physical Education	3
Science	7
Year 9 Program / Geography	12
ELECTIVES	
1 selection from Block 1	4
1 selection from Block 2	4
Total	60



STUDY AND HOMEWORK EXPECTATIONS

Students in Year 9 will be expected to spend a total of up to one hour per night on weekdays, completing study/homework for a number of subjects. This will help students to learn important organisational skills that will assist in their future learning. Homework tasks will be varied and relate to the curriculum being taught within the classroom.

Homework may not be set every night by the subject teachers. If this is the case, students are encouraged to use their homework time in other ways. They can use their time to study for an upcoming test, to participate in some wider reading and/or plan ahead for an assignment.

Remember to never overlook quality family time. It's an important part of your child's overall development.



PROGRAM STRUCTURE

WELLBEING

BHCS has built wellbeing classes into the Year 9 Program, including discussions about current social issues through the lens of a Christian worldview. This is facilitated and designed to promote the physical, emotional, and spiritual health of students in Secondary School.

The School's Christian worldview is integrated into the Year 9 Program and the curriculum through emphasising the importance of nurturing a relationship with God and developing a biblical perspective on mental health and wellbeing. This helps students and staff to understand that mental health is not just about managing symptoms, but about cultivating a healthy relationship with God and with others.

The wellbeing program also emphasises the importance of community and social connections. Students and staff are encouraged to participate in extracurricular activities, assemblies with guest speakers, BOOM days and whole-school events, which provide opportunities for social engagement and personal growth. This supports students in building a sense of belonging and support within the school community.

Overall, we look to promoting a holistic approach to mental health and wellbeing, incorporating evidence-based strategies and a Christian worldview. By providing students and staff with the tools and support they need to maintain good mental health, the School is helping to create a culture of resilience, kindness, and compassion within their community.



YEAR 9 PROGRAM



At BHCS we believe in nurturing well-rounded individuals who are prepared to make a positive impact in the world. Young people who will grow to *'Know Christ'*, be *'Inspired Learners'* and ultimately lead a *'Transformed Life'*.

Our Year 9 program is designed to empower students in and out of the classroom with the skills, values, and experiences they need to thrive and grow to be the best they can be for the future.



YEAR 9 PROGRAM

COMMUNITY MINDED

WE ARE MADE IN GOD'S IMAGE



At BHCS, we foster a strong sense of community, embracing the idea that we are all

made in God's image. We kick off with a session that teaches students about the core values that define our community, such as empathy, respect and inclusivity. Through the building of meaningful connections with their peers, students learn to discover the power of unity and compassion.

- Reach Foundation Peer Dynamics Session

ENGAGED LEARNERS

EMBRACING NEW EXPERIENCES



We believe in the power of experiential learning, and therefore offer a wide range of engaging activities to

broaden students' horizons. Students take part in activities and programs that not only help them to build on teamwork, encouragement and other essential skills, but also serve to help them enter the world with confidence.

- Treetop Adventures
- Sailing and Stand Up Paddleboard Adventures
- Mornington Life Saving Program
- Resume Skills and Mock Interviews
- Staff Fit for Life
- Melbourne City Program

ENVIRONMENTAL STEWARDS

CARING FOR OUR ENVIRONMENT



We believe in nurturing a love for our planet and acting to protect it. Our 'Keen on Green' initiative contributes to tree planting

and environmental conservation efforts.

Participation other activities means that students come together to maintain a clean and eco-friendly school environment.

- Keen on Green
- Clean Up Australia Day



INNOVATIVE PROBLEM SOLVERS

DEVELOPING A GROWTH MINDSET



We encourage a growth mindset that aims to see students embrace challenges and foster innovation.

Activities are designed for meaningful engagement during which students develop empathy and critical problem-solving skills while encouraging them to push their boundaries and unlock their potential.

- Steve Barrington: Foothills
- Homelessness Fundraising and Goods Collection
- Clifford Park: Team Obstacle Course

TRANSFORMATIONAL LEADERS

MAKING AN IMPACT ON THE COMMUNITY



Students participate in programs during which they actively contribute to the betterment of our community,

and mentor and support younger students helping to shape the leaders of tomorrow.

- 5-week Community Volunteer Placement Program
- Junior Primary Learning Buddies

ETHICAL GLOBAL CITIZENS

ACTING WITH INTEGRITY, COMPASSION AND HUMILITY



We believe in instilling the strong values of integrity, compassion and humility. Students explore ways to end the senseless violence in our community, explore digital ethics, and gain a deeper understanding of our history. Students also gain insight into how to support the homeless and indigenous spaces with the aim

to foster in them a respect and appreciation for our diverse culture.

- Pat Cronin Foundation
- Digital Thumbprint Program
- The Shrine of Remembrance
- The Intersection
- The Big Issue Classroom
- Heritage Walk

At BHCS, we are dedicated to empowering our Year 9 students to become confident, compassionate and informed individuals. We look forward to your child joining us on this transformative journey as we aim to create a brighter future for all.



CORE SUBJECTS

CHRISTIAN STUDIES

OBJECTIVES

- To instil an interest in God’s Word.
- To develop a knowledge of Christ and trust in God.
- To teach students how to apply the Bible to everyday issues and our lives.
- To help students to understand the progress of the story in The Bible and the way that God continues to work throughout history and today.

CONTENT

The course covers a series of topics relating the Bible to issues of Christian living and an overview of the history of the Church.

- A Sneaking Suspicion (by John Dickson)
 - Making choices
 - Body Image
 - Wealth
 - Media
 - Alcohol
 - Relationships
 - Suffering
 - Death
 - Other religions

ASSESSMENT

Assessment for this subject may include following:

- Book work during class
- Participation in class
- Assignment work
- Other presentation work and quizzes



CORE SUBJECTS

ENGLISH

OBJECTIVES

- To gain a critical understanding of language as an instrument for clear, honest and effective communication
- To write in a fluent, coherent and grammatically appropriate manner
- To write in different modes, suitable for different audiences
- To read with understanding both set texts and wide reading novels, responding orally and in written form
- To communicate clearly and fluently in both a formal and an informal manner

CONTENT

- Speaking and Listening
 - Reading aloud
 - Formal oral presentations
 - Informal class and group discussion
 - Debating

- Reading
 - Students are to read/view and respond to a range of texts, including novels, short stories, newspaper articles, and films.
 - The study of the set class texts will involve various activities, including analytical and creative writing, oral work, drama, and thematic studies.
- Writing
 - Participate in a range of writing types
 - Develop writing techniques
 - Planning and drafting
 - Mechanics of writing (spelling, punctuation, grammar)
 - Vocabulary extension

ASSESSMENT

Assessment for this subject may include following:

- Taking part in discussion sessions
- Reading and studying the texts closely
- Completing written assignments and essays
- Giving oral presentations
- Written Exams



CORE SUBJECTS

CIVICS

OBJECTIVES

The Civics and Citizenship curriculum aims to ensure that students develop an understanding of the following key areas:

- Understanding of Australia's political system and how it enables change
- The ways political parties, interest groups, media and individuals influence government and decision making processes
- Features and principles of Australia's court system, including its role in applying and interpreting Australian law
- Global connectedness and how this is shaping contemporary Australian society.

Students will explore key questions including:

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

CONTENT

- Government and democracy
- Laws and citizens
- Citizenship, diversity and identity

ASSESSMENT

Assessment for this subject may include following:

- Written tests
- Research assignments
- Project work
- Classwork
- Research and inquiry projects



CORE SUBJECTS

ECONOMICS

OBJECTIVES

The Economics and Business curriculum aims to ensure that students develop an understanding of the following key areas:

- Economics and business concepts by exploring the interactions within the global economy
- The concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy
- The interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments
- The responsibilities of participants operating in a global workplace.

Students will explore key questions including:

- How do participants in the global economy interact?
- What strategies can be used to manage financial risks and rewards?
- How does creating a competitive advantage benefit business?
- What are the responsibilities of participants in the workplace and why are these important?

CONTENT

- Economics and Business knowledge and understanding
- Economics and Business skills

ASSESSMENT

Assessment for this subject may include following:

- Written tests
- Research assignments
- Project work
- Classwork
- Research and inquiry projects



CORE SUBJECTS

GEOGRAPHY

OBJECTIVES

The Geography curriculum is integrated into our unique Year 9 Program and provides both fieldwork experience and theoretical knowledge in the following key areas:

- Fieldwork of various biomes and Melbourne's city
- Understanding unique characteristics and distribution of earth's biomes
- The impact of people on the environment and future sustainability
- The interconnections between people, places and environments
- How transport and tourism connect us to our city

CONTENT

- Biomes and Food Security
- Geographies of Interconnections

ASSESSMENT

Assessment for this subject may include following:

- Research and Inquiry Projects
- Fieldwork (Year 9 Program)
- Group Work
- Classwork



CORE SUBJECTS

HEALTH/PHYSICAL EDUCATION

COURSE DESCRIPTION

Health and Physical Education (PE) classes will incorporate both theoretical and practical components. Over each semester students will cover a variety of topics, where they will learn to critically analyse and apply Health and PE information to devise and implement strategies for maintaining healthy and active habits.

OBJECTIVES

- To develop physically, with regards to skill proficiency, agility, flexibility, strength, speed and endurance specific to particular sports.
- To develop a Christian perspective toward competition, in that the activity is for the enjoyment of 'all', and to develop respect for the efforts of others regardless of their ability.
- To share in the planning and administration of sport experiences.
- To work effectively within a group towards common goals, such as teamwork, sportsmanship, and co-operation.
- To develop and apply knowledge about umpiring, warming up and training.

CONTENT

Sport Education Physical Education Program (SEPEP) includes: Badminton, Basketball, Cricket, European Handball, Football, Netball, Soccer, Softball, Tennis, Volleyball.

SEPEP involves the students taking on responsibilities for organising and planning much of their sport lessons, including warm up, skill development (peer teaching), management of a team, umpiring and scoring.

As part of a team within the class students work together through a series of sports and are rewarded for their teamwork, organisation, performance and sportsmanship. This culminates in a finals series and an overall winner based on the above categories.

Health topics include:

- Challenge, risk and safety
- Promoting healthy communities
- Personal identity and relationships
- Sexuality and sexual relationships
- Nutrition for good health

ASSESSMENT

Assessment for this subject may include following:

- Participation
- Fitness Testing
- Involvement in the SEPEP Program
- Leadership of class warm up and skills
- Written tests
- Project work
- Group work
- Risk assessments



CORE SUBJECTS

HISTORY

OBJECTIVES

The History curriculum aims to ensure that students develop:

- Interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens;
- Knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society;
- Understanding and use of historical concepts and skills, including sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing cause and effect and determining historical significance;
- Capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

CONTENT

- The Industrial Revolution (1750-1900)
- Making and transforming the Australian Nation (1750-1914)
- First World War (1914-1918)

ASSESSMENT

Assessment for this subject may include following:

- Written Tasks and Presentations
- Research and Enquiry Projects
- Group Work
- Classwork
- Exams



CORE SUBJECTS

MATHEMATICS

Mathematics provides students with essential skills and knowledge, as it develops the numeracy capabilities that all students need in their lives. It also provides the foundations for further study of Maths. All students study the Australian Curriculum for Mathematics up to the end of Year 10.

Mathematics is compulsory at Year 9 classes are timetabled concurrently to enable differentiation of the curriculum and flexible groupings to meet the individual learning needs of students.

At Year 9, maths classes consist of General Maths and Extension Maths.

All students generally study the same core material. Students in Methods/Extension Maths will learn at a faster pace and to a greater depth than the other classes, extending their knowledge, particularly in the area of Functions and Graphs and Algebra in preparation for advanced study of mathematics in VCE.

OBJECTIVES

To ensure that students:

- Are confident, creative users and communicators of mathematics, able to investigate, represent, and interpret situations in their personal and work lives and as active citizens.

- Develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

CONTENT

In all topics, attention is paid to revisiting concepts and skills introduced in the previous year to provide a foundation for new learning. Topics covered include some or all of the following: Pythagoras' Theorem, Trigonometry, Algebra, Linear Equations, Linear Graphs, Measurement, Financial Mathematics, Congruence and Similarity, Proportion and Rates, Probability, Statistics and Indices.

ASSESSMENT

Assessment for this subject may include following:

- Assignments and tests
- Summary or review notes
- Classwork
- Quizzes
- Problem-solving and modelling tasks
- Examinations



CORE SUBJECTS

SCIENCE

OBJECTIVES

- To develop an appreciation in the student of the beauty, order and complexity of God's creation.
- To teach students scientific and experimental skills of accurate observation, exploration, classification, discrimination, communication and recording.
- To teach students to use scientific concepts, terminology, apparatus, principles and application.
- To appreciate science as relevant to themselves and society.

CONTENT

- Physics
 - Energy and light
 - Electronics
- Biology
 - Respiratory, circulatory, digestive and immune systems
- Chemistry
 - The atom and chemical reactions
 - The dynamic earth
- Ecology
 - Interactions and relationships

ASSESSMENT

Assessment for this subject may include following:

- Maintaining a complete set of notes
- Set exercises and revision sheets
- Class discussions
- Project work
- Practical laboratory work
- Written laboratory reports
- Topic tests
- Written exams



ELECTIVE SUBJECTS

ELECTIVE PROGRAM

Students are offered a range of new subjects in Year 9 with some choice as to which of these subjects they participate in. Choices should be based on their interests, talents, and skills. These are referred to as Elective Subjects and students are required to select two electives per semester.

This ensures students will get the opportunity to experience a variety of elective subjects and even provide them with an understanding of what subjects they might like to study moving into Year 10 and beyond. Subjects on offer may vary each year and/or semester.

The majority of students receive their first or second preferences for elective subjects. However, some elective subjects do have a smaller capacity than normal class sizes. For this reason, some students may miss out on their first and second preferences and be given their third preference. Please note that elective classes can only run if there are sufficient numbers.

Electives are grouped into blocks. Students will complete one elective per block. At subject selection time, they will be required to number their preferences for each block. Failure to correctly indicate four different subjects from each block may result in a student having their elective choices allocated for them.

Parents are strongly encouraged to spend time discussing these selections with their children. If either students or parents have any more queries about the electives or the process involved in selection, they are encouraged to contact their Homegroup Teacher or Year Level Coordinator.

PLEASE NOTE:

Not all of the elective subjects listed in this document will be running at one time. Classes being offered are subject to a number of factors including staffing and student interest. More information will be communicated to families in the year prior. Furthermore, new elective subjects are added from time to time and these may not have been included in the current handbook.



ELECTIVE SUBJECTS

DESIGN AND TECHNOLOGIES - FOOD TECHNOLOGY

COURSE DESCRIPTION

In Food Technology, students gain skills to prepare nutritious, well-balanced meals that are tasty and satisfying. Students should gain an understanding of ingredients and cooking processes used to make quality food products while building on the food preparation techniques covered in Year 8. Students are taught more challenging food preparation skills, while being encouraged to confidently plan, design, and prepare appealing food for family meals. At the same time, students should also be acquiring other important food preparation techniques such as nutrition, time management and the safe use of kitchen equipment to name a few. Students work with the “Technology Process” which is an important generic skill for many occupations in the Design and Technology field. Learning good food preparation techniques and practicing them at home is an awesome way to develop culinary skills for the future.

TOPICS

Topics for this subject include:

- Hygiene and kitchen safety skills
- Safe food handling
- Methods of cookery
- Understanding the nutritional requirements of youth
- Skills for planning well-balanced, nutritious meals

LEARNING OUTCOMES

At the completion of this subject, students should have gained:

- Competence in a variety of methods of cookery.
- An understanding of the nutritional requirements of youth as well as menu planning for well-balanced meals.
- An intercultural understanding including past, current and future cultural influences on Australian food choices.
- Social and employability skills including working in teams, making responsible decisions and handling challenging situations.



ELECTIVE SUBJECTS

DESIGN AND TECHNOLOGIES — WOOD TECHNOLOGY

COURSE DESCRIPTION

This is an extension of the skills developed in Year 7 and 8 and leads into VCE Product Design and Technology. Students develop a familiarity with a range of power tools. They are introduced to machines such as the disc sander, router, wood lathe, and biscuit joiner. Students are taught more advanced joinery skills and to design their own work. Students are also introduced to software applications such as CAD, Google SketchUp, etc.

TOPICS

Topics of study include:

- Safety
- The design process
- Drawing (communications)
- Methods of joining and shaping materials
- Surface finishing
- Use of other materials for technology

LEARNING OUTCOMES

On completion of this unit, students should be able to:

- Choose appropriate materials for the development of items
- Develop ideas for the design and production of items
- Evaluate the success of simple examples of production
- Choose appropriate wood joints and surface finishes to suit the product



ELECTIVE SUBJECTS

DRAMA

COURSE DESCRIPTION

This course will build on previous experience, and make provision for each student to develop the confidence necessary in preparing for performances. Students will work individually and in small groups within the classroom to rehearse and present a performance to a live audience. Students will study elements of performance as well as stagecraft.

TOPICS

This unit introduces students to the elements of drama and puts them to work in scripts, improvisations, stagecraft and play building. Students will create performance pieces utilising their skills in voice and movement workshops throughout the unit.

LEARNING OUTCOMES

On completion of this unit, students should be able to:

- Select, combine and manipulate dramatic elements to construct a performance.
- Use starting points such as observation and experiences to construct a character.
- Talk and write analytically yet informally about observations of drama.
- Rehearse and refine a performance for a live audience.
- Contribute to an element of stagecraft for the live performance.



ELECTIVE SUBJECTS

LANGUAGES - FRENCH

Studying a language enhances literacy skills, improves memory and brain function, helps develop critical thinking and problem-solving skills, fosters respect and understanding of other cultures, and creates employment and career opportunities. Students who have shown an aptitude for French during Years 7 and 8 are encouraged to continue with this subject in Years 9 and 10, particularly if they aspire to study French in Years 11 and 12.

COURSE DESCRIPTION

This course seeks to give students opportunities to expand their knowledge of useful vocabulary and grammatical structures for personal communication in the target language. The course materials provide computer based support activities for class and home use. Cultural information is up-to-date and relevant to students' interests and current experiences. Students are given training in oral and aural language skills and regular practice in writing on topics or themes using unit vocabulary in a meaningful way.

TOPICS

Topics for this subject include:

- Travel destinations in France and the francophone world.
- Career opportunities where French is a prerequisite.
- Popular past-times.
- Environmental issues facing Europe and the world at large.
- Current trends in popular teen culture.

Language areas that will be introduced and/or extended:

- Confident recall of the high frequency regular and irregular verbs.
- Development of the past tenses of the Passé Composé and the Imparfait.
- Understanding of use and formation of the Conditional tense.
- Formation of negative sentences.
- Questioning skills to empower students to find out information for themselves.
- Effective use of adjectives/adverbs to add interest and detail to communication.
- Vocabulary expansion to include terms of cooking, fashion, sports, technology, and family home life.

LEARNING OUTCOMES

At the end of the two year program, students should be able to:

- Communicate at a functional level in speech and writing using French.
- Comprehend native French speakers who are aware that they are second language learners.
- Appreciate both the satisfaction and the challenges of learning another language.
- Be more informed and aware of the contributions made by a culture different to their own
- Be aware of the value of second language learning and its benefits to many career paths in the global economy of the 21st century.



ELECTIVE SUBJECTS

MUSIC

COURSE DESCRIPTION

This music elective is designed for students who enjoy listening to music, as well as the process of rehearsal and group performance. There are no instrumental skills required to be part of this elective, learning an instrument will be part of your journey. However, if you already learn an instrument, your journey will involve developing those skills. Choosing suitable pieces to rehearse and perform will involve discussion within your ensemble.

TOPICS

- Theory of music
- Aural and musicianship skills
- Musicology
- Instruments (guitar, keyboard, bass, drum-kit, vocals, ukulele, concert band instruments)
- Rehearsal skills
- Performance

LEARNING OUTCOMES

This course aims to:

- Further students' ability to play an instrument.
- Encourage participation in musical groups.
- Increase rehearsal and ensemble skills



ELECTIVE SUBJECTS

ROBOTICS

COURSE DESCRIPTION

Using the latest technology from 'Lego Mindstorms', the Robotics elective is a hands-on course that involves two main facets: construction and programming. It is definitely a subject for problem solvers, especially for those students who enjoy making simple machines to solve challenging problems. Most challenges involve students working in pairs against other students to build superior robots. A challenge usually lasts between 3-5 periods, allowing students to progress through 6-8 challenges per semester.

TOPICS

Some topics and challenges covered in this elective may include:

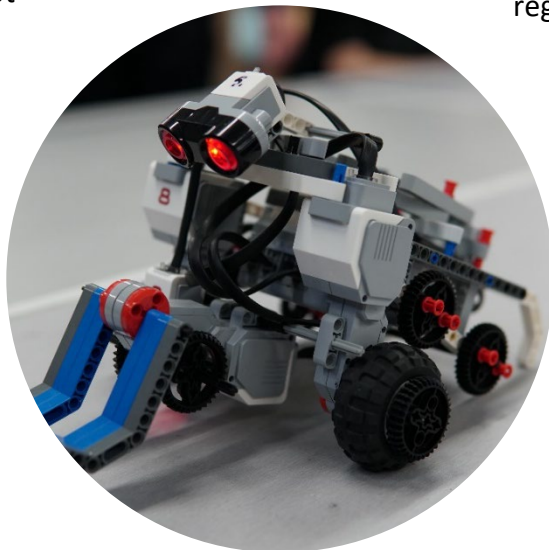
- Automatic Catapult
- Ball Skirmish
- Colour Sorter
- Dancing Robot
- Fastest Car
- Jousting Robot
- Line Follower
- Maze Runner

- Obstacle Course
- Pinball Machines
- Strongest crane
- Sumo Wrestling Robot
- Table Top Racer
- Tabletop Walker
- Tug of War Robot
- Vending Machine

LEARNING OUTCOMES

At the completion of this subject, students should be able to:

- Construct simple and complex robots.
- Use 'Lego Mindstorms' to program robots.
- Connect a robot to an iPad via Bluetooth.
- Use thinking skills to solve challenging problems.
- Use trial and error, and perseverance, regardless of obstacles.



ELECTIVE SUBJECTS

VISUAL ART

COURSE DESCRIPTION

Students evaluate how visual representations communicate artistic intentions in artworks they make and view. They evaluate artworks from different cultures, times and places including the work of Aboriginal and Torres Strait Islander artists. During this study, students analyse connections between visual conventions, practices, and viewpoints that represent their own and others' ideas while identifying influences of other artists' on their own artworks. Students manipulate materials, techniques, and processes to develop and refine their ideas and subject matter in their own artworks. This subject can lead to further study in VCE Studio Arts and/or Visual Communication and Design.

TOPICS

Topics include:

- Painting
- Drawing
- Mixed Media
- Printmaking
- Art appreciation

LEARNING OUTCOMES

At the completion of this subject, students should be able to:

- Conceptualise and develop representations of themes, concepts, or subject matter to experiment with their developing personal style while reflecting on the styles of other artists.
- Develop, manipulate, and refine materials, techniques, and processes to represent their own artistic intentions.
- Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making.
- Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and international artworks including those from the Asian region.



ELECTIVE SUBJECTS

VISUAL COMMUNICATION DESIGN

COURSE DESCRIPTION

Visual Communications looks at the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. This course aims to teach students to generate, develop, and produce original concepts using the design process while making and presenting their visual communications. Students work on skills, techniques and processes, and explore various ways and methods to develop a personal style in order to enhance their visual communications. This includes experimentation and practice using various media and materials in the areas of digital and freehand drawing. Students are also taught to develop digital drawing skills using a range of computer software. Visual Communications can lead to further study in VCE Visual Communication Design.

TOPICS

Areas of study include:

- Designers and design styles.
- Rendering with a variety of media and materials.
- Working to a design brief.
- Developing competence using different drawing systems including digital, paraline, perspective, 2D and 3D.
- Visual Communication in historical and/or cultural contexts.
- Marketing Design and target audiences.

LEARNING OUTCOMES

At the completion of this unit, students should be able to:

- Make and present visual communications, which explore themes, issues, and ideas with a variety of methods.
- Use a visual communication production process to develop and present communications appropriate to a brief.
- Analyse and evaluate the purposes and content of visual communications and present a written analysis of this information.
- Read, understand, and complete instrumental drawings according to the Australian Standards Conventions.
- Use digital drawing programs with competence.



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YEAR 9 CURRICULUM BOOK

BELGRAVE HEIGHTS CHRISTIAN SCHOOL

OF THE PRESBYTERIAN CHURCH OF VICTORIA INC. (A0016947K)

