



**Bialik College**

Bialik College (Nominees) Pty Ltd

A.B.N. 27 004 987 062

# Year 9 2009 Curriculum Outlines

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# Year 9 2009



Core (Compulsory) Subjects	Number of Periods per Week
Community Service & Personal Development (CSPD)	2
English	5
Hebrew	4
History	3
Jewish Studies	5
Mathematics	5
Science	4
Sport	3

Elective Subjects (Choose THREE) *	Number of Periods per Week
Art Information & Communications Technology (ICT) Drama Film & History French Health & Fitness Multi-Media Music (includes Music Technology) Spanish	3 per elective subject

\* Students may change their elective at the end of Semester One if timetable and prerequisites (see subject Course Outlines in this booklet) permit.

# Art Course Outline 2009 Year 9

## **RATIONALE**

Students undertake a broad investigation of Art techniques and processes in order to develop skills, knowledge and the ability to explore creative ideas from a range of starting points. Students are encouraged to become independent in their approach to generating, developing and refining ideas. Students continue to respond to artworks from different historical and cultural contexts and justify personal evaluations through critical analysis.

## **CURRICULUM FOCUS**

Students are encouraged to develop a personal and creative approach to the exploration of two dimensional and three dimensional media. A folio is used to document and reflect on their artistic journey. Students analyse a range of artists and artworks that are examined within the context of Art History. Art is analysed in terms of historical, cultural and formal interpretive frameworks.

### **SEMESTER ONE: TWO-DIMENSIONAL PROJECTS**

#### **One and Two Point Perspective:**

One point and two point perspective is studied and students create artworks in a range of drawing media that show their understanding of space and depth.

#### **Aerial Perspective:**

Students further explore pictorial space by exploring painting techniques and colour theory in order to create the illusion of depth in a painting.

#### **Art Analysis:**

Students undertake a formal study of a range of artworks that relate to their artistic practice with a focus on artists who use perspective and various approaches to pictorial space.

### **SEMESTER TWO: SCULPTURE**

#### **Depicting Objects, Figures and Faces**

Students create a folio of observational drawing that investigates the depiction of objects, figures and faces. Students are encouraged to develop individual and creative approaches to the depiction of imagery.

#### **Art Movement Sculpture**

Students create a sculpture based on an Art movement of their choice including Pop Art and Surrealism. A variety of media is used in order to develop technical skill in construction.

#### **Art Analysis:**

Students undertake a formal study of a range of artworks that relate to their artistic practice with a focus on Art movements including Dada, Pop Art and Surrealism. Students are taught how to analyse artworks they have not studied before by applying their knowledge of the elements and principles of Art.

## **ASSESSMENT**

Students produce a folio of work that is assessed according to criteria. Finished artworks are submitted with developmental work. Students Art Analysis skills are assessed with a range of tasks including an examination.

# Community Service and Personal Development Course Outline 2009 Year 9

As part of Bialik College's commitment to address all aspects of its students' development – academic, emotional, spiritual and physical – our Year 9 students will participate in an innovative, practical and challenging "Outreach" program designed to enhance their understanding of social action and broaden their sense of community awareness.

Working closely with professional youth facilitators from *The Reach Foundation* during Term One, the students will participate in weekly sessions, the focus of which will be:

- Personal growth (including issues of identity and change)
- Development of meaningful and collaborative relationships
- Broadening students' sense of community
- The role of the individual within the community
- Enhancement of each student's understanding of social action and volunteering
- Improvement in inter-personal skills

During Terms Two and Three, students will be involved in outreach placements at various institutions, working in community service, in volunteer roles. Term Four will be devoted to a series of school-based activities related to the course, including a mentor-based program, study and organizational skills, basic self-defence and first-aid training, risk-taking and stress management.

A significant element of the Community Service and Personal Development Course will be the integration of the Duke of Edinburgh's Award Program – a program currently undertaken by thousands of secondary school students in Victoria and run in over 120 countries internationally. The Award is voluntary, flexible, non-competitive, balanced and challenging and is structured around the principles of leadership, personal excellence, self-esteem, self-reliance, motivation and respect for others and encompasses involvement in physical recreation, skills and community service, *inter alia*. By fulfilling four sections of the Award, students will – by the end of the year – receive a Bronze Medal.

# Drama

## Course Outline 2009

### Year 9

#### **RATIONALE**

Year 9 Drama students will learn to present work in a range of performance styles. Students will also develop an awareness and understanding of numerous theatrical conventions and learn how these contribute to dramatic expression. Students discover how selecting, combining and manipulating dramatic elements, effects the mood and expression of the performance. The course aims to develop student confidence in presenting, analysing and interpreting dramatic work.

#### **CURRICULUM FOCUS**

Students develop skills in presenting performance based on a variety of different stimuli.

##### **Semester 1: Physical Comedy and Text Analysis**

Physical comedy is extensively explored with students gaining insight into the various techniques for creating physical comedy such as mime, slapstick, parody, satire, etc. Past and present contexts of physical comedy are also explored. Theatrical conventions are introduced to further develop the students work. Students also present scene work presentations based on a specific text. They learn how to develop characterisation by manipulating voice, gesture, body language etc.

##### **Semester 2: Text Interpretation and Stagecraft**

Students explore text analysis and discover the art of presenting sub-text. Students will use the text as a stimulus for developing and writing their own scene work presentations. Students will also gain appreciation and understanding of how stagecraft elements support performance and will learn how to articulate their responses to performance.

#### **ASSESSMENT**

Students are expected to keep a journal of their work in drama. They are also expected to complete a number of drama contracts throughout the year. These contracts aim to facilitate independent learning in the dramatic arts and allow students the freedom to choose their own areas of learning in this subject. Assessment will be based on a range of tasks which will include performance work, performance analysis writing and short assignments.

# English

## Course Outline 2009

### Year 9

#### **RATIONALE**

Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes. This study aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations. To emphasise the importance of treating language development as an integrated process, the study promotes classroom activities which integrate the skills of reading, writing, speaking, listening and thinking. It supports a focus on learning situations in which students take increasing responsibility for their language development.

#### **CURRICULUM FOCUS**

The focus of this study is a closer examination of the critical and cultural dimensions of language. The emphasis is on developing students' understanding of the constructed nature of all texts and helping them to find ways to understand and interpret a range of texts. Students are guided to explore and interpret different perspectives on increasingly complex issues and to construct spoken and written responses relating these perspectives to a personal understanding of the contemporary world. Text response studies include discussions of the individual and the group, Utopia/Dystopia, War and survival, Shakespearian theatre and conventions of tragedy, and the relationship between science and ethics.

#### **ASSESSMENT**

Assessment in this subject is ongoing. Types of assessment used include assignments, tests, text responses, oral presentations, and the creation and development of written pieces for a variety of audiences and with a variety of purposes/modes. Students will complete an end of year examination.

# Film & History

## Course Outline 2009

### Year 9

#### **RATIONALE**

Students today are likely to encounter History in films both before and after their formal history education. There is thus a need for them to understand how films can support a more sophisticated learning of History. By enhancing the development of such an historical understanding, this subject will equip students with ways of knowing and thinking about the past, and how it is represented in film – the most likely source of popular historical literacy students will encounter in the future.

#### **AIM**

The aim of this subject is to provide students with the skills and knowledge to analyse, interpret, and evaluate historically based films, and to do so in a productive way that transcends the simplistic, passive, “watching of movies” that characterises so much of youth culture in the early twentieth century.

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

- Demonstrate an appreciation for historical film as a distinct genre within film studies;
- Identify and account for different approaches to the portrayal of historical themes in film;
- Critically evaluate the films being studied for such issues as content, historical construction, character empathy, moral dilemmas (and resolution), and reconstruction of historical societies across a variety of time periods and countries;
- Offer means to explain how biographies of historical figures are represented differently by film-makers, and what this means when trying to look into individual motivations and behaviours;
- Assess the impact of historical film on social awareness of historical themes;
- Develop an understanding of the historical issues being portrayed in the films being studied.

#### **CURRICULUM FOCUS**

This subject will be conducted throughout the academic year, across a time-frame of three lessons per week of class time.

Each film will be analysed according to the following issues:

- Content coverage;
- Period representation and historical construction;
- Social construction;
- Empathy and moral response.

The subject will examine four distinct genres within the field of historical film, corresponding to the four school terms. These are: **Biography** (Term 1); **Crime** (Term 2); **War** (Term 3); and **Narrative** (Term 4).

#### **ASSESSMENT**

Assessment will be by way of classroom exercises and texts. An examination will be held at the end of the year.

# French

## Course Outline 2009

### Year 9

#### **RATIONALE**

French is taught for the following reasons:

- It is spoken in 44 countries, which together make up a quarter of the world's nations.
- It is an official international language and a language of diplomacy in organisations and events such as the United Nations, International Red Cross and the Olympic Games.
- It is a commercially important language in a united Europe.
- It enables easier access to scientific, academic and classical literary publications.
- It opens the doors to first-hand knowledge of France's contemporary advancements in technology, viticulture, cosmetics, fashion, gastronomy and the arts.
- It is a stepping stone to the easy learning of other romance languages such as Italian, Spanish and Portuguese.
- It is an enjoyable means of appreciating and benefiting from a rich world culture.

#### **CURRICULUM FOCUS**

Home and home-life, pets, shopping, sports competitions, entertainment, eating out and holidaying in French-speaking countries are topics used as a springboard to teach the four skills assessed in language learning: speaking, writing, reading and listening.

The student should be able to:

- conduct a rehearsed or unrehearsed conversation about topics covered, asking and responding to questions;
- read and write short paragraphs, postcards or letters on topics covered;
- elicit information from spoken French and carry out listening comprehension activities on topics covered;
- show evidence of cultural knowledge about the Euro and Euroland, Futuroscope (a major theme park showcasing the latest video technology, French countryside, La Défense ( a modern area in Paris), Parc Astérix (a French theme park).

#### **ASSESSMENT**

Progress will be assessed by:

- regular tests on vocabulary and grammar;
- performance of dialogues and role-plays;
- listening and reading comprehension tests;
- projects on cultural background outlined above;
- entering Alliance Francaise Poetry Competition;
- entering the Australian Language Certificate (Beginners' level) competition run by the Australian Council of Educational Research;
- a two-hour examination at the end of semester 2.

# Health & Fitness Course Outline 2009 Year 9

## **RATIONALE**

- To develop an understanding of health and fitness in today's society.
- To gain an insight to individual fitness levels
- To provide students with an opportunity to develop self-awareness through the study of human anatomy, human development and human relations.
- To develop knowledge of skills and rules specific to major games.
- To expose students to the notion of water awareness.

## **CURRICULUM FOCUS**

The Year 9 Health and Fitness course has three lessons per week consisting of both practical and theoretical sessions.

The topics include:

### **Semester One:**

- Fitness testing, evaluation and devising a training program.
- Revision of body systems.
- Development of physical skills through major and minor games.
- First Aid: Level One Accreditation.

### **Semester Two:**

- Sport Nutrition.
- Drug Education.
- Development of physical skills through major and minor games.
- Aquatics' unit.

## **ASSESSMENT**

Assessment is based on class participation, skill competency, attitude, workbook, assignments, tests and examinations.

# Hebrew Course Outline 2009 Year 9

## **RATIONALE**

Hebrew language is an essential component of the core curriculum for all students from K-12. The content of the Hebrew Curriculum provides a meaningful basis for language learning, and interesting content provides a purposeful and motivating context for learning the communicative functions of a second language. Integrating language and content promotes the development of communicative competence. The orientation toward communication places Hebrew language learners in a living laboratory, in which process is the primary focus of planning and instruction.

## **CURRICULUM FOCUS**

The curriculum focus of this year is to consolidate and further develop students' linguistic skills. They compare and contrast aspects of life in Israel with those in multicultural Australia and other countries, and the impact of some of these aspects on the way people behave and use language. They explore the extent and limitations of the language they have learnt. They develop strategies for maximizing and extending the skills and knowledge and cultural understanding they have acquired. Students extend their interactions to exchange information and opinions on topics such as leisure, relationships, study, careers and media, technology and globalization as well as Modern Hebrew Literature, the Holocaust, the establishment of the State of Israel and life in Israel.

Students practise using the language in an increasing range of contexts, for example, in the community, and manipulate language to express their own personal meanings.

Reading strategies are further developed using the newly developed textbooks, *Ometz 9* and *Etgar 9*.

## **ASSESSMENT**

Assessment is performance-based and includes both formative (ongoing evaluation of student progress during a learning activity) and summative (evaluation of the end product of student learning activities) components. The latter includes a wide range of listening, speaking and writing tasks that integrate these macro skills with intercultural understanding and language awareness. There are tests, and an end-of-year examination.

# History

## Course Outline 2009

### Year 9

#### **RATIONALE**

History is the study of the past serving to extend and to enlarge our own personal experience and to orient contemporary issues, values, goals and behaviour. This study helps the student acquire a good general knowledge of a particular period and of how different societies function and change. It provides the student with the technical and methodological skills to think critically and the ability to argue one's position against other points of view.

#### **CURRICULUM FOCUS**

This course focuses on modern Australian history and on the development of Australia's place in the world. The student will consider the factors leading to the outbreak of the Second World War, and Australia's role in that conflict; the implications of participation for Australian society; the nature of Australian immigration during the twentieth century; Australia's Cold War experience; the Vietnam War, the protest era, the Whitlam years; and contemporary social and political issues. The historical skills practised include: research; close reading of sources; note taking (including graphing and mapping); and the synthesis, analysis, and recall of information. There is an emphasis placed on understanding the importance - as well as the limitation - of primary sources.

#### **ASSESSMENT**

Assessment in this subject is ongoing, with a task accompanying each unit of study. Assignments, projects, quizzes, research projects, oral presentations -including dramatic representations - are among the types of assessment used. There is a final examination for Year 9 students of history.

# Information & Communications Technology Course Outline 2009 Year 9

## **RATIONALE**

To prepare for a complex, information-filled, computer equipped world, more emphasis will need to be given to the processes of arriving at solutions to problems than to simply providing answers to individual questions. The focus of this course is to develop skills and strategies for attacking problems and gaining proficiency in using the computer and computer peripherals to implement these strategies.

## **CURRICULUM FOCUS**

Learning in ICT involves students working with the four technology processes: investigating, designing, producing and evaluating in order to solve problems. Activities and tasks in this subject are designed to develop these processes.

### **Semester 1: Computer-Aided Design and Spreadsheets**

#### *Computer-Aided Design:*

Students are to investigate, design and produce a series of designs and drawings using a CAD package. Students will work through a progression of exercises of varying levels of difficulty so as to become proficient in the use of the CAD program as well as becoming more familiar with the concepts involved in CAD.

#### *Advanced Excel Spreadsheets:*

Students will learn data validation techniques, advanced charting, use of macros, and explore Visual Basic for Applications within Excel.

### **Semester 2: Visual Basic Programming and Database**

#### *Visual Basic programming:*

Students will investigate, design and produce a series of programs written in VB. The programs are to demonstrate increasing levels of programming skills and techniques culminating in a programming project.

#### *Database:*

Students learn the concept of fields and records. They perform validation in table design and through lookup tables. They explore 1-to-many relationships and work through the design of forms, queries and reports.

## **ASSESSMENT**

Students are assessed by completing all set tasks and projects to a satisfactory standard.

# Jewish Studies

## Course Outline 2009

### Year 9

#### **RATIONALE**

The Jewish Studies curriculum includes an historical component, a Tanach component, and a festival component. It provides our students with the opportunity to examine the forces and factors which shaped Jewish life in the Middle Ages through to World War One. The course also offers students the opportunity to learn the Tanach in a structured manner. The Jewish festivals provide a dependable structure throughout the year for students to reacquaint themselves with the customs and traditions of the festivals, and to develop new understandings of their importance commensurate with their developing intellectual abilities. Israel continues to be a connecting theme, particularly through regular review of contemporary issues as reflected in a variety of appropriate media.

#### **CURRICULUM FOCUS**

The *historical focus* consists of an investigation into the relationship between Jews and Christians in Europe during the Middle Ages, and developments and trends in Eastern Europe in the succeeding centuries. The Enlightenment and its impact on European Jewish communities is also examined. Close attention is given to the development of different streams of Judaism following the Enlightenment and Jewish Emancipation. The course also focuses on the rise of modern anti-Semitism, varieties of Zionist movements, and the political efforts to achieve a Jewish state.

The study of Tanach continues with *parshat Vayera*. This focuses on the covenant of circumcision as contained in the Torah, the birth of Isaac, and the sacrifice of Isaac. Following this unit, students begin the book of Exodus. Topics covered include the emergence of anti-Israel measures which are instituted by a new pharaoh, the birth of Moses, and the encounter at the Burning Bush.

Important Jewish values, concepts and beliefs are examined as they are expressed by the text. Specific skills in textual analysis are reinforced and new ones introduced. *Midrashim* and various commentaries are also studied to provide a deeper understanding of the incidents and values expressed in the text. Students are encouraged not only to appreciate the voice of tradition, but to create and share their own understanding of the text.

The *Jewish Festivals* continue to provide a dependable structure throughout the year for students to reacquaint themselves with the customs and traditions of the festivals, and to develop new understandings of their importance commensurate with their developing intellectual abilities.

A particularly important component of the Year 9 curriculum is the Zionist Seminar. This camp combines outdoor experiences with in-depth, informal discussions and activities which provide unique opportunities to learn about Israel, Zionism and Judaism. The camp is largely led by leaders from Israel who serve as a valuable resource to our students.

An additional learning activity is a Jewish literature review, in which students select a work of Jewish fiction and review it.

#### **ASSESSMENT**

Students are assessed through tests, the mid-year exam, reports, short assignments, class presentations, and student participation.

# Mathematics

## Course Outline 2009

### Year 9

#### **RATIONALE**

At this level students will be expected to begin to use mathematics to model certain real world phenomena, showing precision in their work and correctly using mathematical language and notation. The further development of algebra as a tool of mathematical investigation becomes central to problem solving activities.

At this level, students begin to learn to choose for themselves the appropriate mathematical tools and skills from Number; Space; Measurement, Chance and Data; Structure and Working Mathematically to probe the solution of more complex problem solving and modelling tasks.

#### **CURRICULUM FOCUS**

Students study various topics from the strands of the VELS curriculum at levels ranging from 4 to 6. Briefly these include:

##### *Number:*

Calculations involving operations on rational numbers including squares, cubes square root and cube roots; primes and factors of integers; knowledge of the first few digits of  $\pi$  and approximations to  $\pi$ ; equivalent number representations as decimals, fractions, ratio and percentages; surds and operations on the surds including rationalisation of surds; representation of the reals on a Venn diagram; problems involving ratio and proportion, the golden ratio; division and multiplication of numbers in index form, scientific notation and calculations involving scientific notation including division and multiplication; surds as irrational numbers; rational approximations to irrationals; the Euclidean division algorithm.

##### *Space:*

Congruent and similar figures, conditions for congruence and similarity; angle facts for triangles and polygons; networks and pathways, grids, isobars and contours, one point and two point perspectives; scales and bearings; two and three dimensional shapes; nets, tessellations; Euler's formula for polyhedra; representations of cone, sphere, pyramids etc by circles and lines; isometric drawings.

##### *Measurement, Chance and Data:*

Units of measurement for length, area, volume, time, capacity, angle, temperature etc.; calculation of total surface area of prisms, cylinders by nets; long run relative frequencies; relative and percentage error; simulation, classical axiomatic probability, tree diagrams, data displays including dot plots, stem and leaf plots and box and whisker plots, measures of central tendency, measures of spread; graphical forms including line, column, bar, pie graphs and histograms; Pythagoras' theorem and its applications in 2D and 3D; sentential connectives; Venn and Karnaugh representations; trigonometric ratios and their applications in 2D and 3D problems.

##### *Structure:*

Use of inequality in mathematical sentences, setting up and solving equations and inequations, graphing inequalities on the number line and the number plane; types of functions including linear, exponential and quadratic to match data sets; sets including union, intersection and complementation, the power set of a set; the sentential connectives and the quantifiers to formalise sentences, the commutative, associative and distributive laws; the exponent laws for multiplication and division; the notion of an additive and multiplicative inverse; literal equations, re-arrangement and substitution of formulae; solving equations – linear and quadratic by tables; graphs and algorithms; elementary notions of a function;

using linear, quadratic, exponential functions to create tables of values; solution of equations by graphical methods; expansion of algebraic expressions; factorising quadratic expressions; identifying the turning point of a parabola; simultaneous equations and their graphical solution; consideration of the ratio of and the first and second order differences to establish the type of function described by a set of ordered pairs.

*Working Mathematically:*

The development of deductive proof; interpolation for predictions; creation and application of tables and graphs using technology; numerical and graphical solution to algebraic problems using technology; exploration of geometric propositions using technology; developing mathematical models to describe physical situations; simulation of events using technology; creation of models to describe data; representation and manipulation of symbolic expressions; generation of reports from data bases; rounding decimals and errors; truth tables and propositions; use of dynamic geometry software to investigate invariance under transformation.

## **ASSESSMENT**

Assignments, problem solving tasks and common topic tests.

## **YEAR 9 MAINSTREAM MATHEMATICS**

This programme covers the material outlined above.

## **YEAR 9 EXTENSION MATHEMATICS**

This programme is designed for the more able student of mathematics and covers the standard Year 9 VELS content but at a greater depth and at a more penetrating level. It includes more demanding problem solving exercises. Ordinarily students enter this program after the successful completion of Year 8 Extension Mathematics. Otherwise, outstanding performance in Year 8 Mainstream Mathematics would be required for entry to this programme.

## **YEAR 9 ACCELERATION MATHEMATICS:**

This programme is designed for the very able student of mathematics who is capable of learning quickly and who has a strong interest in the subject. The programme covers the standard Year 10 Mathematics course along with more demanding and penetrating problem solving activities in mathematics. Only students who have outstanding performance in Year 8 Acceleration Mathematics would normally enter this course. A strong work ethic is necessary.

# Multi-Media Course Outline 2009 Year 9

## **RATIONALE**

Multimedia can be considered as the processing and presentation of two or more digital media, integrating text, graphics, still and moving images, sounds and videos.

In this subject, students will investigate and develop the skills necessary in developing multimedia systems. Various concepts will be covered within each semester subject.

This elective class will be explored in a hands-on and theoretical approach.

## **CURRICULUM FOCUS**

### **Semester One:**

#### *Hardware knowledge:*

General concepts relating to the hardware of the computers and other multimedia devices (eg still cameras, digital video cameras, etc).

#### *Software knowledge:*

General concepts relating to the software necessary for multimedia development. In Semester 1, the major software applications that will be used include *Adobe Premiere* and *Photoshop*. Other software will also be used throughout the year to enhance projects and assignments.

#### *Audio:*

General concepts relating to the use of audio files, the recording studio and the facilities within the music technology laboratory and how to incorporate these resources into multimedia presentations.

#### *Images – Graphics:*

General concepts relating to the use of 2D graphics, photographs, videos and other animation sequences and how to incorporate these resources into multimedia presentations.

### **Semester Two:**

#### *Hardware knowledge:*

General concepts relating to the hardware of the computers and other multimedia devices (eg still cameras, digital video cameras, tripods) will be continued in this semester.

#### *Software knowledge:*

General concepts relating to the software necessary for multimedia development. At Year 9, the major software applications that will be used include *Adobe Premiere* and *Macromedia Flash*. Other software will also be used throughout the year to enhance projects and assignments.

#### *Storyboarding:*

Planning projects by producing storyboards of scenes including sketches, notes on animation, camera angles, movie segments, sound, text and navigation cues.

*Audio:*

General concepts relating to the use of audio files, the recording studio and the facilities within the music technology laboratory and how to incorporate these resources into multimedia presentations.

*2D Animation:*

General concepts relating to the use of 2D graphics, photographs, videos and other animation sequences and how to incorporate these resources into multimedia presentations.

**ASSESSMENT**

Assessment is based on the completion of set work, projects and short tests. Each project has a minimum set of requirements and a set of extension activities.

# Music

## Course Outline 2009

### Year 9

#### **RATIONALE**

Music is a powerful influence in the lives of children in the areas of personal, social and cultural identification, communication and emotional functioning.

Music is a medium like no other because it is used to formulate meaning through sound that has both an expressive and communicative purpose. Music has a unique contribution to make to education because of its ability to promote learning, understanding, feeling and enjoyment. This involves the sequential development of the skills and concepts inherent in this discipline.

Music encourages sharing and group interaction. Its cultural richness provides a positive outlook and a basis for understanding society. Music achievements generally lead to a sense of self-esteem and can be used to structure feeling and evoke self-discipline. Music is a means of contributing to physical development, coordination, motor skills and its therapeutic use is widely recognised.

The purpose of this subject is to develop students' knowledge, appreciation and understanding of the wide range of different types of music styles and music technology. It aims to cultivate enjoyment through experience.

#### **CURRICULUM FOCUS**

##### *Performance:*

Students perform in ensembles and they are encouraged to try different instruments when appropriate for the repertoire. A number of class songs are chosen each term and then performed in public.

##### *Listening:*

Students develop their aural skills through music technology, instruction and listening exercises.

##### *Composition:*

Students learn to arrange and compose in a variety of styles using various Music software programs such as -Sibelius, Sonar and Band in a Box.

##### *Music Technology:*

Students develop the ability to use a variety of software to enhance their arranging, composing, performing and listening skills. Each Semester an ensemble piece will be recorded in the studio.

##### *Musicology and Theory:*

Students will complete two assignments consisting of three assessment tasks: a research task, an arrangement task and an analysis task. This will enhance their ability to evaluate and discuss music in historical and social contexts and help them develop an understanding of the rules of music Theory.

##### *Aural/Theory:*

Students will complete an Aural/Theory test at the end of the Semester.

## **ASSESSMENT**

Students' progress is assessed and reported as part of the College's ongoing reporting system. Students undertake exams and tests throughout the year in both performance and aural components.

### **Semester Two:**

Students cover the same areas as those covered in Semester One, with a greater degree of sophistication.

# Science Course Outline 2009 Year 9

## **RATIONALE**

Through experimentation, discussion and research, students are encouraged to develop the ability to make detailed observations, select and interpret appropriate information, and apply scientific theory to practical situations. Each of the three main sciences, Biology, Chemistry and Physics, are covered equally.

## **CURRICULUM FOCUS**

- An introduction to the differing forms of energy;
- The electromagnetic spectrum;
- Radiation;
- The Earth;
- Light and sight;
- Chemical Cauldron;
- Kinematics.

## **ASSESSMENT**

Assessment will be based on writing experimental reports, research projects, formal written tests and quizzes, homework tasks and an examination in November.

# Spanish

## Course Outline 2009

### Year 9

#### RATIONALE

Spanish is taught for the following reasons:

- It is spoken in many countries, and is the third most commonly-spoken language in the world.
- It is an official international language and a language of diplomacy in organisations and events such as the United Nations, International Red Cross and the Olympic Games.
- It is a commercially important language.
- It enables easier access to academic and classical literary publications.
- It is a stepping stone to the easy learning of other romance languages such as Italian, French and Portuguese.
- It is an enjoyable means of appreciating and benefiting from a rich world culture.

#### CURRICULUM FOCUS

A variety of topics are used to facilitate the acquisition of the four skills assessed in language learning: **speaking, writing, reading and listening**. A range of grammatical points and verb structures are covered, including irregular verbs and *el pretérito perfecto*, *el pretérito indefinido* and *el futuro and conditional* tenses.

Topics covered include:

- leisure time;
- holidays;
- culture, news and politics in the Spanish-speaking world;
- likes and dislikes;
- shopping;
- sport;
- the city;
- the house.

Some themes studied in Year 8 will also be revised and covered in more detail.

The students should be able to:

- Conduct a rehearsed conversation about topics covered, asking and responding to questions.
- Read and write short paragraphs on topics covered.
- Listen to spoken Spanish and carry out simple listening comprehension activities on topics covered.
- Show evidence of cultural knowledge about Spanish and some Spanish-speaking countries.

#### ASSESSMENT

Progress will be assessed by:

- Regular tests on vocabulary and grammar;
- Writing and performance of dialogues and role-plays;
- Completion of set grammar exercises;
- Presentation of poems, songs and tongue-twisters;
- Listening and reading comprehension exercises and tests;
- Research tasks and presentations on Spanish-speaking countries and cultures.

# **Sport Course Outline 2009 Year 9**

## **RATIONALE**

The Year 8 and 9 sport program aims to:

- Develop and extend motor skills gained in year 7.
- Provide students with the opportunity to participate in a variety of competitive and recreational/leisure programs.
- Establish a desire to pursue competitive and recreational activities now, and in the future.
- Provide students with the opportunity to be a member of a team, promoting self esteem, and improving decision making and group cooperation skills.
- Provide students with an environment in which they can experience a sense of fun and enjoyment through team participation and match play.

## **CURRICULUM FOCUS**

During Term One, students will be involved in a variety of activities, including swimming and athletics trials as preparation for the inter-house carnivals. Students will also continue to develop their ball-handling skills for team games.

During Terms Two and Three, our students participate in the weekly EISM (Eastern Independent Schools of Melbourne) Inter-school Winter Sport fixture. The College fields representative teams in the following sports:

- Girls: Hockey, Basketball, Netball, and Table Tennis.
- Boys: Football, Soccer, Basketball and Table Tennis.

The Term Four EISM Summer Sport fixture provides our students with the opportunity to represent the College in the following sports:

- Girls: Tennis, Soccer, Volleyball and Softball.
- Boys: Tennis, Hockey, Volleyball and Cricket.

A recreational program is also provided as an alternative to the weekly EISM competition during Terms Two, Three and Four. This program aims to teach and develop students' fundamental skills in a variety of sports (examples include basketball, tennis and volleyball) using qualified coaches. Students will also participate in a range of recreational activities including rock-climbing, ten pin bowling, fitness programs at local gymnasiums, wheelchair sports and self defence.

In addition to the weekly inter-school sporting fixture, students also have the opportunity to participate in inter-school swimming, athletics and cross country, representing the College in EISM and VJSSA (Victorian Jewish Schools' Sports' Association) competition.

Year 8 and 9 students have one triple sport lesson weekly.

## **ASSESSMENT**

Nil.