



St Hilda's  
ANGLICAN SCHOOL FOR GIRLS

# YEAR 9 HANDBOOK 2019

# Welcome to Year 9

Students are encouraged to extend their friendship groups and their skills by participating in a range of cocurricular activities such as sport, Arts Festival, Drama, Music, school clubs and outdoor pursuits programs. The academic program builds on the work covered in Year 8. Students can select two subjects of their choice in addition to a Language. Increasingly, girls are expected to be active and independent learners. They are confident to seek additional help from their teachers and to attend the Tutoring Centre for extra assistance.

The year has several highlights commencing with the Outdoor Expedition that will take place in the D'Entrecasteaux National Park surrounding the town of Walpole. It will have a 'journey' theme and be largely expedition based; with students walking and paddling between their campsites. All groups will take part in an interpretive boat cruise on the Walpole / Nornalup inlet with local biologist and historian Gary Muir. The expedition is part of a wider program of Tutorial and Year group activities which focuses on the three R's- Resilience, Responsibility, and Reflection. Girls also learn how to adopt positive coping strategies through a host of guest speakers and activities.

## Year 9 Courses

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Courses	Time*
• <a href="#">English</a>	4 periods
• Languages ( <a href="#">French</a> , <a href="#">Japanese</a> or <a href="#">Chinese</a> )**	3 periods
• <a href="#">Mathematics</a>	4 periods
• <a href="#">Physical Education</a>	2 periods
• <a href="#">Religious and Philosophical Studies</a>	1 period
• <a href="#">Science</a>	5 periods
• <a href="#">Humanities</a>	5 periods
• Short courses (rotations)	2 periods
✓ <a href="#">Career Education</a>	
✓ <a href="#">Technology and Engineering</a>	
✓ <a href="#">Digital Technologies</a>	
✓ <a href="#">Health Education</a>	

\* One period is approximately 50 minutes

\*\* Literacy Support for those in need is offered in place of Languages. Support for students for whom English is a second language is also available.

## Options

Students select two courses: Three periods for each subject = 6 periods

Students may select one or two of the Arts:

[Visual Arts](#), [Drama](#), [Media](#), [Music](#) or [Photography](#)

Alternatively students may select one of the Arts and one of the following:

[Multimedia and Graphics Design](#), [Food and Textiles Technology](#), [Physical Education Studies](#)

The School will not offer a Year 9 optional course if too few students choose that course.

## Eligibility to undertake second language study

Language courses in Year 7-10 are aimed at students for whom the intended language of study is a second, or subsequent, language. As such, students have not been exposed to, or interacted in, the language outside the language classroom. They have typically learnt everything they know about the language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Further advice relating to languages courses can be found at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au).

# Course Descriptions Year 9

## Career Education

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Students complete a number of research tasks and undertake online career activities to identify their skills and interests. They explore possible career options by using a range of online career tools and resources. Students develop their resumes and identify types of employment. They consider the significant links between their education and lifestyle choices and the need for planning. Students use a variety of software and participate in written exercises, research projects, structured activities and preparing budgets.

### Feedback and reporting

There are no formal assessments in this course. Students present their research to the class and receive ongoing support and feedback.

### Homework

Completion of class work.

## Chinese Second Language

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The emphasis of this course is on Mandarin that is useful to students when they travel to Chinese speaking countries and when they are communicating with friends. Students interact with others in the focus areas of my holiday, timetable and hobbies, food and drink, a visit to China and Chinese traditional festivals.

Students learn how to exchange information about their holiday and narrate their recent holiday experience. They discuss hobbies and sports and personal information about daily life and learn about Chinese New Year and other traditional Chinese festivals. They learn to use appropriate language to order food from a Chinese restaurant. Students also learn how to ask and give directions and talk about their tourist destinations in China. In writing, students focus on the structure of Chinese characters in relation to their meanings, and the formation of new words and phrases using these characters. The construction of simple sentences is introduced.

Audio visual materials, online activities, cooking and language games are incorporated into the course. Students are regularly given the opportunity to work on self-access programs which allow them to work at their own pace on specific skills development.

By the end of the year, students have developed skills to:

- exchange information about the recent holiday
- Write a postcard on a visit to China
- Listen to a short text on familiar topics and answer questions in English
- Read a variety of short texts on familiar topics and demonstrate comprehension in English
- Show an understanding of the Chinese way of life and Chinese festivals

### Feedback and reporting

Regular role play and quizzes are used to evaluate conversation and character recognition. There are interview oral assessments and assignments which may be linguistically based or require research by students on a cultural topic. A grade will be given based on these assessment tasks. As well as a grade, the student's achievements are described according to the following outcomes: Listening and Responding, Spoken Interaction, Viewing, Reading and Responding, and Understanding Script.

### Homework

One hour each week learning vocabulary and grammar, as well as completion of exercises and assignments.

# Digital Technologies

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The aim of the course is to make our students aware of contemporary business and industrial trends, and provide them with skills which will increase their understanding of the opportunities open to them. The focus of the course is robotics. The girls learn to build robots using Lego, and then to program them to perform specific tasks. These include the ability to respond to the environment, and to take appropriate actions. One activity, for example, is a driving test, where the test begins when the student driver presses the touch sensor. The robot then moves forward and uses its ultrasonic sensor to stop at a pedestrian crossing. It then performs a series of manoeuvres before reversing into a parking spot and coming to a halt when its colour sensor detects a red line.

## Feedback and reporting

Students receive feedback on all aspects of design and production. They are assessed on the course outcomes.

## Homework

Students complete class work.

# Drama

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Drama not only encourages students to think about and develop the skills associated with theatrical performance, but it also provides an opportunity for them to explore their own perceptions and creative responses to the world around them. In Year 9, students explore drama as an art form through rehearsal and performance and are exposed to improvisation, script work, movement, mime, Greek theatre, technical stagecraft and issue based performances. Through these areas of study, they are encouraged to think like actors, directors, playwrights, dramaturge and designers in order to realise all tasks in a performance space.

Students refine and extend their understanding of the elements of drama including role, character, relationships and situation. They develop and extend their use of voice and movement to sustain credibility of action and character. They maintain focus and manipulate space and time, language, ideas and dramatic action. They experiment with both linear and episodic plot forms and explore the way that narrative shapes and structures dramatic action. Students experiment with mood and atmosphere, using devices such as contrast, juxtaposition and dramatic symbol. The study of theatre technology is also initiated to allow students to explore the power of lighting, sound, props, costumes, multimedia and staging equipment and how to shape and modify these design elements to unify dramatic meaning and create aesthetic effect for an audience. Students are involved in a compulsory, formal performance where they showcase their class work to the public in a supportive environment.

As they experience drama, they also draw on drama from a range of cultures, times and locations. They continue to explore the drama and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region.

As they make and respond to drama, students explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama. They learn that over time there has been further development of different traditional and contemporary styles of drama and analyse a range of drama from contemporary and past times to explore differing viewpoints. They evaluate actors' success in expressing directors' and playwrights' intentions and the use of expressive skills in drama they view and perform.

## Feedback and reporting

After each task, students receive diagnostic feedback so that they can recognise areas of strength and focus on areas for development. Students complete written responses through a series of short answer questions which assist them to understand drama in a context and how performance choices impact upon an audience. The assessment types are: Making and Responding.

## Homework

Students complete class work as required with the addition of one hour of homework a week as required.

# English

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Students read, write, listen to and view a range of texts to develop an understanding of the way language influences people's beliefs, attitudes, values and view of the world. The emphasis is on understanding the way texts are constructed and how writers shape the reader's response to the issues raised in the texts.

Students analyse various print and non-print texts, including novels, poetry, plays, non-fiction, and film and television with a focus on the constructed nature of reality television. They write essays, feature articles, reviews and creative pieces. They also participate in group and class discussion, oral presentations and dramatic performances.

## Feedback and reporting

Assessment is continuous across the year and includes a variety of oral and written tasks, both creative and analytical. Assessment tasks focus on four areas: Reading, Writing, Viewing, Speaking and Listening. Students receive feedback on their performance in individual assessment tasks.

## Homework

Two hours each week (reading, writing and language study).

# Food and Textiles Technology

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In Food Technology students learn how to apply the principles of meal preparation to produce a variety of nutritionally balanced meals. They investigate the main food nutrients, their sources and the roles they play in ensuring good health. Students will journey around the world exploring a range of social, economic and cultural impacts on the selection and preparation of food commodities. A wide variety of food preparation opportunities are undertaken including producing complex meals, developing methods of cooking and safe food handling practices.

In Textiles Technology students use the technology process to design, produce and evaluate a decorated hooded windcheater and a handbag. Throughout these tasks they learn a variety of garment construction and embellishment techniques. Students develop the skills required to produce garments from a commercial pattern. In addition, they study the properties and uses of textile fibres and examine the difference between knit and woven fabrics.

## Feedback and reporting

Students receive feedback on the development of their skills, management and creativity through marking of practical work and written assessment tasks.

## Homework

Students are required to complete written assignments.

# French Second Language

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The emphasis is on French that is useful to students if they travel to France and French speaking countries or if they communicate with friends from francophone countries.

Students consolidate and expand their French skills on the themes of family, food, months and days, leisure activities and describing their town. Students learn how to talk about household tasks, daily routines, family life and holiday choices. They learn how to talk about activities they like and dislike, understand French travel information, how to describe recent activities and future plans, where they live, their school life and their lifestyle. Students also compare the Australian family life with the French traditions. There is an increasing emphasis on grammar acquisition and its meaningful application in different situations and on developing successful language learning strategies. Audio visual materials, online activities, Inquiry-based tasks, and creative projects are incorporated into the course.

By the end of the year, students will have worked to achieve the following skills:

- Listening for specific information given in a variety of tenses
- Relating information about themselves or responding appropriately to questions
- Showing comprehension of written material in a variety of ways
- Experimenting with writing for different purposes and in different tenses
- Writing sentences and dialogues in response to a theme

### Feedback and reporting

Regular short quizzes are used to evaluate vocabulary learning. Each term, students are tested across the four skills of Listening, Reading, Speaking and Writing. A grade will be given based on the assessment tasks. As well as a grade, the student's achievements are described according to the following outcomes: Listening and Responding, Spoken Interaction, Viewing, Writing, Reading and Responding.

### Homework

One hour each week learning vocabulary and grammar, as well as completion of exercises and assignments.

## Humanities

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Students undertake four separate units of study – Economics, Geography, History, and Politics and Law.

### Geography

Students examine patterns in Australian urban and natural environments and analyse processes that form these patterns. The concept of sustainability is a key theme of the course as students analyse global issues such as food security and the resultant change in land uses. Students also study the interconnections relating to places on a regional and global scale.

### History

Students build on the skills of visual and textual analysis, critical thinking and the development of empathy. Students study the technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain. Students also learn about the economic, political, social and cultural forces which shaped the modern world culminating in a study of World War I.

### Economics

Students study the role of the key participants in the Australian economy, such as consumers, producers, workers and the government. They study the nature of innovation and how businesses seek to create and maintain a competitive advantage in a market, including the global market. Students explore why and how people manage financial risks and rewards in the current Australian and global financial landscape.

### Politics and Law

Students study the role of political parties, and independent representatives in Australia's system of government, including the formation of governments. They also examine Australia's legal system and key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal.

### Feedback and reporting

Students are encouraged to develop an increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary. Assessment in all subjects is continuous and takes a variety of forms such as research, fieldwork reports and in class tasks using skills application exercises, extended written answers, group work and tests. Students are given the opportunity to use information technology both for research and communication of their findings.

## Homework

One and a half hours each week.

## Japanese Second Language

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Students build on work covered in Year 8 and use self access strategies to examine Japanese resources, both authentic and adapted. They interact with others on the focus areas of friends, celebrations and special events, the weather, seasons and leisure time. They describe the characteristics and personalities of their friends and families, talk about what they do on special events in the year, and making arrangements with others to do things on weekends. They also report in simple terms on the weather and read weather forecasts. In writing, students focus on the katakana syllabary through the use of authentic advertisements to strengthen their recognition and understanding of text. Use of ICT including SMART technology and iPod Touches is encouraged to promote learning. Students have the opportunity to work with background speakers and to learn about the Japanese way of life.

An extension program is offered to students with identified strengths in the language. This extension includes the use of authentic reading comprehension such as advertisements, iPod Touches, speaking practice with staff, listening comprehension tasks and advanced script work.

Students develop skills by:

- giving short answers to often asked questions about friends, seasonal events and leisure activities
- presenting a weather report in spoken form
- listening to a short text on familiar topics and answering questions in English
- recognising and writing 46 basic katakana
- forming words using katakana
- reading katakana advertisements and demonstrating comprehension in English
- showing an understanding of the Japanese way of life

### Feedback and reporting

Students engage in a variety of self regulatory work providing opportunities for self correction and peer evaluation. Individualisation of the course provides for students to work with staff regularly and receive appropriate feedback. Feedback is ongoing with students who are encouraged to work at their own pace.

There are formal vocabulary quizzes and assignments. The assignments may be linguistically based or involve research on focus topics. At the end of each unit there is a test covering the skills of Listening, Speaking, Reading and Writing. A grade is given based on these assessment tasks.

## Homework

One hour each week involving vocabulary learning, script practice and grammar.

## Literacy Support

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The focus of this course is to consolidate functional literacy and comprehension skills as well as develop metacognitive strategies. Direct instruction will provide support to develop skills and understandings necessary for analytical writing.

### Feedback and reporting

Students receive feedback on class work, assignments and tests. The development of their skills is the focus of their report.

Students study the Australian Curriculum: Mathematics v 8.1. They are exposed to essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. Their numeracy capabilities required for their personal, work and civic life are developed and the fundamentals on which mathematical specialties and professional applications of mathematics are built.

All students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. They encounter carefully paced, in depth study of critical skills and concepts, encouraging them to become self motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build on the developmental aspects of the learning of mathematics.

*At Year 9 level:*

Understanding includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right angle triangles.

Fluency includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane, and calculating areas of shapes and surface areas of prisms.

Problem Solving includes formulating, and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right angle trigonometry, and collecting data from secondary sources to investigate an issue.

Reasoning includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

By the end of Year 9, students solve problems involving simple interest. They apply the index laws to numbers and express numbers in scientific notation. Students expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. Students sketch linear and non-linear relations.

Students interpret ratio and scale factors in similar figures. They explain similarity of triangles. Students recognise the connections between similarity and the trigonometric ratios. They calculate areas of shapes and the volume and surface area of right prisms and cylinders. Students use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.

Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They compare techniques for collecting data from primary and secondary sources. Students construct histograms and back-to-back stem-and-leaf plots. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Mathematically talented students are offered extension activities from a range of sources. These include competitions and Mathematics Olympiads organised by the Australian Mathematics Trust (AMT), the Mathematics Association and several universities. They also complete the more challenging extension activities from their class texts and other resources.

## **Differentiating classes in Year 9 Maths**

During Year 9, mathematics concepts become significantly more abstract so we consider that it is increasingly important to cater for the wider range of student abilities. Our aim is for each student to experience success and to enjoy learning mathematics, no matter what their ability. For this reason we offer two different mathematics courses, Course 1 and Course 2. The content and concepts addressed in the courses are very similar but the assessments

differ. Therefore, Course 1 students are challenged by harder questions and Course 2 students have a greater opportunity to experience success because their questions are tailored to their ability.

Generally there are five Course 1 classes and two Course 2 classes. Each of these classes is formed on the basis of previous assessment results and the movement of students between these classes occurs up to three times each year. Further information regarding differentiation can be found in the Extension and Enrichment booklet.

### Feedback and reporting

Each student's progress is monitored by her performance on tests, investigations, the ICAS Mathematics assessment and the Math Talent Quest. Informal assessment and monitoring occurs in each class by the teacher.

Students in Course 2 will receive two grades, the first for the content in which they have been assessed in Course 2, and the second as a grade against the complete Year 9 Australian Curriculum. Students and parents should focus on the Course 2 grade, as it is the most relevant for the course that they have studied.

### Homework

Students are expected to complete between 20 and 30 minutes each night.

## Media

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The Media course develops students' understanding of the important role media plays in our society. The focus is on an introduction to the technical and production skills required to create sophisticated visual texts through exploring narrative development, point of view, demands of the target audience, and the language of film. Production texts developed will explore the students' creative skills in relation to producing a variety of examples within the medium of film. They create, produce and present their own short films and visual media texts, working independently and collaboratively.

### Feedback and reporting

Students receive continuous informal feedback and formal assessment on all aspects of their progress including production, written and oral work.

### Homework

Due to the emphasis on production, it is envisaged that most projects will be completed during class time but some production work may be completed at home however this is not compulsory.

## Multimedia and Graphics Design

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Beyond just browsing the internet and social media websites, today's students will need a range of specialised ICT skills as they move on to higher education and careers. This is an exciting and engaging course which develops transferable multimedia and graphics skills. Students learn to create websites, graphics, sounds and animated visuals suitable for integration into multimedia presentations and productions. They develop a range of skills and knowledge in digital photography using DSLR cameras, digital images editing, digital video with visual special effects and sound, video editing and production, and animation productions. Students also get a chance to create their own short movie trailers where they can record their acting, edit and add commercial movie special effects (similar to movies such as Harry Potter, The Hobbit and Iron Man 3) using Premiere Pro software.

The use of green screens as seen on movie sets, on news stations and magazine photo shoots will be the major technique used in video filming and still photography. The industry software that will be used to achieve these skills includes Adobe Photoshop, Adobe Premiere Pro and Adobe Illustrator.

Students will also develop their coding skills, both in HTML for web publishing and in Python for application development.

They will publish their products in an electronic portfolio, in a web based format.

## Feedback and reporting

Assessment is based on portfolio work and on screen assessment.

## Homework

Completion of class work and assignments.

# Music

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Students who are currently learning to play an instrument and who have voice lessons are strongly encouraged to choose this course, as it will support and enhance their progress as a musician.

Students have many opportunities to perform and compose music in a wide range of styles using the software program Sibelius. They compose ensemble pieces using the pentatonic scale and whole tone scale (using inversion, imitation, syncopation, sequence, pedal point, augmentation and diminution), a Theme and Variations for piano, a song for a rock band, a National Anthem, and a musical theatre arrangement.

Students develop a range of aural perception skills, sometimes using the software program Auralia, to work on melodic and rhythmic dictation, intervals, chord progressions and stylistic analysis. They also use the software program Musition and a comprehensive music website to extend their knowledge of music theory. Students explore and study set works from the Medieval, Renaissance and Baroque periods as well as contemporary music styles such as musical theatre and popular music. Students also have the opportunity to participate in an American band style ensemble, where they work collaboratively to learn and perform on a woodwind or brass instrument.

## Feedback and reporting

There are assessments throughout the year on various aspects of the course, including Aural skills and music literature. Students perform on four occasions as a soloist and in ensembles. They are encouraged to discuss their progress and results with teachers and extra support and assistance is always available both during and outside class time.

## Prerequisites

Students should have an open mind for all types of music and they should relish the idea of composing music and performing as a singer and/or instrumentalist. They should have a weekly private lesson as a singer or instrumentalist from a professional teacher either inside or outside school.

## Homework

Approximately one hour each week, as well as time dedicated to practising as a singer or instrumentalist. Students are encouraged to access Auralia Cloud at home to continue developing their aural skills.

# Photography

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Students discover the creative and expressive nature of photography and design to develop practical, aesthetic and analytical skills. Practical skills cover the fundamentals of exposure and manual functions of the camera and processing the image using digital software. Aesthetic and analytical skills focus on the development of a critical eye prior to taking a photograph or creating an effective composition and in evaluating the result. Visits to galleries and exhibitions are encouraged. Students work in a photo journal and participate in the Annual Student Art Exhibition.

## Feedback and reporting

Students maintain a photo journal to document their photography and design thinking, and working practices. By completing and displaying project work, students receive feedback on their skills and creative development. Projects are assessed using a feedback sheet which assesses the following outcomes: Production and Response.

## Homework

Approximately 30 minutes each week.

# Physical and Health Education

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## Physical Education

Students build on their Year 8 skill levels. Emphasis is placed on understanding the principles of movement and games and applying these principles in many situations. Each student is encouraged to reach her full movement potential through participation in a variety of physical activities. An important outcome for students is obtaining pleasure, enjoyment and satisfaction through movement.

Students participate in a range of activities which may include swimming, hockey, athletics, Australian Rules football, touch football, water polo and fitness. These activities allow for skill development and girls are always encouraged to develop and maintain personal fitness.

Cocurricular activities are offered at social, interhouse and interschool levels in traditional sports and in some less familiar sports such as rowing. These activities allow for the development of cooperation, social interaction, initiative, leadership and responsibility.

### Feedback and reporting

For each sport, students receive feedback on their performance of skills, games, play, technique, participation and attitude. Fitness testing is conducted twice yearly for students to monitor their own fitness levels.

## Health Education

Students study diversity and relationships, risk taking behaviours and refusal skills, nutrition and first aid.

### Feedback and reporting

In Physical Education, girls are assessed based on the three sub-strands: Moving our Body, Understanding Movement and Learning Through Movement. Fitness testing is conducted twice yearly for students to monitor their fitness levels.

Health Education assessments cover the three sub-strands: Being Healthy, Safe and Active, Communicating and Interacting for Health and Wellbeing and Contributing to Healthy and Active Communities. Continuous feedback is given on tests, worksheets, class activities and discussions addressing concepts of a healthy lifestyle.

## Homework

Completion of worksheets, assignments and preparation for assessments.

# Physical Education Studies

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The course provides students with an introduction to Sports Science. The practical component will involve a variety of activities including skill development, game strategies and fitness. The theoretical component includes functional anatomy, strategies and tactics, sports psychology, sport management, sociology in sport, healthy lifestyles and water safety.

### Feedback and reporting

Assessment consists of class work, research assignments, practical activities and class tests.

## Homework

Approximately two hours per week completing class work and assignments.

# Religious and Philosophical Studies

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The course begins with Philosophy of Religion. Students consider the question of proof for and against the existence of God, as presented by philosophers such as Thomas Aquinas, Ludwig Feuerbach and Blaise Pascal.

To further develop their philosophical skills, students consider Moral Philosophy, considering ethical questions surrounding contemporary issues such as the sanctity of life.

Students examine religious experiences, near death experiences and reincarnation. They are analysed in the light of psychology and neuroscience.

Students are introduced to the tools of Philosophy: building arguments, using premises, and drawing conclusions from their philosophical enquiries.

## Science

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Students develop their knowledge and understandings of scientific concepts and research skills. They study two units each of Biology, Chemistry and Physics during the year, which also include components of Earth and Space Sciences. The units, each of approximately five to six weeks' duration, include content from Science Understandings of the Australian Curriculum and will include aspects of Science Inquiry Skills in which they are required to plan the method they will follow, conduct the investigation, process the results and evaluate the experimental procedures. Students will also research aspects of Science as a Human Endeavour as it relates to the content of each unit.

### **Differentiating classes Year 9 Science.**

During Year 9, science concepts become significantly more abstract so we consider that it is increasingly important to cater for the wider range of student abilities. Our aim is for each student to experience success and to enjoy learning science, no matter what their ability.

All Year 9 science students (except those with special learning difficulties) cover the same content and complete the same assessments. We create a smaller class of students who require more tailored support and at the other end of the spectrum we create a larger class of more able students. This differentiation is based on the ranking of students' results from Year 8. The middle groups are usually arranged in alphabetical order.

The class placements are reexamined at the end of Semester 1 and some students move to different classes.

### Feedback and reporting

Feedback on students' progress is provided on assignments, projects, practical activities and/or tests which are conducted approximately midway and at the completion of the unit. The units are reported on separately and give students a grade. Semester 1 and Semester 2 grades are determined by averaging the marks for the units studied and an examination mark.

### Homework

Approximately two hours each week.

## Technology and Engineering

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Students experience aspects of engineering through a range of activities. They examine the properties of materials in terms of their use in the construction industry, explore bridge design, and examine and construct basic electronic circuits. Included in this course is a section on robotics. The content provides students with the opportunity for hands on experience and to explore the changing nature of this field and its wide range of applications across society. Students also design their own inventions.

## Feedback and reporting

Feedback is given as students complete an engineering display, build a bridge and tower, and a soldering project.

## Homework

Completion of class work.

# Visual Arts

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This is a dynamic and stimulating course which progressively builds skills and competence in a variety of visual art areas. Projects are selected from drawing, painting, sculpture, printmaking, ceramics and textiles. The course promotes originality and authenticity in art making. Students are taught to work with multiple medias and expressive forms, visual awareness, visual literacy and historical appreciation. Projects may include two or three-dimensional work. A wide variety of resources is used including books, slides, videos, reproductions, original works, digital media and the Internet. The course is enriched by visiting artists, art excursions, and gallery and exhibition visits.

## Feedback and reporting

Students complete practical and written tasks. They work on a process journal which contains their visual inquiries, design development, media experimentation and art historical links that leads to the production of a body of work, and participate in the Annual Student Art Exhibition. Students receive continuous feedback during each project and at the conclusion of projects. Projects are assessed using marking keys which evaluate student achievement of subject outcomes: Art Making and Art Responding.

## Homework

Students complete class work as required and practice drawing skills in their art journal, approximately 30 minutes to one hour per week.

