



NEA

lege



Introduction	3
Core Subjects	
CUE Program	6
English	8
Geography	9
Health and Physical Education	10
History	11
Languages Other Than English	12
Mathematics	14
Science	15
Self and Society	16
Sport	17
Elective Subjects	
Agriculture	18
Animation and Photography	19
Art	20
Big History	21
Drama: Acting for the Screen	22
Entrepreneurship	23
Ethics	24
Food Science	25
The Digital World	26
Globalisation	27
Journalism – A Nose for the News	28
Literature	29
Music: Performance	30
Music: Recording and Composing	31
Drama: West End to Broadway	32
STEM: Design, Build and Program a Robot	33
Sport Science	34
Textiles	35
Visual Communication Design	36
Year 9 Course Guide Contacts	37

This Course Guide provides information about the courses offered in year 9 that are common for all students. The aims of each core subject are included, as well as details of the content covered over the year, the learning and teaching methods used, and information regarding assessment. It is hoped that this guide will stimulate discussion between students and their parents about what is happening in the classroom throughout the year.

Curriculum structure

Years 9 and 10 can be seen as a two-year sequence. In years 7 and 8 all students are engaged in a common core curriculum with limited choice, providing a strong foundation for future studies. At years 11 and 12, students have a very broad range

of choices available to them. This is a common feature of the Victorian Curriculum, Assessment and Reporting Framework (VACARF) which provides a broad range of choices for students in years 11 and 12. The VACARF also provides a framework for the assessment and reporting of student learning in years 11 and 12. The VACARF is a key document for schools and students alike, and provides a clear framework for the assessment and reporting of student learning in years 11 and 12. The VACARF is a key document for schools and students alike, and provides a clear framework for the assessment and reporting of student learning in years 11 and 12.

In the VCE program, students choose 22 semester-length units over a two-year period, and each unit is assessed using a variety of assessment tasks. Many of the year 9 and year 10 elective units provide a foundation for later VCE units and students should bear this in mind when planning courses.

A summary of the VCE and IBDP subjects offered at St Leonard's College is given at the back of this booklet. If you require information at this stage about courses available in years 11 and 12, please contact the Director of Academic Development or view the course guides on the St Leonard's College website.

Subject	Equivalent 80 minute sessions per fortnight
English	6

Year 10

Students choose four elective units from the following:

- Art – Artists for Change
- Classical Studies
- Contemporary Manufacturing
- Data Science
- Drama – Page to Stage
- Food Science
- Geography of Conflict
- Health – What the Health?
- History – The Banality of Evil
- Journalism – A Nose for the News
- Linguistics
- Literature
- Mathematics - Diploma of Number
- Media
- Music: Performance and Styles
- Music: The Music of Film and Media
- Sport Science
- Textiles
- Virtual Reality
- Visual Communication Design

LOTE

Taken as a two-unit sequence

- Chinese
- French
- Spanish

Year 11 units

VCE Units 1 and 2 subjects taken as a two-unit sequence

See [here](#) on the College website for a list of Unit 1 and 2 subjects available at year 10.

Choosing an elective program

Students should look at years 9 and 10 as a two-year program and should plan their elective choices accordingly. Students will not be locked into year 10 choices at this stage, however it is worthwhile to plan for a two-year program rather than a series of one-of-electives. Students will make choices for year 10 in term 3 of year 9.

In considering their elective choices, students should identify their strengths and weaknesses, their areas of interest, and areas which might provide prerequisites for further studies. Having identified these, students should speak with their parents and teachers for advice.

Students must choose two semester-length elective units for year 9, which will be studied over the course of the year. While every attempt will be made to provide for the choices made by the students, numbers of classes and class sizes may require a second or third preference to be taken. **Electives will only run if we receive sufficient interest.** Students will be notified where an elective they have selected will not run and an alternative subject can be selected.

Students are encouraged to read the Web Preference Access Guide and follow its instructions when completing the online selection. Please also follow the instructions for submission by the due date. Elective choices will be confirmed prior to the commencement of 2024 transition classes.

Susanne Haake

Director of Academic Development

susanne.haake@stleonards.vic.edu.au

The CUE experiential learning program takes students on an inquiry-based journey both on and off campus. The three Domains – Community Service, Urban, Exploration and Environmental Sustainability – immerse our young people in issues such as trade and economics, multiculturalism, immigration, social welfare, education, ecology, and eco-justice.

Urban Exploration: This domain requires students to reflect upon and investigate what makes a city: how it looks, how it feels, how it acts and how it interacts. Students negotiate transport, and look into our social welfare system, multicultural nature and economic drivers, focusing on the development of the city of Melbourne and its northern suburbs. Public transport will be the main mode of travel and it is expected that students will become competent users of Melbourne's public transport system.

Environmental Sustainability: Whilst investigating the global issue of sustainability, this domain takes a local focus on the themes of protection and conservation, consumption and waste management, and human impact and action in order to change behaviours and attitudes towards the environment. Students will complete the field-work component of this domain during the Extended Environmental Experience (year 9 camp). This will be facilitated by the Outdoor Education Department along the Great Southwest Walk in term 3.

Learning and teaching methods

For the Community and Urban domains, CUE experience days are held once a fortnight, timetable on a rotating basis. These days involve the student being off campus for the whole day, working in small groups or independently. Field days for the Environmental Sustainability domain are completed during the five day Extended Environmental

Experience, as well as during scheduled class time. Preparing for, reflecting on and extending CUE experiences are important aspects of the program and form the academic components for teaching and learning. A concept-based approach to learning is adopted to cater for the specific needs of the activity and the students.

Assessment

Much of the assessment will be formative in nature

Aims

The year 9 English course aims to develop students'

The year 9 Geography focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a variety of ways, and how these connections help make and change places and their environments. This unit examines the interconnection between people and places through the products people buy and the effects of their production on the places where they are made. Students examine different biomes and the issue of food security globally. Distinctive aspects of interconnection are also investigated using studies drawn from Australia and across the world.

Content

Geography of Interconnection – How do we connect with places?

Students will analyse the interconnections between people, places and environments. They identify and explain how these interconnections influence people and change places and environments. Students will explore topics such as trade, foreign aid, and fair trade both at a national and international level.

Biomes and Food Security

Students will investigate the distribution and characteristics of biomes including climates, soils, vegetation and productivity. Environmental, economic and technological factors that influence crop yields in Australia and across the world will also be discussed. The interconnection between food production and land and water degradation will be covered including the challenges in feeding the current and projected populations of Australia and the world, and responses to these challenges.

Geographical Inquiry and Skills

A framework for developing students' geographical

knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other geographic

Core subjects

Aims

The curriculum provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. Students also reflect upon and develop solutions to engage youth in physical activity.

Content

In each term, a health concept is explored in two to three lessons, with the remaining Health and Physical Education (HPE) lessons devoted to practical PE classes. Students participate in Sports Skills once per cycle, which links HPE concepts with their ACS sport of choice.

Health Content

Health concepts explored in the following units:

- Screen Time and Media
- Youth Health Issues
- First Aid Principles

Physical Education Content

Practical participation in the following units:

- Fun and Fitness
- Invasion Games (SEPEP)
- Net/Wall Games
- International Games

Sport skills

Students will participate in a non-assessed sport program, which has one sport skills session per cycle, and, an ACS game or training every Thursday.

Learning and teaching methods

In Health, a variety of teaching and learning methods will be employed, including small group discussions, practical work, research projects and educational games. In this subject, students will adopt a games-based teaching approach, which encourages a variety of minor and major games. This is the optimal teaching environment to develop skill. In addition, lessons will include:

Core subjects

Why study a language?

The broadest aim of language learning is to develop a love and appreciation for the importance of language and cultural studies. This is critical in a culturally diverse nation like Australia. It is also a great asset for a generation of young people who will almost certainly travel or work abroad throughout their lives. Language studies promote increased interest in, understanding of and respect for people from diverse backgrounds. Students' horizons are broadened through their introduction to a wider environment and an understanding of different language communities. When travelling they can interact with local people in a meaningful way. Their understanding of other communities is enhanced by their cultural and linguistic knowledge.

Practical considerations for studying a language

Students may also consider the following:

- The International Baccalaureate Diploma Programme requires students to study a foreign language
- In recognition of the challenges inherent in language learning, students who study a language at year 12 receive a bonus in their Australian Tertiary Admission Rank (ATAR)
- Employers respect the perseverance required to study a language
- An ability to speak a foreign language can be a great advantage in a range of employment situations and is a requirement for certain jobs
- Learning a language other than English enhances your knowledge of English grammar

Aims

The primary aim of language learning in year 9 is to provide students with opportunities to further develop their listening, speaking, reading and writing skills. We aim to provide all students with a challenging curriculum, which will give them a sense of achievement upon completion of year 9 as well as a solid foundation for continued language studies. This will keep their options open for VCE or IBDP studies.

Some of the specific aims in terms of language learning include developing:

- An understanding of different text types for different purposes and audiences
- A variety of writing styles for different purposes and audiences
- A thorough understanding of the grammatical underpinnings of the language
- Communication skills specific to each language
- Information and computer technology skills to assist in language acquisition and communication
- Study techniques for language tests and examinations
- Independent learning strategies, such as wider reading, dictionary use and editing skills

Content

Reading, writing, speaking and listening skills are developed by an examination of language in context. Some of the communicative situations in which students will develop their knowledge and application of grammar are listed below:

French Mainstream: Students study the topics of time, tourism, leisure activities, scho

mu

Core subjects

constructions include the present tense, immediate future, negatives and possession. Students learn how to ask various types of questions and make plans with friends and family, direct object pronouns, present perfect, comparative adjectives, the future tense, among others. There is also a study of francophone communities. Students participate in the Alliance Française Poetry Competition.

French Advanced: Talking about media, and movies, describing and recounting past events and actions, talking about their fictional holiday in a French-speaking country, talking about future plans and living a healthy lifestyle.

Chinese Mainstream: Students will continue to explore a variety of concepts related to Chinese Language, Culture and Society through a communicative approach. This will include a focus in semester one on Shopping in a variety of forums. Semester 2 will focus on a detailed tour of China, highlighting the cities of Beijing, Shanghai, Xian and Guangzhou. The five major language skills – reading, writing, speaking, listening and viewing – will be covered, as well as conceptual understandings of Chinese Culture.

Chinese Advanced: Students will continue to explore a variety of concepts related to Chinese Language, Culture and Society through a communicative approach. This will include a focus in semester one on Shopping in a variety of forums. Semester 2 will focus on a detailed tour of China, highlighting the cities of Beijing, Shanghai, Xian and Guangzhou. The five major language skills – reading, writing, speaking, listening and viewing – will be covered, as well as conceptual understandings of Chinese Culture.

Spanish Mainstream: The skills of listening, reading, writing and speaking are developed while exploring the following topics: health and wellbeing, food, Mother Nature, legends, the environment technology, and Spanish in the world. Grammatical concepts covered include gender and number agreement, word order,

the past tenses of commonly used verbs, commands, connectors, present progressive and the subjunctive, the future tense and the conditional tense.

Spanish Advanced: The skills of listening, reading, writing and speaking are developed while exploring the following topics: Friendships and family relationships, talking about past experiences, writing short stories, travel to Spanish speaking countries, healthy lifestyles, food and menus; environmental issues; leisure, feelings, and express ideas in the future tense.

Learning and teaching methods

- Students will view videos to learn about the culture of each language and to practise the language
- Songs and poetry will be used to provide enjoyment and to reinforce the language
- Students will learn to use the language in creative ways by preparing scenarios, surveys, descriptions, brochures or posters
- Students will work in groups to practise speaking and writing skills and to further cooperative learning
- Students will use computers to practise language skills through games and in the preparation of written work
- Students will perform role plays and individual presentations to foster confidence in speaking
- Students will be encouraged to further their language skills independently, finding opportunities to use the language such as watching TV programs, reading magazines, and conversing with speakers of the language

Prerequisites and assessment

To undertake studies in a particular language at year 9, students will require a background in that language at years 7 and 8. Students will be expected to complete all work requirements including assignments, the workbook and hom

s q Q eQ
s" nm pr s includeQ

Core subjects

Science and its applications are part of everyday life. Science education develops students' abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community, and helps them to make informed decisions about scientific issues, careers and further study.

The Science curriculum at St Leonard's College helps and encourages students to:

- Develop knowledge and skills central to biological, chemical, earth and physical sciences
- Apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world
- Develop and use the skills of scientific investigation, reasoning and analysis to generate or refine knowledge, find solutions and ask questions
- Develop scientific attitudes such as flexibility, curiosity, respect for evidence, and critical reflection
- Communicate scientific understanding in appropriate scientific language to a range of audiences

Content

The year 9 Science course has been designed according to the philosophy that it is the responsibility of every individual to have an awareness and understanding of the scientific developments

happening around them. The topics listed below are used as a means to introduce and develop the skills and interests needed to be successful in further scientific studies. Important basic concepts are introduced and used to challenge the critical and creative thinking skills of students.

Areas of study include:

- Scientific Data
- Body Systems -detecting and responding
- Chemistry
- Physics – waves, sound, light, heat and electricity
- Ecology
- Immunology

Learning and teaching methods

The variety of classroom teaching activities include: research and practical tasks

- Group and individual assignments
- Computer simulations and data-logging
- Guest speakers and excursions
- Comprehension, discussion, interpretation and analysis of data, articles and other information
- Self and class tests and examinations

Assessment

• ef

Core subjects

Elective subjects

Have you ever wanted to grow your own food, compost your waste or better understand the interconnectedness of the natural world? Then Year 9 Agriculture is for you! Our class will mostly take place outside in our "living laboratory" using our hands and senses to investigate the following topics:

Growing food

- We will explore the requirements of food plants, how to raise seedlings and propagate plants and how to maximise food production through companion planting.

Cycles

- This unit investigates the cyclical nature of food growing. We consider which foods grow best in which season and how we can harness heat to enhance availability of summer crops. Additionally, we look at recycling food waste to improve the nutrient content of the soil and hijack the water cycle to minimize water use for maximum productivity.

Biodiversity

- Did you know pollinators, such as bees, are responsible for one out of every three mouthfuls of food that we eat? When pollinator numbers drop, so does food production. We will look at how to enhance biodiversity in our gardens and surrounds in order to attract helpful fauna and how to use natural deterrents for common pests.

Assessment

Your assessment for this task will be a term long project of Designing a Garden. This assessment task requires students to select a site that they have regular access to (for example, a backyard, a nature strip or community garden) and design a garden for this space by applying skills and knowledge from class, such as soil composition, requirements of different plants and water conservation.

Let's Get Animated!

This program is based on creating animations – 2D Animation or Stop Motion by focusing on the production processes from pre-production concept development to post-production. It creates an opportunity for students to learn and apply animation principles in selected animation styles, text and photo manipulation, sound, special effects, understanding file formats and file management.

Snap To It!

The course is designed to provide students with photographic skills to learn on how to take creative control, get the most out of the DSLR camera. Understanding camera functions – aperture, shutter speed, focal length and white balance will expand student's creative control and open up new possibilities for their images. Students explore composition and lighting to understand how to greatly improve their ability to capture their best photographs. Students develop skills in contemporary photographic production processes, and they will have the opportunity to expand their knowledge of photographic techniques, develop skills and ideas to foster creativity with the camera. In addition, students will learn digital imaging software such as Adobe Photoshop and Lightroom to create effective ways to manipulate photographs to create visual effects. These specialist software programs are relevant to current industry practices and students

deveatf f Q Q it é osJ C

This course focuses on building awareness of how and why artists, craftspeople and designers realise their ideas through different representations, practices, processes, and viewpoints. Emphasis is on the development of personal ideas in the context of conceptual and creative problem-solving. Complementing their production of a folio of 2D & 3D works, students will learn to identify and explain how artists and audiences interpret artworks. This will involve research and analysis of the characteristics and qualities of various materials and technologies across a range of artistic styles, practices and cultural

viewpoints. How artists create their work in different eras! What materials and technologies are used? How do artists communicate their ideas? How do artists use different materials and technologies to create their work? How do artists use different materials and technologies to create their work? How do artists use different materials and technologies to create their work?

Elective

The world is changing at an unprecedented pace.
Automation, globalisation and more flexible working

Elective subjects

Course Outline

Food Science investigates food from Australia and around the world. It aims to promote healthy food choices through the development of food knowledge, understanding and skills in line with the principles of the Australian Guide to Healthy Eating.

Topics covered in this elective unit include:

-

Elective subjects

Do you have a nose for the news?

Are you an engaged citizen? Do you have a nose for the news? Do you feel the need to raise your voice? Are you interested in making people think? Are you interested in searching for the truth? Are you interested in writing about things that matter? If so, then this is the course for you.

In the post-truth era, where anyone can report on an event through the use of a smart phone, social media and the 26 letters of the alphabet, it has never been more important to understand the power of language to shape the views of the public, and the responsibility that comes with this power.

What will you learn?

Students will explore how the impact of globalisation and digital media is transforming journalism as we have known it.

Students will explore the role of ethics in reporting the news and in citizen journalism in particular.

Students will look at various ways to capture the news, using modern technologies and formats.

Through a blend of theory and practice, students will learn the art of modern news gathering and production, in particular, how to write high quality print and digital news and feature stories.

Students will explore the art of news reportage, interview, feature story writing and opinion pieces.

Students will have the opportunity to publish for the

Student Publication Magazine and will be encouraged to submit their work to local newspapers

Assessment

The journalism course will be assessed through:

- The production of a range of journalistic pieces including straight news reports, feature stories, letters to the editor, editorials, columns, blogs and interviews.
- A portfolio of a range of published pieces
- The meeting of individual deadlines

Elective subjects

The study of literature provides an opportunity for students to examine the ways in which a variety of texts represent experience, and to consider them in light of their own understanding and life experience.

Elective subjects

Aims

In this course students develop and extend their creative thinking, composition and problem-solving skills through a Project Based Learning model. They complete a range of workshops that focus on different approaches to composition and a range of music production techniques. Students explore how the elements of music and compositional devices are used to create unity and diversity within cohesive and effective music works. They apply this knowledge as they plan, implement and produce three polished and refined music products.

Content

In Music: Recording and Composing students will:

- Listen and analyse the elements of music and compositional devices of music from a diverse range of styles and genres.
- Complete workshops designed to develop compositional skills and music technology skills.
- Plan, implement and produce music products using their music skills and strengths.
- Use music technology to create, edit, refine and produce polished music products. Music Technology applications include: Sibelius, GarageBand and Logic Pro X.
- Document the creating process from the planning phase through to the post-creating reflection

Assessment

- Music Technology Workshop Responses
- 3 Negotiated Music Products
- Music Technology Examination

Elective subjects

This course integrates science, technology, engineering and mathematics to create practical solutions to real-world problems. Students will combine new technologies such as 3D printing, electronics and programming to build a working robot that addresses a current challenge in the world.

The course seeks to develop skills in research, design, engineering, technology and hands-on construction.

Students will address topics and challenges in the following areas:

- Plan and design:
 - What is it?
 - What must it be able to do?
 - Which design features will it incorporate?
- Modeling and refinement:
 - Making a prototype
 - Testing the prototype and compare the results to intended outputs then make changes
 - Refining ideas and constructing a fully-functional final product

Assessment

- Project record: background research, specifying requirements, design process, testing and evaluation
- Final model – how well the product works to solve the problem
- End of semester examination

Creative students with an interest in design, construction and programming will enjoy this course. Many new occupations and career paths require STEM skills. Accordingly, this course offers students excellent preparation for studying VCE Systems Engineering, and life beyond.

The classes extensively employ project-based learning which offers a different way of working compared to other subjects. It is highly rewarding to manage a project from start to finish as well as preparing students.

Aims

This elective is designed to promote health and exercise sciences and provide pathways for students to make good decisions in future courses, study and employment in this area. It aims for students to:

- Develop an understanding and knowledge of how science contributes to sports performance
- Be exposed to best practice sport science methods
- Understand and question why we use certain testing and training methods.
- Understand what factors are essential for success in high performance sport, including key concepts from elite athlete programs
- Develop enthusiasm towards sport science, sport medicine and other allied health areas
- Develop an inquiry-based mind and use problem-based approaches
- Develop the ability to analyse data and apply this to sport performance

Content

Sport Science will address the following broad topics:

- What is sport science and how does it contribute to sports performance?
- Future careers in allied health and sport
- How does STEM apply and link with sport science?
 - Science: structure and function of body systems, nutrition and energy systems, training methods and adaptations to exercise.
 - Technology: how has technology contributed to sport performance?

- Engineering: developing equipment for sport performance-enhancing or marketing?
- Mathematics: measuring and collecting data, analyzing *cf* – J

Elective subjects

The conceptual focus of this course explores 'Sustainable Textiles Practices'. It aims to develop the students' abilities to design and make products using textile materials and processes with consideration of the broader impact of their choices on society and the environment. Students will gain experience in operating sewing equipment to produce quality products or crafts, using both new and upcycled materials. Students will develop literacy skills through instructional writing and the preparation of individual investment proposals. This course follows on from year 8 Textiles but is accessible for new students.

Research and Analysis

Students will investigate textile fibres, their sources, properties and characteristics, in order to select and appropriately use materials in their design and production tasks.

Students will also i

Elective subjects

Learning Focus

Visual Communication Design in year 9 seeks to educate student's visual and creative abilities. The course develops students' critical eye for design and analysis, confidence in their

Commerce

George Katris, Head of Learning - Commerce

George.Katris@stleonards.vic.edu.au

CUE Program

Brooke Plymin, CUE Coordinator

Brooke.Plymin@stleonards.vic.edu.au

Digital Technologies

Vav oo ookDig ead Qgw

Vav B e.Plymin@stleonards.vic.edu.au

e.Plymin@stleonards.vic.edu.au

St Leon