Year 9 2024 Subject Guide

BRIGHTON GRAMMAR

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Year 9 2024 Subject Guide

This document details the 2024 subject options for Year 9 students. It is intended as a guide for families to help with submitting subject preferences. This guide should be used in conjunction with family discussion as well as discussions with teachers and other students as appropriate.

This guide includes several sections:

- Overview of subject offerings
- Subject preferences submission process
- Year 9 subjects

Overview of Subject Offerings

Students take a range of subjects to offer them a breadth of experiences to explore, discover and develop their interests. In Year 9, students are allocated four semesters worth of electives and languages based on their submitted preferences, the rest of their subjects are compulsory.

A summary of what a Year 9 student studies is shown below.

Category	Length	Compulsory
English	Full year	Compulsory subjects
Mathematics	Full year	
Science	Full year	
Health, Wellbeing and Physical Education	Full year	
Humanities (History and Geography)	One semester each	
Languages (other than English)	Full year	Non-compulsory subjects
Electives (two or four allocated depending on language preferences)	One semester each	

Subject Preference Submission Process

A link and instructions will be emailed to parents with information on how to submit subject preferences. These are completed online.

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Year 9 Subjects

Year 9 (2024) subject offerings are outlined in the table below:

Faculty	Subject	Compulsory	Full year
English	English	Select one *(criteria applies for EAL)*	✓
	English as an Additional Language (EAL)		✓
	Literature**		
Health, Physical Education, Wellbeing, Philosophy, Ethics and Belief	Health, Wellbeing and Physical Education	✓	
	Religious Education		
	Sports Exercise Science		
Science	Science	✓	✓
	Forensic Science		
Humanities	History	✓	
	Geography	✓	
	Entrepreneurship		
Mathematics and Digital Technologies	Mathematics*	✓	✓
	Digital Technologies		
Languages	Chinese Second Language**		✓
	Chinese (Advanced)**		✓
	French**		✓
	Japanese**		✓
	Latin**		✓
Creative and Performing Arts	Art**		
	Digital Photography and Media**		
	Drama**		
	Music Performance**		
	Music Rock Band**		
	Visual Communication Design**		
	Wood Technology**		

*Includes Enrichment Mathematics (by invitation only – allocation is initially completed using grades from 2023 and then evaluated throughout 2024)

**Need two semesters worth of electives from this set of subjects

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Year 9 Art

Overview

In Year 9 Art, students explore a broad range of art forms including drawing, digital photography, painting, printmaking and sculpture.

Students will investigate and respond to established themes and the work of historical and contemporary artists to help guide their own creativity and help them develop their own artistic style.

Students analyse artworks, artistic practices, and exhibitions from different cultures and historical backgrounds to determine how artworks are interpreted by audiences and how to reflect visually.

Through an exploration on contemporary artists practices to inform their artworks, students develop creative and meaningful responses to themes and artist practices.

SKILLS TO BE DEVELOPED

- Developing skills with a range of media
- Planning artworks
- Conducting investigations and research into selected concepts, themes and topics
- Visual strategies for the communication of ideas
- Use of art terminology and the application of analytical frameworks

Assessment

Assessment tasks may include:

- Visual diary
- Finished artworks
- Developmental works
- Self-directed exploration

Possible career applications

- Advertising
- Architect
- Artist
- Curator
- Graphic Designer
- Games Designer
- Illustrator
- User Experience (UX) Designer
- Spatial Designer (Interior/Exterior/Virtual)
- Performance Designer (Set/Special Effects)

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Year 9 Chinese (Advanced)

Overview

Students integrate elements of both their Chinese and Australian cultures into their understanding of the way people behave and use language. They explore the nature of their dual identities and bilingual capabilities. They look at identity as a concept and at the nature of diversity in the sense of what it means to be Chinese.

The units provide students with opportunities to be immersed in Chinese language, exploring and discussing topics related to their developing identity as Chinese-speaking Australians. They access information relating to popular culture and topical issues, learning to recognise diverse representations and perspectives, and exploring context and the values and beliefs of authors.

Students also engage with a variety of text types and modes, including visual and digital media, music, TV series, classical Chinese stories, documentaries, and bilingual versions of classic and contemporary literature and their film adaptations.

Students elaborate their message, nominalise, and add complexity to the expression of their ideas. They apply their understanding of appropriate register in a widening range of interactions, and experiment with increasing sophistication in writing, through the use of idiom and references to classical literature. They learn to appreciate the forms and historical value of classical Chinese literature, and to appreciate how language changes over time.

SKILLS TO BE DEVELOPED

- Investigate different interpretations of contemporary and historical events/people
- Develop and present a position on topical events/people by referring to a range of sources, and connect this position to the perspectives of others
- Participate in reading Chinese literature in original and in translation, and explain assumptions or implied meanings which inform how ideas have been translated from Chinese into English
- Reflect on how conventions of speech and particular Chinese cultural concepts can influence communication style.

Assessment

Assessment tasks may include:

- Unit tests (Common Assessment Tasks)
- Quizzes
- Oral presentations
- Written assessments
- Dictations
- End of year examination

Possible career applications

- International Business Manager
- Investment Analyst
- International Finance
- International Relations/Diplomacy
- Language Teacher
- Lawyer (international law)
- Linguist
- Translating and interpreting
- Travel Consultant

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Year 9 Chinese Second Language

Overview

Students continue to build up the systems of writing and speaking in Chinese. They analyse how messages are conveyed across languages and apply their skills in mediating between languages and cultures. Classroom discussions focus on exploring and extending learners' understanding of contexts and audiences to enhance their personal communication skills. Students access information and explore texts written in Chinese, developing strategies to interpret meanings where not all characters are known.

Students will explore topics related to planning and arranging events, inviting others to participate in collective action, exchanging information about daily activities and leisure life, and describing clothes in Chinese.

All of these topics are designed to enhance the development of students' listening, speaking, reading, writing and viewing skills. They also provide learning opportunities for students to reflect on how language and culture both shape and reflect each other.

SKILLS TO BE DEVELOPED

- Exchange factual information, feelings, ideas and opinions, establish and maintain friendships and participate in group action.
- Correspond and collaborate with peers, relating aspects of their daily experiences and arranging birthday and leisure activities.
- Translate simple texts from Chinese to English and vice versa.
- Identify words and phrases in Chinese that do not readily translate into English, using contextual cues, action and gesture to assist translation.

Assessment

Assessment tasks may include:

- Unit tests (Common Assessment Tasks)
- Quizzes
- Oral presentations
- Written assessments
- Education Perfect
- End of year examination

Possible career applications

- International Business Manager
- Investment Analyst
- International Finance
- International Relations/Diplomacy
- Language Teacher
- Lawyer (international law)
- Linguist
- Translating and Interpreting
- Travel Consultant

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Year 9 Digital Photography and Media

Overview

Students will study and experience Digital Photography and Media through a focus on practical components of digital photography, media analysis and video production.

Students will use digital cameras to take a variety of photographs and video for a range of specific exercises and communication products. They will use appropriate digital image creation, manipulation, editing and presentation software, i.e. Adobe Suite and Microsoft programs to edit, enhance, manipulate and present their digital works.

Students will learn the technical and theoretical basics of digital photography and video production. They will analyse and reflect on their digital media works and those of other creators and producers.

In Media they will analyse how social and cultural values and alternative points of view are portrayed in the media. They will evaluate how social, institutional and ethical issues influence the construction and distribution of media.

SKILLS TO BE DEVELOPED

- Digital SLR camera skills
- Photography
- Video production
- Editing
- Media analysis

Assessment

Assessment tasks may include:

- Folio
- Photographic essay
- Video production
- Magazine
- Posters
- Exhibition
- Written responses

Possible career applications

- Photographer
- Videographer
- Film Producer
- Media Commentator
- Digital Artist

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Year 9 Digital Technologies

Overview

In Year 9 Digital Technologies, students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs.

Students learn to safely and ethically exploit the capacity of information systems to create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

Students work in groups to apply a problem-solving methodology to tackle authentic real-world problems and develop solutions incorporating programming, software development, sensors and control systems.

Year 9 Digital Technologies serves as good preparation for VCE Applied Computing Units 1 & 2 and VCE Software Development Units 3 & 4.

SKILLS TO BE DEVELOPED

- Abstracting salient information
- Data collection, representation, and interpretation
- Developing specifications and algorithms
- Understanding digital systems
- Anticipating interactions and impacts
- Engineering
- Working collaboratively

Assessment

Assessment tasks may include:

- Project
- Quizzes
- Multimedia presentation
- Report
- End of year examination

Possible career applications

- Business Systems Designer
- Computer Programmer
- Cybersecurity Analyst
- Data Scientist
- Digital Marketing Officer
- Games Developer
- Health Information Manager
- IT Manager
- Multimedia Developer
- Software Engineer
- Network Engineer
- Robotics Engineer

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Year 9 Drama

Overview

Year 9 Drama is a fun and practical approach to creating performance that extends on the foundation skills developed in Years 7 and 8.

Exploring Shakespeare in performance, Year 9 Drama compliments the Year 9 English curriculum, giving students who study the subject a greater understanding of Elizabethan text and how it was performed. The practical approach to text also increases their capacity to demonstrate the skills required for oral presentations and the critical reflection work supports their skills in English analysis.

Students participate in practical activities and workshops that arm them with the skills and knowledge they need in order to express themselves and create their own drama performances using both expressive and performance skills. In addition to this, they learn about theoretical approaches to drama and how to critically analyse their own work.

The primary focus of Year 9 Drama is to build up students' self confidence and their ability to work in teams as these skills are vital throughout their schooling and as they enter the workforce.

Whilst drama links to some rather specific careers, it fosters general skills that are applicable to various careers and can lead to excelling in a workplace or interview process.

SKILLS TO BE DEVELOPED

- Self confidence
- Self expression
- Public speaking
- Interpersonal skills
- Creativity
- Working in teams
- Critical thinking

Assessment

Assessment tasks may include:

- Class work
- Performances
- Performance analyses
- Examination

Possible career applications

- Actor: stage and screen
- Advertising Agent
- Acting Agent
- Costume or set design
- Director
- Lighting or Sound Technician
- Media Presenter
- Public Relations Officer
- Screen Writer/Scriptwriter
- Theatre Reviewer
- Any career that involves working with people or in teams.

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Year 9 English

Overview

Students continue to build their understanding of the subject of English through the exploration of a range of topics using receptive (listening, reading and viewing) and productive modes (speaking, writing and creating).

In Term 1, students explore a range of short stories and learn to identify the central themes and ideas of a text and analyse in detail their development over the course of the text, including how they emerge and are shaped and refined by specific details.

Term 2 is the analysing and presenting argument unit, where students identify and analyse persuasion, perspective and opinion in media texts such as advertisements. They apply persuasive language strategies with a particular audience in mind when writing and presenting their own persuasive texts.

In Term 3 and 4, students undertake text studies of *Of Mice and Men* and *Romeo and Juliet* and write analytically and creatively in response to the texts

SKILLS TO BE DEVELOPED

- Analytical writing
- Working collaboratively
- Using evidence
- Responding creatively
- Identifying textual themes
- Using a range of academic vocabulary

Assessment

Assessment tasks may include:

- Essay responses
- Creative writing
- Quizzes
- Oral presentations
- Collaborative group projects
- End of year examination

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Year 9 English as an Additional Language (EAL)

Overview

The English as an Additional Language (EAL) curriculum supports students to expand their knowledge, understanding and skills in relation to their spoken English. Students are provided with a number of listening and speaking opportunities and develop their control of stress, rhythm and intonation. Students begin to move beyond the literal understanding of language and begin to understand how abstract information is articulated in English.

Students explore a wide range of familiar and unfamiliar print and digital texts, including visual and interactive texts. They are encouraged to identify different reading purposes and ways that the structures and features contribute to texts.

At this level, EAL provides students with opportunities to write with a degree of autonomy, for a broad range of purposes and contexts. Students are encouraged to write independently and experiment with the presentation of their ideas. They learn to plan, draft and edit their writing independently, as well as use increasingly advanced software functions.

SKILLS TO BE DEVELOPED

- Close-reading and analysis of text
- Planning, drafting and editing of work
- Constructing a range of sentence types
- Understanding metalanguage
- Understanding how the purpose and audience of a text can influence content and form
- Comprehending a listening text
- Working collaboratively

Assessment

Assessment tasks may include:

- Passage analysis
- Creative response
- Analytical response
- Ad campaign
- Short film
- Listening tests

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Year 9 Entrepreneurship

Overview

Upon completion of this course, students will understand the context, concepts, theories and process of entrepreneurship. They will also develop entrepreneurial opportunities and recognise the entrepreneurial potential within themselves. This will be done through the below process:

- Immersion – finding problems to solve and learning to empathise with others. This will include the power of observation and the challenges faced by individuals
- Synthesis – analysis in order to frame and validate their problem. They will practise techniques for creating and developing new ideas
- Ideation – using the Lean Business Canvas, students will refine the problem and test its viability. This is for early assessment of the viability of new venture concepts at the seed stage
- Incubation – testing a range of prototypes and learning through a variety of tasks including elevator pitches, design challenges and market research to evaluate any relevant data
- Feedback – reflecting regularly throughout the course to support ongoing critical thinking and learning
- Commercialisation – pitching the final design to seek further feedback and to test for potential support of their idea going forward

SKILLS TO BE DEVELOPED

- Entrepreneurship
- Problem finding and solving
- Design thinking
- Business modelling
- Pitching
- Market research

Assessment

Assessment tasks may include:

- Problem solving
- Pitching
- Business modelling

Possible career applications

- Researcher
- Creator
- Inventor
- Designer
- Marketer
- Public Speaker
- Business Developer
- Entrepreneur

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Year 9 Forensic Science

Overview

Forensic Science is a semester based elective that aims to show students how Science is applied in the real world, with an emphasis on the criminal system. Scientific skills and concepts will be explored through the avenue of forensics with a focus on building the practical skills and problem solving abilities of the boys leading into their VCE years of study.

This subject focuses on the Australian Curriculum strands of Science Inquiry Skills and Science as a Human Endeavour. Students will use the skills of these strands to apply their knowledge and decide whether to accept claims based on forensic evidence and use modelling and simulations to investigate criminal situations and events.

Students will investigate different topics such as: DNA, hair and fibres, bullet trajectory, drugs and poisons and crime scene investigations techniques. They will draw on their understanding of the scientific concepts and apply this to actual cases and real life evidence.

SKILLS TO BE DEVELOPED

- Design, complete and write up an experiment
- Conduct and complete a series of experiments determining evidence
- Evaluate experiment results and justify the accuracy of results
- Develop skills in communicating research findings
- Apply deductive skills in experimental research based around forensic evidence

Assessment

Assessment tasks may include:

- Practical reports
- Case study analysis
- Extended investigations
- Quizzes
- End of topic test

Possible career applications

- Biomedical Scientist
- Criminologist
- Detective
- Food Technologist
- Forensic Scientist
- Geneticist
- Laboratory/Medical Scientist
- Microbiologist
- Pathologist
- Toxicologist

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Year 9 French

Overview

In Year 9 French, students become more confident communicators through the exploration of different tenses to understand and describe past and future events. They develop their ability to sequence and justify their ideas and opinions, and learn to apply more complex grammatical structures to their written and spoken work.

Topics covered in the Year 9 French course include: making plans for outings and outdoor activities; describing past holidays and outings; choosing, ordering and paying for food and discussing transport options.

Learning activities blending cultural and grammatical knowledge may include the study of poems, songs and films. Students have the opportunity to express themselves both orally and through writing tasks, giving detail about their personal world whilst considering cultural similarities and differences.

SKILLS TO BE DEVELOPED

- Communicating in French, encompassing reading, writing, listening and speaking skills
- Understanding the relationship between language, culture and learning
- Developing intercultural capabilities
- Understanding themselves as communicators

Assessment

Assessment tasks may include:

- Unit tests (Common Assessment Tasks) assessing listening, speaking, reading and writing skills
- Quizzes
- Pair work and individual tasks
- Creating videos
- Homework exercises

Possible career applications

- Customs and Border Protection Officer
- Foreign Correspondent
- International Finance
- International Relations/Policy Development
- Importer/Exporter
- Interpreter
- Language Teacher
- Lawyer (international law)
- Linguist
- Travel Consultant

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Year 9 Geography

Overview

There are two units of study in the Year 9 curriculum for Geography: 'Biomes and Food Security' and 'Geographies of Interconnections'.

'Biomes and food security' examines the distribution of global biomes, with a particular focus on the characteristics, distribution and threats of/to the Tropical Rainforest biome globally. Students complete a case study inquiry, which examines a terrestrial biome of their choice.

This is followed by a short unit on 'Food Security' where the major risk factors to global food security are examined, and potential solutions to food insecurity are evaluated and discussed.

'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

Apple and Nike are used as case-studies of multinational companies and the global trade of coffee and chocolate as commodities are looked at in detail.

The unit focuses on the concept of 'globalisation' and explores how trade, tourism and economics can affect different people and places.

SKILLS TO BE DEVELOPED

- An understanding of the complexity of natural and human induced geographic phenomena across the Earth's surface
- Development and examination of geographically significant questions
- Application of geographical concepts
- Analysis of geographic information and spatial data in order to develop informed opinions about geographic processes and change
- Appreciation and sense of wonder about our natural environment

Assessment

Assessment tasks may include:

- End of topic tests
- Fieldwork reports
- Group presentations
- Research reports
- Case studies
- Extended response questions

Possible career applications

- Agricultural Scientist
- Architect/Landscape Architect
- Engineer
- Environmental Scientist
- Geologist
- Geographic Information Systems Officer
- Forester
- Land and Property Economist
- Surveyor
- Urban and Regional Planner

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Year 9 Health, Wellbeing and Physical Education

Overview

In Year 9 Health, Wellbeing and Physical Education, students continue to engage in a range of activities that develop their physical, mental, social, emotional and spiritual health and wellbeing.

In Health and Wellbeing classes, students focus on developing positive relationships through a sense of belonging together with investigating models for leadership. Students research and make recommendations regarding diet and nutrition for elite athletes and can apply these to their own requirements for energy and activity. Students continue to develop their knowledge base concerning drug and alcohol use in the community, as well as how to make smart choices that promote their own health and that of their peers.

Physical Education classes focus on a variety of fundamental motor skills in modified games. Students continue to develop teamwork and leadership skills, whilst simultaneously demonstrating the tactical awareness required for team success. Personal training and conditioning continues to be a focus for students as they develop their understanding of training methods and principles. Students engage in elective units that are aimed at challenging individual skills, leadership and knowledge.

SKILLS TO BE DEVELOPED

- Teamwork and collaboration
- Physical skills
- Tactical skills
- Social and emotional skills
- Evaluation skills
- Cognitive skills

Assessment

Assessment tasks may include:

- Fitness tests
- Physical tasks
- Workbook tasks
- Research tasks
- Case studies

Possible career applications

- Exercise Scientist/Exercise Physiologist
- Facilities Manager
- Nutritionist
- Outdoor Education Specialist
- Occupational Therapist
- Paramedic
- Physiotherapist
- Sports Manager
- Sports Medicine
- Sportsperson

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Year 9 History

Overview

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750. The course is structured around three in-depth studies of:

The Industrial Revolution (1750 – 1914):

- Technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain
- Population movements and changing settlement patterns during this period
- Experiences of men, women and children
- Short and long-term impacts of the Industrial Revolution

Making a Nation (Australia, 1788 - present):

- Colonisation
- Impacts of colonisation on indigenous people
- Stolen Generation and National Apology

World War 1 (1914-1918):

- Causes of World War I and why men enlisted
- Propaganda and enlistment posters
- Significance of other World War I battles where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign
- Experiences of Brighton Grammar School Old Boys (research task)

SKILLS TO BE DEVELOPED

- Interpreting visual primary sources
- Identifying and explaining concepts in primary sources (visual and text)
- Formulating and supporting arguments from evidence
- Evaluation of sources as evidence (reliability and representativeness)

Assessment

Assessment tasks may include:

- Quizzes
- Source analysis tasks
- Research
- Essay
- Examination

Possible career applications

- Archeologist
- Criminologist
- Historian
- International Relations
- Journalist
- Librarian
- Lawyer
- Political Scientist
- Publisher
- Research Analyst

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Year 9 Japanese

Overview

In Year 9 Japanese, students increase their control of language structures and systems, building confidence and interest in communicating in a wider range of contexts. Students use Japanese in classroom interactions and activities, to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts.

Students build on their mastery of hiragana and katakana and understand sound variation in the pronunciation of borrowed words. They use a greater number of kanji and increasingly apply their understanding of known kanji to predict the meaning of unfamiliar words.

Communicative tasks introduced at this level include: talking about school activities, talking about the weather and seasons, describing spatial locations of objects, describing people's appearances and personalities, asking other people about special occasions, expressing opinions and making arrangements with friends.

SKILLS TO BE DEVELOPED

- Communicating in Japanese, encompassing reading, writing, listening and speaking skills
- Understanding the relationship between language, culture and learning
- Developing intercultural capabilities
- Understanding themselves as communicators

Assessment

Assessment tasks may include:

- Unit tests (Common Assessment Tasks)
- Quizzes
- Listening and reading comprehension tests
- Oral and written communicative tasks
- End of year examination

Possible career applications

- Customs and Border Protection Officer
- Foreign Correspondent
- International Finance
- International Relations/Policy Development
- Importer/Exporter
- Interpreter
- Language Teacher
- Lawyer (international law)
- Linguist
- Travel Consultant

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Year 9 Latin

Overview

Latin is one ancient language which continues to influence our Western culture. Latin's legacy, both linguistically and syntactically, is evident in a variety of other subjects such as modern Romance languages, politics, law, history and architecture, to all branches of science, music and art.

This course is the first part of the intermediate study of Latin. Students are expected to have mastered the elementary aspects of Latin grammar encountered thus far and will now begin the study of increasingly more complex vocabulary and grammatical structures. The key skills will focus on gaining greater fluency in reading adapted Latin passages, the translation of simple unseen passages and in the accuracy of English to Latin composition.

Students must develop disciplined work habits, reading skills, grammar and vocabulary knowledge critical for continued study at more senior level. A solid knowledge of the architecture of a complex Latin sentence, and skills for dealing with variable Latin word order are essential this year. Students will also learn Roman social and political customs and those personal values the Romans admired most in great individuals.

SKILLS TO BE DEVELOPED

- Memorisation
- Linguistic analysis
- Pattern recognition
- Deductive analysis
- Comprehension skills
- Communication skills (written and oral)
- Language acquisition

Assessment

Assessment tasks may include:

- Vocabulary tests
- Short-answer tests
- Comprehension skills
- Translation tests
- Reading tests
- End of year examination

Possible career applications

- Professions requiring analysis and evaluation skill sets, whether written or oral.
- Research Analyst
- Consulting
- Diplomat
- Politics
- Law
- Medical Practitioner
- Editor
- Media and Communication
- Policy Development
- Linguist
- Technical Writer
- Speech Pathologist

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Year 9 Literature

Overview

This course is an introduction to Literature as a distinct subject within the English Faculty.

In Literature, students study a variety of contemporary novels, plays, poems, short stories and non-fiction texts.

The class will study film or television adaptations of a text, exploring how the form and meaning of a written text changes when it is adapted into a visual medium.

Students will study the ways in which authors use writing techniques in order to produce texts.

Students will also develop their creative writing skills, analysing the particular writing style of an author and then using that knowledge to write their own creative pieces.

SKILLS TO BE DEVELOPED

- Analysis of authorial techniques
- Analysis of visual representations in film
- Creative Writing

Assessment

Assessment tasks may include:

- Passage analysis
- Adaptation analysis
- Creative writing
- End of semester examination

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Year 9 Mathematics (incl. Enrichment)

Overview

Students continue to build their understanding of Mathematics through the study of various topics. Each topic includes the introduction and reinforcement of numeracy skills and concepts in one of three content strands from the Victorian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within each topic, students will explore questions covering the four proficiency strands: Understanding, Fluency, Problem Solving and Reasoning.

Students gain exposure to the three content strands through a variety of teaching and learning techniques including explicit instruction, regular retrieval practice, metacognitive practices, and ongoing formative assessment.

The Enrichment class includes a focus on deeper understanding of Mathematics and provides opportunities for students to explore more complex and abstract problems and their varying mathematical solutions.

SKILLS TO BE DEVELOPED

- Pythagoras' Theorem and Trigonometry
- Linear Equations
- Linear Relations
- Geometry
- Indices
- Probability and Statistics
- Quadratic Relations
- Measurement

Assessment

Assessment tasks may include:

- Assigned coursework
- Quizzes
- Topic tests
- End of semester test
- End of year examination

Possible career applications

- Actuary
- Astronomer
- Computer Programmer
- Engineer
- Investment Analyst
- Medical Practitioner
- Meteorologist
- Pilot
- Risk Manager
- Surveyor

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Year 9 Music Performance

Overview

The Year 9 Music Performance is a wonderful opportunity to continue a passion for instrumental music. This semester course is designed for students who learn a musical instrument or study voice and are interested in developing their instrumental, ensemble and performance skills.

Over the course of the semester, a 10 minute solo performance is prepared with the support and guidance from instrumental and classroom teachers, along with a piano accompanist.

To support their preparation, students will study different practice strategies. Through this unit, students identify performance challenges and develop practice strategies to support them in their preparation for the end of semester recital.

Continual study of musicianship skills (theory and aural) along with the analysis of musical excerpt will strengthen your son's musical knowledge and skills.

Ensemble skills are vital in developing a well-rounded musician, therefore the students will form small ensembles and learn skills in planning for rehearsals and ensemble communication across a variety of musical genres.

SKILLS TO BE DEVELOPED

- Notating music theory
- Recognition of aural concepts
- Analysing a musical excerpt using the elements of music
- Performance conventions
- Practice strategies
- Choosing technical work to support their instrumental development

Assessment

Assessment tasks may include:

- Term 1 theory and aural test
- Music analysis assignment
- Portfolio of practice strategies
- Term 1 performance
- End of semester performance evening
- End of semester theory and aural exam
- Ensemble participation

Possible career applications

- Audiovisual Technician
- Conductor
- Composer
- Director
- Media and Communication
- Multimedia Developer
- Music Critic
- Music Therapist
- Performer
- Sound Engineer

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Year 9 Music Rock Band

Overview

In Year 9 Music Rock Band, students will explore elements of group performance by participating in a student directed Rock Band.

Boys will refine their skills on an instrument they are currently studying. Instrument options are guitar, bass guitar, keyboard and drumkit.

They will learn how to set up the equipment for a rock band, and about how sound production works. Students will explore the history of rock music and will analyse a rock song of their choice.

At the end of the semester, they will have the opportunity to record a song with their band at a professional recording studio, as well as perform to their family and friends.

SKILLS TO BE DEVELOPED

- Ability to set contemporary equipment
- Introduction into recording
- Basic performance skills in a contemporary setting
- Basic music theory

Assessment

Assessment tasks may include:

- Group performance
- An assignment on the Rock genre
- Musicianship test
- Facilitating band rehearsals

Possible career applications

- Audiovisual Technician
- Conductor
- Electronic Music Composer
- Director
- Media and Communication
- Multimedia Developer
- Music Critic
- Music Therapist
- Performer
- Sound Engineer

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Year 9 Science

Overview

Students continue to build their understanding of Science through exploration of several topics. In all of these topics, the development of students' practical work and inquiry skills are a focus.

The Waves Unit explores how sound and light transmit their energy via waves. These waves have particular properties associated with them and are investigated through hands on activities and experiments.

In the Ions and Acids Unit, students build on their chemistry experience in Year 8. The students extend their understanding by determining ionic compound formula. Students make their own pH indicator and compare how successful they are to manufactured ones when experimenting on everyday solutions.

The Human Body System Unit looks at how the human body is able to maintain homeostasis by exploring four different systems. The nervous and endocrine systems are paired together, along with the circulatory and respiratory systems. Dissecting a heart is a highlight along with looking at a sheep pluck indicating the relative position of the trachea, heart and lungs.

The Universe Unit explores how it is structured into galaxies, stars and systems. The lifecycles of high and low mass stars are compared and how the origins of the universe can be explained with evidence from the Big Bang theory.

SKILLS TO BE DEVELOPED

- Scientific writing
- Working collaboratively
- Drawing evidence based conclusions
- Developing research questions
- Analysing data
- Connecting scientific theory with observations
- Understanding models and using them as tools to make predictions

Assessment

Assessment tasks may include:

- Quizzes
- Projects
- Practical reports
- Topic tests
- End of year examination

Possible career applications

- Dentist
- Health Information Manager
- Health Promotion/Policy
- Medical Practitioner
- Medical Scientist
- Nurse
- Nutritionist
- Pharmacist/Pharmaceutical Science
- Radiographer/Medical Imaging

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Year 9 2024 Subject Guide

Year 9 Religious Education

Overview

Religious Education, to be meaningful for students in the third millennium, seeks to bring the Christian worldview into dialogue with not just the concerns of our times, but also with the wider domestic and global issues which all students experience and witness.

The world is indeed a religious place. Wherever one looks, people from all nations and cultures are worshipping, praying, believing, following; even dying for their faith. But are all faiths the same? Do they all call on the same God using different names? Are their beliefs and practices simply cultural expressions of the same spiritual longings?

The study of world religions will present each of the world's five major religions – Hinduism, Buddhism, Christianity, Islam and Judaism – in their best light, carefully outlining their history, belief systems and spiritual practices, so that students can explore their similarities and differences, especially in light of Jesus' claim of being "the way, the truth and the life".

Reference will also be made to Sikhism (one of the fastest-growing faiths in Australia), Indigenous spirituality, Atheism and alternate beliefs.

The lessons will help students to discover, explore and understand not just the backgrounds of other students at Brighton Grammar, but also the wider religious landscape that is modern-day Australia.

SKILLS TO BE DEVELOPED

- Critical thinking
- Analysing demographic data
- Making social connections
- Understanding the importance of ritual
- Comparative inquiries

Assessment

Assessment tasks may include:

- Book review
- Written reflection
- Excursion report
- Quizzes
- Verbal presentation

Possible career applications

- Humanities teacher
- Journalist
- Diplomat
- Refugee advocate
- School chaplain

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Year 9 2024 Subject Guide

Year 9 Sport and Exercise Science

Overview

Year 9 Sport and Exercise Science involves students undertaking a detailed analysis of the sport of their choice. They will be required to analyse the physical requirements of their chosen sport and to create specific training plans and nutrition guides to maximise athlete performance.

Students will be using devices such as GPS, heart rate monitors and video analysis to explore the physical requirements of their sport and compare with other various sports.

Students will learn injury prevention (prehab), anatomy and exercise physiology.

The curriculum will be taught on the sports field and via kinaesthetic learning – learning by participation. Students may also have the opportunity to hear from guest speakers from professional sport and learn from elite athletes.

All students are provided with opportunities to elect courses that develop skills and knowledge to assist them in key pathways. These include:

- VCE Health and Human Development
- VCE Physical Education
- Leadership
- Healthy and active lifestyles

SKILLS TO BE DEVELOPED

- Critical thinking
- Analysis
- Problem solving
- Communication
- Leadership
- Creative thinking
- Decision making
- Evaluation

Assessment

Assessment tasks may include:

- Fitness tests
- Physical tasks
- Workbook tasks
- Research tasks
- Case studies

Possible career applications

- Exercise Scientist
- Exercise Physiologist
- Health and Fitness Consultant
- Medical Practitioner
- Occupational Therapist
- Paramedic
- Physiotherapy
- Nutritionist/Dietician
- Sports Coach
- Sport Development Officer

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Year 9 2024 Subject Guide

Year 9 Visual Communication Design

Overview

After building a foundation of design skills in Year 8 Creative Design and Technology, students in our Year 9 Visual Communication Design class are introduced to related techniques through the exploration of several creative topics. Within each topic, the development of the student's creative thinking is refined through design-based tasks.

In the Architectural Unit, students select an area of their house (interior/exterior) and look to re-design the layout. Key skills such as building/construction, health and safety, working with client demands and material selection are undertaken. The final will be completed in 2D and 3D ICT architectural software.

The Car Design task looks at students examining and investigating industrial design. Aerodynamics and structural design will be of a major focus, especially as students will design their own car design. We look at how wind tunnels and other forms of research impact the chassis of car design. After developing their design, students look at presenting their presentation on a professional backdrop and list key features that will link to their desired target audience group.

In the Hat Design Unit, copyright and intellectual property are areas of major focus as we review fashion design concepts. Students create their own sports team design with the necessary legal obligations in mind. The final presentation is a sports hat with the team design printed on it.

Students have a variety of presentation options available to them for each task with a selection of communication, industrial and environmental design formats available.

SKILLS TO BE DEVELOPED

- Branding and logo development
- Working collaboratively
- Folio presentation skills
- Video editing, scripting, editing and filming techniques
- Adobe Suite software skills
- Understanding industry practice
- Developing 2D and 3D designs with a selected audience group

Assessment

Assessment tasks may include:

- Tasks (folio)
- Online topic tests
- Class pitch presentation
- Please note there is no semester examination assessment

Possible career applications

- Architect
- Animator
- Fashion and Textile Designer
- Graphic Designer
- Industrial Designer
- Multimedia Developer
- Performance Designer (set and costume)
- Spatial Designer (interior/exterior/virtual)
- Special Effects
- User Experience (UX) Designer

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Year 9 2024 Subject Guide

Year 9 Wood Technology

Overview

Year 9 Wood Technology classes are restricted in numbers for safety reasons and due to demand can only be taken for one semester. There are no prerequisites.

Boys at this level are introduced to a limited range of power tools with a strong emphasis on safety awareness. The models they make require skill and precision, which ultimately gives satisfaction and enjoyment through the successful creation of their own work.

Students use hand tools to create a range of wood joints. They will continue to use and build on these skills in later years and will use power tools, such as routers, to perform these tasks more efficiently.

There is a strong emphasis on achieving a professional finish to their products. Boys explore a range of finishes and application techniques. Students are encouraged to have input into their designs to give ownership to their productions.

LEARNING FOCUS

- Classification of materials
- Methods of testing
- Design elements
- Selection of tools, machines and processes for a specific purpose

SKILLS TO BE DEVELOPED

- Select and justify materials suitable for making products
- Safely use and maintain tools and machines
- Implement design elements
- Application of finishing processes

Assessment

Assessment tasks may include:

- The completion of practical tasks
- Practical examination at the end of semester

Possible career applications

- Civil Engineer
- Construction Manager
- Industrial Designer
- Performance Designer (set and costume)
- Product Design Engineering
- Property Development and Valuation
- Fashion Designer and Textile Designer
- Spatial Designer (interior/exterior/virtual)
- Trades
- Visual Merchandiser