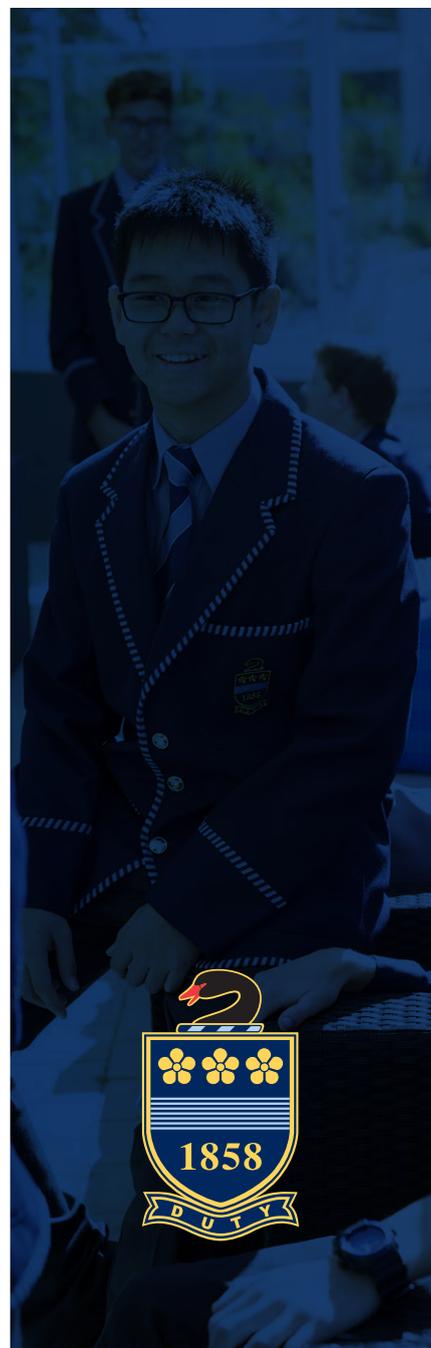


HALE SCHOOL
YEAR 9
COURSE HANDBOOK
2021



CONTENTS

<u>Introduction to Year 9, 2021</u>	1
<u>Pastoral Care</u>	1
<u>Use of Senior School Student Diary</u>	1
<u>Timetable</u>	2
<u>Assessment</u>	2
<u>School Assessment Policy</u>	2
<u>Academic Reports</u>	2
<u>Student Tablet Computers</u>	2
<u>Homework</u>	2
<u>Homework Club</u>	3
<u>Curriculum Overview</u>	4
<u>Year 9 Curriculum</u>	4
<u>Compulsory and Optional Courses</u>	
<u>Languages</u>	4
<u>Music</u>	4
<u>Curriculum Support</u>	5
<u>Digital Literacy</u>	5
<u>Reading Enrichment</u>	5
<u>Gifted and Talented Education</u>	5
<u>Outdoor Education</u>	5
<u>Curriculum Overview</u>	6
<u>Detailed Subject Descriptions</u>	7
<u>Ancient Mythology (semester-long optional subject)</u>	7
<u>Applied Digital Technologies (semester-long optional subject)</u>	8
<u>Art 1 and 2 (semester-long optional subjects)</u>	9
<u>Astrophysics (semester-long optional subject)</u>	10
<u>Contemporary Music (semester-long optional subject)</u>	11
<u>Creative Writing (semester-long optional subject)</u>	12
<u>Design and Technology (semester-long compulsory subject)</u>	13
<u>Drama and Drama Production and Performance 1 and 2 (semester-long optional subjects)</u>	14
<u>English (year-long compulsory subject)</u>	15-16
<u>Geographic Information Systems – GIS (semester-long optional subject)</u>	17
<u>Health and Physical Education (year-long compulsory subject)</u>	18
<u>HASS (3 compulsory semester-length subjects)</u>	19-21
<u>Languages: Chinese, French and Japanese (year-long compulsory subject)</u>	22-23
<u>Materials Technology (semester-long optional subject)</u>	24
<u>Mathematics (year-long compulsory subject)</u>	25
<u>Media</u>	26-27
<u>Music: Basie vs Beethoven (year-long or semester-long optional subject)</u>	28-29
<u>Personal Development (compulsory subject, 1 term)</u>	30-31
<u>Philosophy, Values and Religion (compulsory subject, 3 terms)</u>	32
<u>Science (year-long compulsory subject)</u>	33
<u>STEM (Science, Technology, Engineering and Mathematics – semester-long optional subject)</u>	34
<u>Weapons and Warfare – Knights to 1900 (semester-long optional subject)</u>	35-36

INTRODUCTION

WELCOME TO THE SENIOR SCHOOL

In Year 9, the teaching and learning programme for all students involves gradually increasing academic challenges and a wider range of course choices. Students will be expected to be somewhat more independent and self-directed in their learning and study habits in the Senior School.

For Year 9 students, a new feature of the learning environment will be movement to a wider variety of classrooms and other learning spaces and contact with a wider range of specialist teachers. In Year 9, day students are placed in day House groups for English, Humanities & Social Sciences, Science, Design & Technology and Health & Physical Education. The smaller number of Boarding House students are distributed evenly into these classes, which primarily comprise day students. Wherever possible, Assistant Heads of House are assigned as teachers of their House group in their subject specialty. The purpose of this method of class and teacher allocation is to strengthen the relationship between the Assistant Head of House and his or her students and to increase the opportunities for contact between them.

In Year 9, the academic programme is designed to:

- Provide students with a balanced education.
- Provide some variety of choice within a range of semester-length optional subjects on the basis of enjoyment and interest in a particular subject.

With the exception of Music, none of the options is in any way a pre-requisite for, or recommended background for, any Year 10 subject. Students should select their optional subjects on the basis of enjoyment and interest in a particular subject.

THE YEAR 9 PASTORAL CARE SYSTEM

One of the aims of the pastoral care system is to allow students to make a smooth and effective transition into the Senior School. To facilitate this, boys in Year 9 come under the leadership, management and care of the Assistant Head of House whom they meet on a regular basis.

The Assistant Heads of House will closely monitor the academic progress of each student in his or her House group. This will be achieved by regular checks of each student's diary and through regular discussions with each student's teachers. Wherever possible Assistant Heads of House are also classroom teachers of their House group, in Year 9. In addition, Assistant Heads of House will maintain a keen interest in the co-curricular involvement, emotional well-being and social development of students in their care. The Assistant Head of House is the first point of contact for parents in respect of any aspect of their son's progress – academic, sporting, co-curricular or any personal matter.

During Year 9, students will have many opportunities to use and develop the skills taught to them in the Personal Development Curriculum. It is hoped that these skills will help them to improve their time management skills and their personal organisation and will equip them for the challenges that they will face in Year 9 and beyond.

USE OF THE SENIOR SCHOOL STUDENT DIARY

The Senior School Student Diary is a vital link in the communication between school and home. It provides space for boys to enter homework and other commitments and activities every day; it states school rules and routines and it names teachers and their responsibilities. Students must record all test and assessment results in the space provided for that purpose. Diaries will be checked and signed each week by Assistant Heads of House, and by parents.

The use of the Senior School Student Diary also develops and reflects the student's approach to his personal organisation and study management. Each boy is responsible for entering his daily obligations, activities, homework and/or work requirements in his diary. If this is done carefully and accurately, it will instil sound working habits, which will last through school and beyond.

INTRODUCTION (continued)

TIMETABLE

The school year consists of four terms, with Terms 1 and 2 in Semester 1 and Terms 3 and 4 in Semester 2. The School operates on a seven-day timetable cycle with seven periods a day. This means that if **DAY 1** happens to fall on a Monday, then the following Monday will be **DAY 6**, Tuesday a **DAY 7** and then the cycle starts again with Wednesday as a **DAY 1**. Boys will be given an individual timetable at the start of the school year and a new timetable at the start of each new term if necessary. The School Diary has a page on which boys are expected to make a copy of their timetable.

ASSESSMENT

All subjects use a variety of assessment types - including tests, folios of work, individual projects, group activities and oral presentations - with the emphasis varying from subject to subject. There are no formal examinations for students in Year 9. There will be major assessments in some subjects, as appropriate.

SCHOOL ASSESSMENT POLICY: RULES AND PROCEDURES

The Year 9 and 10 Assessment Rules and Procedures document is available to all Year 9 and 10 students and parents via the School Portal. It conforms to School Curriculum and Standards Authority requirements as set out in the WACE Manual.

ACADEMIC REPORTS

Formal school reports are part of a broader Hale School communication strategy to parents which includes diary comments, interim reports (Term 1 and Term 3), formal and informal parent teacher interviews and phone calls/emails as required. Semester reports are prepared twice a year, at the end of Semester 1 and Semester 2.

Semester reports for each subject will include some or all of the following: an examination mark, a semester mark and cohort average, an overall grade, some subject specific ratings and ratings against learning habits in the areas of organisation, participation, perseverance and initiative. The report may also include a graphic showing your son's placement within the cohort of the particular subject.

The four learning habit areas are:

- Organisation:** The student is well-prepared for class, organises materials, plans his time and manages his working environment.
- Participation:** The student pays attention, undertakes classroom activities, contributes to discussions, completes work set and collaborates with others.
- Perseverance:** The student persists with learning tasks.
- Initiative:** The student tries new ways of approaching tasks, explores ideas, seeks out assistance as appropriate and is interested in learning new things.

STUDENT TABLET COMPUTERS

All students in Years 7 to 12 use their own tablet computers. The Year 9 curriculum is designed to include a wide range of learning experiences embedded in information and communication technology.

Technology-driven change is pervasive in society and the School regards it as essential that our students are able to use computers as learning tools early in life, in readiness for post-school education and work. There is a clear expectation that students, as part of their curriculum, will achieve outcomes that focus on appropriate technology-based skills.

HOMEWORK

The School supports the view that homework is an integral part of a student's education and at Year 9 level students should expect to do homework for 1 – 1½ hours each night. Through regular homework, a student is able to develop

INTRODUCTION (continued)

the kind of study habits and skills that are essential for intellectual growth and academic achievement. Homework should be regarded as on-going study and review of each day's lessons, work set by teachers to be done overnight or by a set date and reading for study and for pleasure. To be successful, assignments need careful planning and regular work. Boys will receive advice at school about how to plan and organise their studies.

HOMEWORK CLUB

The Homework Club is for students in Years 7-9, only, in the Forrest Library. At Homework Club, specialist Learning Support, English and Mathematics teaching staff are available to assist students with their homework, Monday to Thursday, 3.30pm to 5.00pm. Homework Club commences in Week 2 each term. The Homework Club timetable is available through the Tutors page of the School Portal.

CURRICULUM OVERVIEW

THE YEAR 9 CURRICULUM

The Year 9 academic curriculum consists of a group of core subjects taken by all students and a group of Year 9 optional subjects from which boys may make a choice. All subjects offered in Year 9 are set out in the table on page 6.

The Year 9 curriculum is the *Western Australian Curriculum* in English, Mathematics, Science, Humanities & Social Sciences, Languages, The Arts, Technologies and Health & Physical Education. Note that the Western Australian curriculum is closely based on the Australian Curriculum. For the wide range of option courses and more specialised courses, such as Contemporary Music, the curriculum is derived from school-based research and/or the Australian Curriculum. All WA Curriculum courses integrate the seven general capabilities that underpin student learning, prepare students for further education and life experiences after school and are transferrable to other fields of learning both in school and beyond. They are: literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding. In addition, the Year 9 courses incorporate the three cross curriculum priorities: Aboriginal and Torres Strait Islander histories and culture, Asia and Australia's engagement with Asia and sustainability.

OPTIONAL SUBJECTS

Most optional subjects are for one semester only with the exception of the Arts subjects, Art, Drama Production and Performance, and Music which may be chosen year-long. With the exception of Music, none of the options is in any way a pre-requisite for, or recommended background for, any Year 10 subject.

Optional choices are divided into **List A** (Humanities/Arts based subjects) and **List B** (Science/Technology based subjects). Most students will be able to study two optional subjects in Year 9; at least one of these must be a List A subject. Students should select their optional subjects on the basis of enjoyment and interest in a particular subject. While every effort will be made to meet a student's first preferences, if very few students select a particular optional subject, it may not be offered. **It is therefore important that students rank their preferences 1-4**, as instructed on the Course Selection form.

LANGUAGES

The WA Languages curriculum is written on the basis that schools provide a Languages program, in at least one language, from Pre-primary to Year 10. All students at Hale School study a language other than English from Year 1 to Year 9. The study of languages in Years 10-12 is optional. In Year 9, all students, except those who have been offered Curriculum Support, will continue the language they studied in Year 8: Chinese, French or Japanese.

Note:

Boys who study Chinese, French, Japanese or Curriculum Support in Year 9 will study two optional subjects, one in each semester. One of these subjects must be from List A.

- Boys who do not continue Curriculum Support from Year 8 will study four optional subjects in Year 9, two in each semester. Two of the four subjects must be from List A.
- Boys new to the School who have not studied Chinese, French or Japanese previously will study four optional subjects in Year 9, two in each semester. Two of the four subjects must be from List A.
- Boys who have been awarded a **Music Scholarship** must choose the year-long Music course.

MUSIC

Music is a year-long or semester-long subject suitable for students who studied year-long **Music** in Year 8 or have studied music to approximately AMEB Grade Two level or above. Year-long Music must be chosen by all boys who have been awarded a Music Scholarship.

CURRICULUM OVERVIEW (continued)

The semester-long subject, **Contemporary Music**, is suitable for students who have studied Year 8 **Ensemble Music** or who have a limited background in the subject. While students are encouraged to take instrumental tuition on an instrument of their choice, it is not a requirement for the course.

CURRICULUM SUPPORT

This programme is designed to meet the needs of boys who are experiencing significant difficulties in literacy skills or have particular learning needs across the curriculum. Students are identified for Curriculum Support through a process involving testing, parent consultation and teacher observation. Parents of boys identified as likely to benefit from Curriculum Support classes will be notified by the School. Curriculum Support is a subject taught by specialist learning support teachers to very small groups of students. In addition, support for these boys is provided in the regular classroom, through differentiation.

Boys will be assisted at their appropriate level of development in reading, writing, listening and speaking. In Mathematics, boys will be grouped based on performance testing. In English, boys will receive explicit in-class support as well as the specialised instruction available in Curriculum Support classes. Students who require Curriculum Support will not study a language.

DIGITAL LITERACY

Digital Literacy skills are embedded throughout the curriculum as part of students' classroom experience in Year 9. Digital Literacy is about developing skills and habits of mind that allow people to actively participate in society using all forms of media available. As foundational ICT skills penetrate throughout our society, students will be expected to apply the basics in authentic, integrated ways to solve problems, complete projects, and creatively extend their abilities.

READING ENRICHMENT

The Reading Enrichment programme supports the Year 9 English course. Boys work in the Forrest Library with both their English teacher and a Teacher Librarian to achieve the aim of the programme which is to provide students with the opportunity to experience literature and reading in a supportive and stimulating environment. Students are involved in various programmes to support their reading which allow them to experience a range of genres and reading resources including those from Australian literature with an Indigenous focus and classic and contemporary texts from Asia. The theme of the course is: Reading Opens All Door (ROADS).

GIFTED AND TALENTED EDUCATION

Hale School aims to nurture the learning needs of all students and encourage all students to achieve their personal best. This includes providing challenge and opportunity for students who may be achieving at a level beyond their peers. We aim to engage these students in learning experiences appropriate to their ability, maturity and individual strengths and weaknesses.

In all classes, a variety of experiences which will enrich and extend our gifted and/or talented boys are provided. External enrichment opportunities such as the da Vinci Challenge, Science & Engineering Challenge, competitions, Olympiads and community-based programmes are made available throughout the year to further enrich the co-curricular provisions of Hale School.

OUTDOOR EDUCATION

The aim of Outdoor Education at Hale School is to provide boys with exciting and challenging experiences that will develop their self-confidence and their skills in a number of areas of personal development. Outdoor Education will draw on boys' self-reliance and resourcefulness, their ability to work with others with trust, respect and co-operation and their ability to display leadership, tolerance and understanding. The interpersonal and self-development skills gained in the Outdoor Education programme are invaluable and will assist them in contributing to group and team situations, and as potential future leaders of society. Throughout the programme students will be introduced to the concept of environmental stewardship with a focus on preservation and responsible use of natural environments, as well as an appreciation of sustainable resource use.

CURRICULUM OVERVIEW (continued)

The organisational structure of the Year 9 programme allows for individual groups, each consisting of student members and a volunteer group leader from the teaching staff, to take part in a two-week expedition and educational programme in the Exmouth region. The camp is guided by professional instructors and will occur in either the last four weeks of Term 2 or the first 4 weeks of Term 3, dependant on class groupings. The Exmouth programme includes an academic project, abseiling and climbing, sea-kayaking on the Ningaloo Reef, bushwalking and a ship-wreck scenario in Exmouth Gulf aboard a 7-metre rowing boat. Parents and boys will receive detailed information concerning costs, equipment and clothing requirements, the membership of each group and the dates and location of each group's activities, during Term 1, 2021.

YEAR 9 CURRICULUM OVERVIEW

Year 9 Subjects		
Core Subjects All compulsory subjects – no choice here	English	Year-long compulsory subject
	Mathematics	Year-long compulsory subject
	Science: Biology, Chemistry, Earth & Environmental Science, Physics	One year-long subject which covers all four compulsory components
	Humanities and Social Sciences (HASS): History, Geography, Economics & Business	3 semester-long compulsory subjects which, in combination, include the compulsory Civics & Citizenship topics
	Digital and Design Technology	Semester-long compulsory subject
	Health & Physical Education	Year-long compulsory subject
	Personal Development	Compulsory subject delivered in 1 term
	Philosophy, Values and Religion	Compulsory subject delivered over 3 terms
Languages It is compulsory for all students to continue the language studied in Year 8, except students recommended for Curriculum Support.	Chinese French Japanese Curriculum Support	Year-long subjects
Two Optional subjects will be studied, students must select at least one from List A	List A (Choose at least 1) Ancient Mythology Art 1 and Art 2 Contemporary Music Creative Writing Drama Drama Production and Performance 1 and 2 Geographic Information Systems (GIS) Media Music 1 and 2 – Classical or Jazz (Year-long or Semester-long)* Weapons and Warfare	Semester-long optional subjects Art, Music, and Drama Production and Performance can be studied for one semester only or the whole year. *Boys who hold a Music scholarship must select Year-long Music.
	List B Applied Digital Technologies Astrophysics Materials Technology STEM (Science, Technology, Engineering & Mathematics)	Semester-long optional subjects

Detailed descriptions of the subjects offered in Year 9 commence on page 7. Pastoral Care Leaders can provide further information and advice about subject choice for Year 9.

ANCIENT MYTHOLOGY

Optional semester-long subject

Humanities & Social Sciences (HASS) is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. Through studying Humanities and Social Sciences subjects students will develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating, and reflecting. Students apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Aims

The Year 9 Humanities and Social Sciences courses aim to develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas, and environments throughout the world
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- a knowledge, understanding and an appreciation of the past and the forces that shape society
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues
- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- a knowledge and understanding of the connections among the peoples of Asia, Australia, and the rest of the world.

Content Structure

The Humanities & Social Sciences courses are organised into two interrelated strands: **Knowledge and Understanding** and **Humanities and Social Sciences Skills** which include Questioning and Researching, Analysis, Evaluating and Communicating and Reflecting.

Content Description - Ancient Mythology

Mythological stories have continued to grip the imagination throughout the centuries. The myths of Ancient Greece are enthralling stories with memorable characters; they form one of the great foundations of Western Culture and ideas. This subject will focus on the study of myths from Ancient Greece, Ancient Rome, Ancient Egypt, and other ancient cultures. It will involve reading the stories, assessing their relevance to their historical period, and attempting to explain their power as tools of explanation of life and death, the natural world and the human psyche.

During the Ancient Greece unit in the first term, particular focus will be on topics such as The Trojan War, Theseus and the Minotaur, Perseus and Medusa, Oedipus, Prometheus and the Gods of Olympus. In the second half of the course, students will be given the opportunity to study the world of Ancient Egypt through their remarkable myths, as well as being able to examine myths from ancient cultures of their choice. A study of King Arthur will be a highlight of this section.

Students will learn to: appreciate the excitement of the narrative of mythological stories, understand the relevance of the stories to the history and cultures of the period, as well as to our own times, recognise the links between mythology and history, understand the purpose of myths to ancient cultures, develop skills in argument through the use of evidence.

Students will develop the following skills in this course which are transferrable to other Humanities subjects:

Essay writing; Source Analysis; Argument Structure; Critical Analysis; Creativity; Collaboration; Written and Verbal Communication; IT Extension; Research/Inquiry; Note Making.

Assessment

Journal: 30%, Research Task: 30%, In class essay: 20%, Creative writing: 20%.

APPLIED DIGITAL TECHNOLOGIES

Optional semester-long subject

Aims

In Applied Digital Technologies, students develop an understanding of the characteristics of data, digital systems, audiences, procedures, and computational thinking. They apply this when they investigate, communicate, and create digital solutions.

While the Year 9 course is not intended to be a pre-requisite for Applied Information Technology in later years, it has been developed to allow students to acquire skills required in Years 10, 11 and 12 at an earlier age which will in turn assist them to develop a higher level of learning and project development in later years.

Content Structure

The course tasks are designed to progressively develop required skills and knowledge. Initial focus will be on developing skills associated with coding, moving on to 3D animation and finally movie-making and post-production.

Students will develop skills required for collaborative problem solving as well as individual skills for investigation, design, and creation of digital products.

Content Description

In this course students will gain experience in the world of coding, computer animation, game design, data management, movie effects and multimedia design through code writing, 3D modelling and computer generated animation. As part of the semester-long course students will analyse and control how data is used, identify and analyse problems and design and create digital solutions whilst develop the basic skills and processes required to operate software and hardware systems associated with computer based design, development and production.

Assessment

Assessment for this course will focus on 5 learning aspects:

1	Investigating and defining	15%	
2	Designing	25%	
3	Producing and implementing, and	50%	
4	Evaluating	5%	
5	Collaborating and managing	5%	100%

ART 1 and 2

Optional semester-long subjects (Art 2 is available in Semester 2 and requires completion of Art 1)

Aims

In **Year 9 Art**, students use visual language and artistic conventions of greater complexity during their design and production process. They document their ideas applying understanding of compositional structure to create a unique personal response, while representing either a theme/concept or subject matter. Students experience, adapt and manipulate materials, techniques, art styles/processes when producing 2D and/or 3D artworks which communicate artistic intention. Resolved artworks are displayed and evaluated, with consideration to personal expression and audience. Students extend their knowledge and use of safe visual arts practice. Students experience a growing awareness of how and why artists, craftspeople and/or designers are influenced by other artists, their environment and the contexts of culture, time, and place. They continue to apply knowledge of techniques used by other artists, in the production of their own work and will critically analyse traditional and contemporary artworks using various analysis frameworks, incorporating appropriate visual language, art terminology and conventions. Knowledge and skills are developed through one or more of the following art forms: 2D (painting, printmaking, drawing, photo and digital media, graphics, collage), 3D (ceramics, sculpture, installations, textiles and jewellery). Students will explore one or more of the following art styles: Ancient art, Modernism (Impressionism, Expressionism, Cubism, Art Nouveau, Art Deco, Op Art, Pop Art), Australian art, contemporary craftspeople, designers and photographers, urban art.

Content Structure

The Art course is organised into two interrelated strands: **Making** and **Responding**.

Making engages students' cognition, imagination, senses, and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively.

Responding involves students reflecting, analysing, interpreting and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

Content Description

The content of the course is artist focused. Classroom teachers select artists of study and design projects with the Making and Responding tasks linked. Tasks include the analysis of artworks by the selected artist; and the application of skills used by the artist of study in student production work.

The aim of the **Making** component of the course is to teach students a range of skills, techniques and processes used in the production of a body of work, including finished artworks. Students research, develop and communicate art ideas, using the inquiry, art practice and presentation skills taught. They use their creative skills, techniques, processes, technologies and conventions to produce a body of work, including resolved artworks.

The aim of the **Responding** component of the course is to introduce to students to specific artworks, artists and art movements relevant to the students' production of artworks. It allows them to develop a critical appreciation of their own artworks and the artworks of others; and develop an understanding of the role of art in society, cultures and history. Student will complete written tasks, made up of a case study research assignment image analysis and course reflection to demonstrate their ability to analyse, interpret and respond to artworks.

Assessment

A semester mark comprising both Making and Responding components of the course will be given.

Making component weighting 80%. **Responding** component weighting 20%.

ASTROPHYSICS

Optional semester-long subject

This semester-long course is centred around three main units: 'History of Exploring the Universe'; 'Stellar Astrophysics: Classification, Structure, and Evolution of Stars'; and 'The Role of Multi-Wavelength Astrophysics in solving the Mysteries of the Universe'.

The **Astrophysics** course will have its emphasis on physics concepts, laws, and theories that allow students to better understand the nature of astronomical phenomena. It will provide opportunities for students to investigate topics of interest, to develop critical thinking and communication skills, and to get a feeling of being not only a student, but a scientist and teacher at the same time.

Aims

- To introduce several basic concepts of modern astrophysics such as: stellar classification; solar system and planetary motion; stellar evolution and nuclear fusion; messages from the cosmos and tools used to collect them; low-energy and high-energy objects in our universe.
- To demonstrate how physics laws are used to reveal mysteries of the universe.
- Understand a historical approach when looking for truth in astrophysics.
- Recognise names of great astronomers and know their contribution to science such as Bruno, Copernicus, Brahe, Galileo, Kepler, Hubble, and astrophysicists Friedmann, Hoyle, Tinsley and Burbidge.
- To develop computer skills using Internet-based resources and an astrophysics discussion room, set up using Microsoft Teams software.
- Identify different methods of space exploration and the history and future of piloted space projects.
- To understand the role of scientists in modern science.

Content

- The Milky Way: home galaxy.
- Islands of the Universe: galaxies and quasars.
- The cosmos: past and present.
- Stellar classification and steps of stellar evolution.
- Properties and characteristics of different types of telescopes and other sophisticated instruments, such as the Square Kilometer Array and LIGO, for collecting information in astrophysics.
- Albert Einstein's Theory of Relativity and its prediction of Black Holes and Gravitational Waves.
- Address contemporary astrophysical questions such as: "What is dark matter and dark energy and why do we need them?", "Is it possible to travel through time?", "Can wormholes form?", "Does the Multiverse exist?"

Assessment

There will be a range of assessment styles including: tests (30%); group and personal project presentations (40%); creation of a wall newspaper (15%); and the design and creation of an educational game (15%).

CONTEMPORARY MUSIC

Optional semester-long subject

Aims

The **Year 9 Music** courses aim to provide students with knowledge and skills to enable them to develop the confidence to be creative, innovative, thoughtful, skilful and informed musicians, to develop skills and techniques to actively listen, analyse, improvise, compose and perform music, interpret and apply the elements of music, engaging with a diverse array of musical experiences as performers and audience members, and to develop aesthetic appreciation and respect for their own and others' music practices and traditions across different times, places, cultures and contexts.

The Year 9 **Contemporary Music** course is ideal for students who enjoy listening to, creating, and playing music. With an emphasis on practical music making, this course is designed to give students a solid foundation in fundamental musical concepts in a creative environment. While students are encouraged to take instrumental tuition on an instrument of their choice, it is not a requirement for the course.

Content Structure

The music courses are organised into two interrelated strands: Making and Responding. **Making** engages students' cognition, imagination, senses, and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically, and creatively. **Responding** involves students reflecting, analysing, interpreting, and evaluating in the Arts. Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

Content Description

In structured activities, students will listen to a variety of musical works, using scores and music terminology, to explore the use of the elements of music. They will examine similarities and differences between musical works and identify cultural, historical and stylistic features. They will practise and perform a range of music to develop technical control and musical expression and will form opinions and preferences about music and the practices of others', across a range of contexts, to inform their own music making. Students use composition models and techniques, applying stylistic features and conventions to compose works in a range of styles. The topic areas are:

Song Writing: Through the study of pop music students will learn about song form, melody writing, chords, and scales. Students will create covers of existing songs as well as create their own songs using set parameters.

Performance: Students will gain experience performing and rehearsing during the semester. This will be both in group and solo contexts.

Progressive Rock: Students will learn elements of Progressive rock through practical and creative processes.

Recording and Music Production: Using software such as Garage Band and Logic Pro X, students will learn how to record and produce their own music.

The skills developed during the course include:

Listening and Responding: Developing aural skills through practical activities associated with listening and responding to music. Listening analysis involves the recognition of contemporary instruments, music styles and their characteristics, rhythms, pitch form, harmony and expressive devices.

Analysis and Historical Context: Exploring artists, songs and characteristics of contemporary music students will develop analysis skills related to song writing, chord progressions and musical form.

Practical: Developing practical music-making skills with a focus on keyboard, guitar and drum set playing to be used in a band setting.

Theory and Composing: Understanding fundamental music concepts such as pitch, rhythm, tempo, harmony, form, timbre and musical expression. Using a selection of music technologies to create original compositions and develop an understanding of form, simple harmony and melody writing.

Assessment

Students will be assessed on their practical musicianship skills, instrumental performance, reading, writing and understanding of music notation, creating music, listening and responding to music, understanding music literature.

CREATIVE WRITING

Optional semester-long subject

Aims

Students will be provided with the skills and opportunities to produce original writing in a range of genres. Their confidence and facility with language will flourish in an environment that celebrates creative experimentation and good quality writing. Students will be encouraged to consider contemporary developments in written genres.

Content Structure

Topics include:

- **Descriptive writing:** Capturing sensory details to communicate experiences through words.
- **Autobiographical writing:** Using own experiences to create an engaging non-fiction narrative.
- **Short Stories and Flash Fiction:** Generic conventions that drive narratives. Playing with traditional forms.
- **Digital stories:** New technologies and multi-modal story-telling.
- **Anthology:** Students will explore a favourite topic or idea in a number of different forms and styles.

Content Description

Activities include:

- Identifying, evaluating and imitating examples of quality writing.
- Experimenting with different styles, forms and language techniques.
- Planning, rethinking, rearranging and polishing writing.
- Reflecting on the role/s and relevance of written texts in contemporary culture.
- Publishing writing: traditional and online media.

Assessment

- Investigating quality writing: 20%
- Writing portfolio – experiments: 15%
- Creative compositions – finished products: 65%

DESIGN AND TECHNOLOGY

Compulsory semester-long subject

Aims

In **Year 9 Design and Technology**, students will learn about technologies in society through the contexts of **Engineering principles and systems** and **Materials and technologies specialisations**. Students will design and produce products, services and environments. They will use design and technologies knowledge and understanding, processes and production skills, and design thinking to produce solutions to identified needs or opportunities. They will work independently and collaboratively. They will manage projects and identify and establish safety procedures that minimise risk and they will learn to transfer theoretical knowledge to practical activities.

Content Structure

The Design and Technology course is organised into two interrelated strands: **Knowledge and Understanding** and **Processes and Production Skills**.

Knowledge and Understanding includes two components:

Engineering Principles and Systems (one term)

- The characteristics and properties of materials which may be combined with force, motion and energy to create solutions.

Materials and Technologies Specialisations (one term)

- The characteristics and properties of materials, systems, components, tools, and equipment that may be used to create designed solutions.
- Technologies that can be combined to create designed solutions.

Processes and Production Skills

Students learn specific Design and Technology skills such as investigating and defining, designing, producing and implementing, evaluating and collaborating, and managing.

Content Description

Engineering Principles and Systems

The theme is **Lighting by Design**. Students will develop a programmable LED torch controlled using a circuit board that incorporates a microcontroller - in this case an Arduino Nano. This project gives students a strong insight into the practical design of engineered products, particularly those associated with electronics and systems control. Additionally, students will develop a greater understanding and appreciation of how technologies impact on society and the environment by completing an assignment on the topic of **eWaste**.

Materials and Technologies Specialisations

The theme is **Cut, Carry and Present**. Students will design and make two wooden articles that share a common visual connection. This visual connection is made via the colouring, texture and pattern of the timber or timbers being used and the shape of the articles. The articles are used in the preparation, carrying and presentation of food. These include cutting boards, cheese boards, lazy Susans, cake stands, trays and hot stands. For example, a student might choose to design and make a cutting board and a tray that share a common 'feel' without compromising each product's ability to function correctly. This is analogous to a crockery set that has matching plates, bowls and cups.

Assessment

Assessment for this course will focus on 5 learning aspects

1	Technologies and society	10%	
2	Investigating and defining	15%	
3	Designing	25%	
4	Producing and implementing, and	45%	
5	Evaluating	5%	100%

DRAMA AND DRAMA PRODUCTION AND PERFORMANCE

Drama: Optional semester-long subject – may be studied in Semester 1 or Semester 2

Drama Production and Performance: Optional semester-long or year-long subjects (Drama Production and Performance 2 is available in Semester 2 and requires completion of Drama Production and Performance 1)

Aims

In **Year 9 Drama** students will be given opportunities to refine their knowledge and skills to present drama as an event, by safely using processes, techniques and conventions of drama. Students develop drama based on devised drama processes and appropriate, published script excerpts (e.g. Australian drama pre-1960 or world drama), using selected drama forms and styles. Student work in devised and scripted drama is the focus of reflective and responsive processes supported through scaffolded frameworks using drama terminology and language. Knowledge and skills in Drama are developed through one or more of the following drama styles: melodrama, neoclassical drama, multi-formed devised drama, commedia dell'arte, or Kabuki theatre.

The **Drama Production and Performance** course is tailored specifically for those students who may consider continuing their Drama studies. It caters for students who wish to be intensively involved in all aspects of the performance process including challenging acting tasks, script writing, direction and lighting and sound design and will require a high level of commitment and engagement and concerted collaboration with like-minded students. This course will also involve an element of public performance.

Content Structure

The Drama course is organised into two interrelated strands: **Making** and **Responding**.

Making engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically and creatively.

Responding involves students reflecting, analysing, interpreting and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

Content Description

This course is designed with a variety of theatrical challenges in mind, to develop voice, movement and characterisation as well as skills in design and production. The coursework is completed with the exploration of character and dramatic tension by creating original scenes in small groups. During the semester the aim is to increase students' self-confidence by providing them with opportunities to perform whilst demonstrating their understanding of theatre, its styles and purposes. All Drama students will be encouraged to join our extensive co-curricular programme and to support their peers by attending productions.

Assessment

A semester mark comprising both the Making and Responding components of the course will be given. Students will be assessed on their ability to respond to, reflect on and critically evaluate their own work and the work of others, on their use of drama skills and techniques, and on their use of appropriate drama terminology and language in the communication of drama ideas. All assessment is completed in-class:

- Making – 70%
- Responding – 30%

ENGLISH

Compulsory year-long subject

Aims

The **Year 9 English** course aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts and develop an informed appreciation of literature.

Content Structure

The English course is organised into three interrelated strands: Language, Literature and Literacy.

Language: knowing about the English language

Literature: understanding, appreciating, responding to, analysing and creating literature

Literacy: expanding the repertoire of English usage

Together the three strands focus on developing students' knowledge, understanding and skills in **Listening, Speaking, Viewing, Reading and Writing, and Creating**

Content Description

This describes the knowledge, understandings and skills that students are expected to learn from their interactions with texts that are chosen to be developmentally appropriate, stimulate interest in the course and encourage appreciation of all forms of communication.

Reading, viewing and listening

Students will

- analyse the ways that text structures can be manipulated for effect
- analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors
- evaluate and integrate ideas and information from texts to form their own interpretations
- select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience
- listen for ways texts position an audience.

Writing, speaking and creating

Students will

- understand how to use a variety of language features to create different levels of meaning
- understand how interpretations can vary by comparing their responses to texts to the responses of others
- in creating texts students demonstrate how manipulating language features and images can create innovative texts
- create texts that respond to issues, interpreting and integrating ideas from other texts
- edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation
- make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

ENGLISH (continued)**Compulsory year-long subject**

Textual experiences include:

Literary texts: prose fiction (short stories and novel), poetry and drama.

Non-fiction texts: forms of informative, persuasive, reflective and analytical writing.

Oral texts: formal and informal speeches, collaborative work.

Visual and multi-modal texts: still images from the media, short non-fiction films, feature film, live presentations.

Assessment

Using a variety of **assignments and tests**, students will be assessed on their comprehension and interpretation of texts, writing style and structure, oral communication, competence in addressing the question or topic and effective use of supporting evidence.

Reading and Viewing – 40%

Writing and Creating – 40%

Listening and Speaking – 20%

GEOGRAPHIC INFORMATION SYSTEMS – GIS

Optional semester-long subject may be studied in addition to the compulsory Geography course

Aims

This course aims to show students how real-world geographical problems can be solved using the principles of GIS, which uses layering of spatial data. Simply put, **GIS** combines layers of information about a place to give you a better understanding of that place. The user determines what data they layer depending on the problem being investigated.

Content Structure

Year 9 GIS is organised into two interrelated strands: **Geographical Knowledge and Understanding** and **Geographical Inquiry and Skills**.

Geographical Knowledge and Understanding

This strand relates to the facts, generalisations, principles and models developed in geography that assist in explaining existing situations in the world and provide the foundation for predicting what may occur in new situations.

Geographical Inquiry and Skills

Geographical Inquiry is the process used to expand geographical understanding by adopting a data gathering, evaluation, analysis and interpretation methodology, and may be used at a variety of scales. Geographical Skills refers to the range of techniques used to gather data, represent data, analyse data and communicate findings.

Content Description

Geographical Concepts: This unit investigates the various geographical concepts such as place, distribution, environment, spatial interaction, sustainability, scale and the change of spatial patterns over time are integral to development of geographical understanding. It forms to the foundation of the spatial investigations.

GIS over time: This unit looks at the development of GIS thinking and practices from the mid-nineteenth century to the present. A range of different mapping techniques and programs (computer-based) will be used to map data. The course will expose students to a range of computer programs, some of which are on-line, that display spatial data.

Problem Solving: Computer programs are used to assist in this problem-solving process. The concepts of distribution and spatial association are keys to data analysis. This unit will investigate current issues within the community and through the use of GIS techniques options and possibly solutions will be offered. Examples of such issues could include: the location of Perth's second airport; the best routes for Perth's light rail network; where is the best location for Australia's nuclear waste repository?; where is the greatest need for additional drinking water in WA; and which section of the Swan River is the most polluted and what may be the likely cause.

Assessment

There will be a range of assessment styles including mapping tests, practical skills and research inquiry.

Tests	10%
Research/investigation	60%
Classwork	30%

HEALTH AND PHYSICAL EDUCATION

Compulsory subjects studied in both semesters

In **Health and Physical Education**, students learn how to enhance their own and others' health, safety, wellbeing, and physical activity participation in varied and changing contexts. The focus areas are: alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety, active and minor games, challenge and adventure activities, fundamental movement skills, games and sports, lifelong physical activities and rhythmic and expressive activities.

Aims

In Year 9 Health and Physical Education, the content provides for students to broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. With a focus on relationship skills that promote positive interactions and manage conflict.

The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.

Content Structure

The Health and Physical Education courses are organised into two interrelated strands: Personal, Social and Community Health and Movement and Physical Activity. The interrelated nature of the content of the Health and Physical Education curriculum provides opportunities for students to develop interpersonal, communication, self-management, and decision-making skills.

Content Description - Health

The Year 9 **Health Education** programme promotes and encourages positive health behaviour. Students achieve this outcome through the acquisition of knowledge, the opportunity to clarify values and attitudes, and the development of interpersonal skills. Topics include: Nutrition; Exercise; Sleep and Brain Care; Mental and Emotional Health; Drug Education; Growing and Developing Healthy Relationships.

Assessment:

Students will be assessed on their Personal, Social and Community Health knowledge and understanding through the completion of activities in their work books and end of unit assessments. They will also be assessed using the Hale School Learning habits of organisation, participation, perseverance, and initiative, in relation to Health Education.

Content Description - Physical Education

The Year 9 **Physical Education** course aims to develop physical, interpersonal, and tactical skills so that participation in physical activity is enhanced. It is hoped that with enjoyable experiences in Physical Education classes students will adopt healthy activity levels once they leave school. Topics include: Swimming/Water Safety/Water polo; Winter Games Skills – Soccer and AFL football; Touch rugby; Tennis, Softball; Floorball.

Assessment

The results of fitness tests will be recorded and reported to parents. Furthermore, students will be assessed on their physical activity (movement and motor) skills in the designated sports and assessed using the Hale School Learning habits of organisation, participation, perseverance, and initiative, in relation to Physical Education.

HUMANITIES AND SOCIAL SCIENCES (HASS)

There are three compulsory semester-length subjects:

1) History, 2) Geography and 3) Economics & Business, including Civics & Citizenship

Humanities and Social Sciences (HASS) is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. In the Western Australian Curriculum, the Humanities and Social Sciences learning area comprises four subjects: History, Civics & Citizenship, Geography and Economics & Business. In Year 9 at Hale School there are three HASS courses: History; Geography; and Economics & Business/Civics & Citizenship. Students will study one semester of each.

Through studying Year 9 HASS subjects, students will develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Aims

The Year 9 HASS course aims to develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- a knowledge, understanding and an appreciation of the past and the forces that shape society
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues
- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

Content Structure

The Year 9 HASS course is organised into two interrelated strands: **Knowledge and understanding** and **Humanities and Social Sciences Skills** which include Questioning and Researching, Analysis, Evaluating and Communicating and Reflecting.

Content Description - History

The making of the modern world

- The important features of the modern period (1750–1918)

Depth study 1: Investigating the Industrial Revolution (1750–1914)

- The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (e.g. the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia
- The population movements and changing settlement patterns during the Industrial Revolution
- The experiences of men, women and children during the Industrial Revolution, and their changing way of life
- The short-term and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication

Depth study 2: Investigating World War I (1914–1918)

- The causes of World War I and the reasons that men enlisted to fight in the war
- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign

HUMANITIES AND SOCIAL SCIENCES (HASS) (continued)

There are three compulsory semester-length subjects:

1) History, 2) Geography and 3) Economics & Business, including Civics & Citizenship

- The impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate
- The commemoration of World War I, including debates about the nature and significance of the ANZAC legend

Assessment

Students will be assessed on their research and planning, their demonstration of knowledge, their communication of understanding and their essay structure and expression - source analysis: 40%, explanation (essays): 40%; historical inquiry: 20%. Students will be required to undertake an in-depth case study of aspects from ONE of the topics studied this year.

Content Description - Geography

This course aims to challenge students with the concept that the world's food supplies may not be as reliable as they may appear, with a particular focus on Australia's food production processes. The second topic studied investigates the interrelationship of global production and consumption of consumer goods or services on the physical and cultural environment. Further development of topographic map skills concludes the course.

Biomes and food security: This unit investigates the various world biomes and their food and fibre productiveness. It considers the factors contributing to the amount, reliability and impact of food production at a global, regional and local scale. The challenges associated with the impact of climate change and the demands of an increasing global population conclude the unit.

Interconnection of places: This unit uses tourism as the basis to investigate the provision and consumption of services in various locations around the globe. It challenges the normal mode of thinking with respect to how the consumer (tourist) connects with the venue (provider). This unit concludes with the study of how the nature of the good or service and the way it is produced and delivered to the consumer influence on the physical and cultural environmental.

Mapping: Topographic maps skills are further developed. An essential skill for any geographer to master is the capacity to accurately construct, read and interpret spatial data. Mapping skills are developed over time, so most units will contain mapping skills.

Assessment:

There will be a range of assessment styles including mapping tests, knowledge tests, field work skills and research inquiry.

Cognitive Tests 30%

Research 40%

Practical Skills 30%

HUMANITIES AND SOCIAL SCIENCES (HASS)

There are three compulsory semester-length subjects:

1) History, 2) Geography and 3) Economics & Business, including Civics & Citizenship

Content Description - Business & Economics

Australia and the global economy

- The role of the key participants in the Australian economy, such as consumers, producers, workers and the government
- Australia's interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded
- Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy
- Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types
- The ways consumers can protect themselves from risks, such as debt, scams and identity theft
- The nature of innovation and how businesses seek to create and maintain a competitive advantage in the market, including the global market
- The way the work environment is changing in contemporary Australia and the implication for current and future work

Assessment:

There will be a range of assessments including short responses and extended answers. Students will participate in the ASX Schools Sharemarket Game and will be required to develop a website suitable for an innovative business idea exporting a good or service to China. Tests – 50%, assignments and class work – 50%.

Content Description - Civics and Citizenship

Our democratic rights

- The role of political parties, and independent representatives in Australia's system of government, including the formation of governments
- How citizens' choices are shaped at election time (e.g. public debate, media, opinion polls, advertising, interest groups, political party campaigns)
- How social media is used to influence people's understanding of issues
- The key features of Australia's court system and the role of a particular court (e.g. a supreme court, a magistrates' court, the Family Court of Australia) and the types of cases different courts hear
- How courts apply and interpret the law, resolve disputes, and make law through judgments (e.g. the role of precedents)
- The key principles of Australia's justice system, including equality before the law, independent judiciary, and right of appeal
- The factors that can undermine the application of the principles of justice (e.g. bribery, coercion of witnesses, trial by media, court delays)

Assessment:

There will be a range of assessments including short responses and extended answers. Tests – 50%, assignments and class work - 50%.

LANGUAGES: CHINESE, FRENCH OR JAPANESE

A year-long language subject is compulsory

Hale School has a vibrant languages curriculum offering **Chinese, French and Japanese** in Years 8-12. Studying a language is compulsory for all students, Years 1-9, and optional in Years 10-12. Students will study their chosen language year-long and will study both language and cultural aspects. The courses have a strong laptop-based interactive component and include extensive use of the internet and multimedia facilities. Students who have been identified by the School as needing Curriculum Support are not required to study a language, but may do so if they wish, in most cases.

Notes:

- 1 In Western Australia, strict eligibility criteria apply for enrolment in Years 11 and 12 WACE Second Language courses.
- 2 For students studying a second language at Year 12 level, a bonus of 10% of the final mark in that language is used to boost a student's Australian Tertiary Admission Rank (ATAR).

Please contact Mr Raymond Hill, Director of Curriculum, should you wish to discuss either of these notes.

Aims

The Hale School language courses aim to develop the knowledge, understanding and skills to ensure that students: communicate in the target language, extend their literacy repertoires, understand language, culture, learning and their relationship, and thereby develop an intercultural capability in communication, develop understanding of and respect for diversity and difference, and an openness to different experiences and perspectives, develop an understanding of how culture shapes worldviews and extend their understanding of themselves, their own heritage, values, culture and identity, strengthen their intellectual, analytical and reflective capabilities, and enhance their creative and critical thinking skills and understand themselves as communicators.

Content Structure

The second language courses are organised into two interrelated strands: **Communicating and Understanding**. The **Communicating** component includes skills in socialising, informing, creating, translating and reflecting. The **Understanding** component covers systems of language, language variation and change and the role of language and culture in society.

Content Description - Chinese

In **Year 9 Chinese** students communicate in Chinese, initiating and participating in sustained interactions to share and compare personal opinions about aspects of childhood, teenage life and relationships. They engage in written interactions and activities about events or experiences, in simple characters, Pinyin and some English. Students analyse ideas and information from a range of texts, identifying ways in which emotions, intentions and ideas are expressed. They learn about the systems of the Chinese language, exploring the role of emphasis, stress and rhythm to express subtle meanings in interactions. They will consider some assumptions and values and, occasionally, modify their language and behaviours in relation to different cultural perspectives. They also investigate and share family and cultural traditions and experiences, considering how these have shaped, and continue to shape, personal and cultural identity. They study the influence of language on people's actions, values and beliefs, and seek to appreciate the scale and importance of linguistic diversity in groups and cultures. Students explore how language choices reflect cultural practices and values that can be difficult for speakers of other languages to interpret.

Assessment - Chinese

Students will be assessed in Listening (20%), Writing (20%) Reading (30%) and Speaking (30%)

Term 1: Listening, Reading, Writing- One test for each

Term 2: Listening, Reading, Speaking- One test for each

Term 3: Listening, Reading, Writing- One test for each

Term 4: Listening, Reading, Speaking- One test for each

LANGUAGES: CHINESE, FRENCH OR JAPANESE (continued)

A year-long language subject is compulsory

Content Description - French

Year 9 French focuses on extending oral and written communication skills and understandings of French language and culture. Students communicate in French, initiating and participating in sustained interactions to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships. They engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information. Students will discuss how imaginative texts reflect French cultural values or experiences and will create and present imaginative texts designed to engage different audiences that involve moods and effects.

Students will develop increasing control of regular and irregular elements of spoken and written French, using elements such as pitch, pace and gestures to maintain momentum, liaisons and accents. Students increasingly monitor language choices when using French, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviour in relation to different cultural perspectives.

Using the textbook *Encore Tricolore 1* as the framework for the course, students work their way through a series of units of work which continue to broaden their range of vocabulary and grammar. These include: Living in a city; places and street directions. Some attention is given to the differences in everyday life between a French and Australian city dweller. Time and activities with particular reference to the normal school day, both in Australia and France. Food; much work is done, not only on the vocabulary of food, but on the cultural importance of food to the French. Students will also learn about shops in France and how to shop for food. Hobbies and leisure activities, expressing future plans and discussing holiday destinations. Speaking is practised in various situations such as role-plays and individual conversations with a French teacher or the French Assistant, enabling students to develop their competence and confidence to communicate orally.

Assessment - French

Students are assessed in the four macro-skills, each has an equal weighting of 25%.

- Writing: a test in each term
- Listening: a test in each term
- Reading: a test in each term
- Speaking: a test in Semesters 2 and 4

During the year there is usually one assessed assignment.

Content Description - Japanese

The **Year 9 Japanese** course extends students' knowledge with the introduction of the second script form, Katakana. Reading and writing of this script is a key focus of the course and students are also introduced to a small number of Kanji characters. Using a wide range of language contexts, students develop their oral and aural skills through listening comprehension exercises, role-play, structured games and individual practice with Japanese assistant teachers. Fluency is further enhanced with the continuation of home study CD activities in the same format as those used in Year 8. Writing and reading skills are developed using resources which focus on particular topics and offer a wide range of challenging and stimulating exercises. Visual materials and computer-based activities are also utilized to enhance students' understanding and knowledge of Japanese lifestyle and culture.

Assessment - Japanese

Students will be assessed in the three areas of Speaking (25% weighting), Listening (25% weighting) and Reading and Writing (50% weighting).

MATERIALS TECHNOLOGY

Optional semester-long subject

Aims

Technological gadgets are now a part of modern life. From iPhones to interactive toys, and the introduction of micro-controllers allow hobbyist's world-wide to make their own devices. 'Arduinos' are open-source electronic platforms, based on easy-to-use hardware and software, which allow developers to write their own programs, controlling inputs and outputs appropriately for each design.

For this unit, students will design and make their own Steam Punk Lamp. It will consist of 6 ultra-bright LED's and that will be controlled by an Arduino. Students can write a program to control how these lights function and interact with the user. They will learn how to use a wide variety of tools and machinery. Some of these include the wood Drop Saw; the Brobo Cold Saw; Mig Welder; Metal Lathe; Milling Machine and electronics and the tools associated with putting a circuit together.

Content Structure and Description

The course consists of:

- a design folio which helps students design their Steam Punk Lamp
- the electronics which houses the Arduino underneath the base; the wires which are fed through the pipework to the LED's
- the construction of the lamp out of galvanised pipe; students must make the threads so the joiners can be attached. They must also construct a base for the lamp.
- Finishing – students must paint the pipe and varnish the timbers to a high standard.

Assessment

Students will be assessed on their creativity and design skills, application of manufacturing skills, and their use of technology for effective and appropriate communication. This will be evident in the project they make and in their electronic folio.

- Knowledge and Understanding
- Processes and Production Skills

MATHEMATICS

Compulsory year-long subject

Aims

The **Year 9 Mathematics** course follows the Western Australian Curriculum and builds on the mathematical skills developed in Year 8. The primary aim is the continuing development of mathematical skills that enable students to calculate, reason and communicate.

Content Structure

The Mathematics course comprises of four proficiency strands: **Understanding, Fluency, Problem solving, and Reasoning**. The proficiency strands describe the actions in which students can engage when learning and using the content. This approach has been adopted to ensure students' proficiency in mathematical skills is developed throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Content Description

The Mathematics course is organised around the interaction of three content strands:

Number and Algebra:

Students apply number sense and strategies for counting and representing numbers. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. They build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

Measurement and Geometry:

Students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects. They learn to develop geometric arguments. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. They build an understanding of the connections between units and calculate derived measures such as area, speed and density.

Statistics and Probability

Students recognise and analyse data and draw inferences. They represent, summarise and interpret data and undertake purposeful investigations involving the collection and interpretation of data. They assess likelihood and assign probabilities using experimental and theoretical approaches. They develop an increasingly sophisticated ability to critically evaluate chance and data concepts and make reasoned judgments and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

Assessment

Students will be assessed on their use of routine and higher order skills, clarity of presentation, use of mathematical conventions and mathematical reasoning in the three content areas of the course: number and algebra, measurement and geometry, statistics and probability. Summative assessments will be made up of common tests, skills quizzes, open-ended problems and investigations. The extension classes will also have extension assessment tasks in addition to the above.

MEDIA

Optional semester-long subject

Aims

Media is a powerful force in modern culture it has the power to influence, challenge, empower and ignite change. The Year 9 Media course is a practical, fun and engaging course where creativity, collaboration and exploration are at the heart of this course. Students have the opportunity to develop ideas and tell their own stories as well as the ability to analyse others.

Media students develop their creative thinking, critical appreciation and social awareness by building on media concepts through expansion of the basic communication model to include new and emerging media technologies. They will apply their understanding of intended audience, purpose and context in their productions and in their response to their own and others' media work. They will explore current trends in how audiences use media.

Students extend and refine their skills and processes for problem-solving, working as a team, following timelines and using processes and strategies to ensure safe and responsible use of media equipment.

Media focus options may be either Media Fiction (for example, TV fiction, comics and graphic novels, magazines) or Media Non-Fiction (for example, documentaries, news stories, current affairs stories).

Students are expected to work within, or across, the following media in each year level: film, television, photography, print media, radio or online media.

Content Structure

The Media course is organised into two interrelated strands: **Making** and **Responding**.

Making engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves thinking kinesthetically, critically and creatively.

Responding involves students reflecting, analysing, interpreting and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

Content Description

This course is designed with a variety of challenges in mind, to develop terminology, creative and critical thinking, as well as skills in design and production. The coursework is completed through exploration of imagery, text and sound to express ideas, concepts and stories using effective teamwork strategies to produce media artwork. During the semester the aim is to increase students' confidence to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them.

The **Making** component of the course includes development of the following capabilities:

- Introduction to key terminology and technologies related to selected context and focus
- Codes and conventions for constructing meaning in the selected media type, genre and/or style studied
- Point of view for different audiences in the context of the media type, genre and/or style studied
- Media works that experiment with narrative conventions in the context of the media type, genre and/or style studied
- Representation of ideas, issues or people in the media now, and/or in the past, and the values they represent (consideration of stereotypes)
- Controls and audience values impacting the production context of media work
- Media production skills to integrate codes and conventions in media work for a specific purpose, meaning and style
- Independent awareness of safe production practices when using technologies and resources
- Team skills and specific role responsibilities
- Personal and group timelines and development of problem-solving skills
- Production process using appropriate technical skills and processes, scripts, storyboards and layouts

MEDIA (continued)

Optional semester-long subject

The **Responding** component concentrates on reflective processes on own and others' work, the impact on meaning of the use of the elements of media in performance and general media terminology and language.

Media knowledge and skills ensure that, individually and collaboratively, students develop:

- The impact of their own and others' media work for the intended audience, purpose and context
- Media work from contemporary and past times to explore differing viewpoints in Australian media work and/or international media work
- Media conventions, social and/or cultural beliefs and values that underpin representations in media work
- Impact of intended audience on the producer's selections in choosing codes and conventions, styles, narrative, genre, representations, stereotypes, differing points of view and values
- Intended audience profile of specific media work
- Impact of current trends in how audiences use media

Assessment

A semester mark comprising both the Making and Responding components of the course will be given. Students will be assessed on their ability to respond to, reflect on and critically evaluate their own work and the work of others, on their use of media skills and techniques, and on their use of appropriate media terminology and language in the communication of media ideas. All assessment is completed in-class:

- Making – 80%
- Responding – 20%

MUSIC: Basie vs Beethoven

Optional year-long or semester-long subject

The study of Year 9 Music requires the successful completion of Year 8 Music Enrichment or Ensemble Music

Music is a subject suitable for students who studied year-long **Music** in Year 8 or have studied music to approximately AMEB Grade Two level or above. Students may study Music for a whole year or for one semester only. Year-long music must be chosen by all boys who have been awarded a Music Scholarship.

The semester-long subject, **Contemporary Music**, is suitable for students who have studied Year 8 **Ensemble Music** or who have a limited background in the subject. While students are encouraged to take instrumental tuition on an instrument of their choice, it is not a requirement for this course.

Aims

The music courses aim to provide students with knowledge and skills to enable them to develop the confidence to be creative, innovative, thoughtful, skilful and informed musicians, to develop skills and techniques to actively listen, analyse, improvise, compose and perform music, interpret and apply the elements of music, engaging with a diverse array of musical experiences as performers and audience members, and to develop aesthetic appreciation and respect for their own and others' music practices and traditions across different times, places, cultures and contexts.

The **Year 9 Music** course is designed to cater for students who have an interest in Jazz and/or Classical Music. On selecting the course and in consultation with Music teachers, each student will be able to choose the context (Jazz or Classical) in which they would like to study Music. Students who are considering studying Music ATAR courses in Year 11 and Year 12 are highly advised to select this course.

Content Structure

The music courses are organised into two interrelated strands: **Making** and **Responding**.

Making engages students' cognition, imagination, senses, and emotions in conceptual and practical ways and involves thinking kinaesthetically, critically, and creatively.

Responding involves students reflecting, analysing, interpreting, and evaluating in the Arts.

Making and Responding are intrinsically connected. Together they provide students with knowledge and skills both as practitioners and audience members and develop students' skills in critical and creative thinking.

Content Description

In structured activities, students will listen to a variety of musical works, using scores and music terminology, to explore the use of the elements of music. They will examine similarities and differences between musical works and identify cultural, historical, and stylistic features. They will practise and perform a range of music to develop technical control and musical expression and will form opinions and preferences about music and the practices of others', across a range of contexts, to inform their own music making. Students use composition models and techniques, applying stylistic features and conventions to compose works in a range of styles.

An appreciation and understanding of music concepts and skills will be developed through the confident use of music as a language within Jazz and Classical contexts. There are four content areas:

Music Literacy

Music listening (Aural) skills will be developed through work that involves practical activities and listening analysis of music. Listening analysis involves the recognition of instruments, music styles and their characteristics, form, texture, timbre, tonality, harmony, and expressive devices. Other written work includes aural and visual recognition of rhythm, pitch, and harmony.

MUSIC: Basie vs Beethoven (continued)

Optional year-long or semester-long subject

The study of Year 9 Music requires the successful completion of Year 8 Music Enrichment or Ensemble Music

Analysis and Context

Students will explore composers, performers, compositions, and characteristics of Classical and/or Jazz styles. Analysis skills related to compositional devices and musical forms will be developed through studying works from the Baroque period, New Orleans Trad Jazz era, Classical period, and Swing era.

Practical and Performance skills

All students enrolled in Music must be engaged in instrumental music lessons throughout the year. Students will be required to deliver a solo performance during each term and are required to be a member of at least one music ensemble. Students will also participate in class activities that support improvement in practical vocal, sight-reading, and improvisation skills.

Composing and Arranging

Students will explore arranging and composition techniques pertinent to Jazz and/or Classical styles. A portfolio of their creative work will be created throughout the year.

Assessment

Students will be assessed on their practical musicianship skills, instrumental performance, reading, writing, and understanding of music notation, creating music using composition conventions, listening and responding to music and their understanding of music literature.

PERSONAL DEVELOPMENT

Compulsory subject (one term)

Aims

Life Skills are defined by the World Health Organisation as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life.” Life skills are a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with others and cope with and manage their lives in a healthy and productive manner.

The **Personal Development** programme assists students to broaden their knowledge and understanding in relation to critical and creative thinking and personal and social capabilities. Students are provided with a broad range of information to equip them for upper secondary school and beyond. They will examine the skills considered necessary to excel in the twenty-first century and will develop their self-reflection skills, enabling them to maximise their potential in an ever-changing world.

The programme will allow character development through understanding of the five Social and Emotional Learning Domains:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision Making

Content

Lesson	Activity	Resources
1	<ul style="list-style-type: none"> • Introduction • Students complete the following: <ul style="list-style-type: none"> • Student Secure Area – ‘Tests/Quizzes’ then ‘Career Personality’. • Purpose Survey • Review the links in the resource column • In ‘A New Culture of Learning – Cultivating the Imagination for a World of Constant Change’ they identify the following 3 ideas in relation to online collectives: <ol style="list-style-type: none"> 1. Hanging out – What is my relationship to others? 2. Messing around – What am I able to explore? 3. Geeking out – How can I utilize the available resources, both social and technological for deep exploration? 	<ul style="list-style-type: none"> • The Brain Circuits Underlying Motivation: An Interactive Graphic • Strategic Intelligence
2	<ul style="list-style-type: none"> • Students review the documents listed in the resource column. • Students to select 2 and complete the required material 	<ul style="list-style-type: none"> • Setting Personal Bests • Personal Development Plan • Goal Setting Toolkit • My Individual Pathway Plan
3	<ul style="list-style-type: none"> • Students review the documents in the resource column. <ul style="list-style-type: none"> • Employability Skills Framework – think of a job that you may be interested in for the future and then complete the ‘Skill and Elements of Skill’ at the end of the document. This is also a good skill sheet checklist for you to consider what you can work on to improve self too • Complete the ‘Skills’ document as instructed upon opening. There are several tables here that relate specifically to different subject areas that may assist with your learning in these areas 	<ul style="list-style-type: none"> • 21st Century Learner • Employability Skills Framework • Clusters of 21st Century Competencies • 21st Century Skills • Skills • 100 Jobs of the Future
4	<ul style="list-style-type: none"> • Discuss materials with peers: <ul style="list-style-type: none"> • Retrieval Practice • Good Thinking! – That’s So Meta (cognitive) • Read this article on Mental Models • What is Metacognition? • Think Better 	<ul style="list-style-type: none"> • Interleaving Guide • Retrieval Practice • Spacing Guide • Make it Stick - Sketchnotes
5	<ul style="list-style-type: none"> • Focus eBook • Future Skills • Peak Performance • Workforce Development • Study Vibe • Skills Road • Year 13 	<ul style="list-style-type: none"> • Focus Ebook • Future Skills • Peak Performance • Deliberate Practice

PERSONAL DEVELOPMENT (continued)

Compulsory subject (one term)

Lesson	Activity	Resources
6	<ul style="list-style-type: none"> Hattie J – Feedback – looks at the importance of feedback and the types of questions you should be asking yourselves and those that can assist you Integral Model for Students – this document looks at two different methodologies of how to look at skill development and the necessary skills to develop a successful life experience The New Work Mindset – looks at the 7 job clusters in Australia. Think about where you may sit in relation to these clusters Project Zero – Thinking Routines Have a look at this and try the quiz Job Jumpstart 	<ul style="list-style-type: none"> Hattie J – Feedback The New Work Mindset Integral Model for Students Education Decision Making Loop
7	<ul style="list-style-type: none"> Grit Scale – snapshot this and save it What are your strengths and weaknesses? How are you curious? Challenge: Determine understanding – complete this document An Introduction to Design Thinking MIT Tech Review Pliant Energy Systems 	<ul style="list-style-type: none"> Challenge – Determine Understanding An Introduction to Design Thinking
8	<ul style="list-style-type: none"> Students complete the following: <ul style="list-style-type: none"> Read the HBR article ‘Better Brainstorming’. Annotate and highlight the document as you go outlining how you could use this style of brainstorming in your academic pursuits Visit and look at each of the tabs at the new Hale Careers page Job Jumpstart – have a look at this site and bookmark it Read this article – How to prepare the work force for jobs that don’t yet exist WEF – Preparing for the Future of Work – read the materials from this site Humans Wanted – a very informative insight into movements within the labour market The Learning Scientists 	<ul style="list-style-type: none"> Design Thinking Flowchart Better Brainstorming Humans Wanted – Robots Need You Australia
9	<ul style="list-style-type: none"> Students complete the following: <ul style="list-style-type: none"> What is your ideal environment? ‘Count Your Minutes Document’ View the ‘Model of Learning Strategies’ Time Management Grid Fast Goals Assessment Capable Visible Learner If you are interested in learning better skills around how to learn look at this Massive Online Open Course (MOOC) 	<ul style="list-style-type: none"> Count Your Minutes Model of Learning Strategies Time Management Grid Fast Goals Assessment Capable Visible Learner
10	<ul style="list-style-type: none"> Students review and discuss the following: <ul style="list-style-type: none"> Autonomy Support in 2 minutes RSA Animate: Drive – The Surprising Truth About What Motivates Us Read this on Creative Play Review the Motivation Resource and WOOP materials Learning How to Learn (MOOC) 	<ul style="list-style-type: none"> Motivation resource Mental WOOP Guide WOOP FAQ WOOP Group WOOP in One Glance WOOP Overview WOOP Refine Your Plans WOOP Review Written WOOP Guide
11	<ul style="list-style-type: none"> Students review: <ul style="list-style-type: none"> Complete the Deep Thinking form The Power of Habit – Charles Duhigg: please read this document carefully and think about the sorts of habits you have and how this could be implemented into what you do RSA Animate: How to Help Every Child Fulfil Their Potential Will Robots Take My Job The Future of Work: Will Our Children be Prepared? The Fourth Industrial Revolution – look through some of the different areas here which may be of interest 	<ul style="list-style-type: none"> The Power of Habit – Charles Duhigg
12	<ul style="list-style-type: none"> Complete the Social Media and Careers task Work through the Grit, goals and the right mindset materials 	<ul style="list-style-type: none"> Social Media and Careers
13	<ul style="list-style-type: none"> Preparing for the Gig Economy Resources can be accessed under the Shared Documents menu Resources on ASIC’s Money Smart site 	<ul style="list-style-type: none"> Gig Economy Preparing for the Gig Economy

PHILOSOPHY, VALUES AND RELIGION

Compulsory subject (three terms)

Aims

The Year 9 Philosophy, Values and Religion (PVR) course is designed to equip boys with practical reasoning skills which will be applied to philosophical, ethical and religious issues. Boys should recognise these skills are transferable and will be of use in many other subjects, both at school and at university and in many vocations. Furthermore, engagement with enduring questions should lead to internal reflection and the development of individual character.

Content

Unit one introduces boys to philosophical reasoning. They will be taught the structure of an argument, understanding the function of premises, inferences, and conclusions. They will be asked to recognise, evaluate and diagram simple arguments. Boys will then apply their critical reasoning skills to the issue of knowledge. More specifically, how do we come to know things, upon what basis, and is knowledge even possible?

Unit two is entitled 'Sex, drugs and hamburgers'. Boys will examine three ethical questions. First, is smoking marijuana purely for recreational use immoral? Second, are consensual same sex relationships immoral? Third, is eating a hamburger immoral? During this unit boys are also taught how to construct a convincing extended philosophical argument.

Unit three is a detailed analysis of terrorism. Boys will explore this issue from a religious and ethical standpoint. Emphasis is placed on separating fact from fiction about Islamic teaching. Aspects of political philosophy will be discussed, such as the concept of rights, freedom of expression and censorship. Boys will also be taught argument evaluation skills and the difficulties associated with conceptual clarification.

Assessment

Boys will be assessed on their knowledge of course content for each of the three units. They will also be assessed on three core skills; the construction of an argument, argument analysis and reasoning. The reasoning assessment will test their understanding of key reasoning concepts associated with recognising, evaluating and diagramming (mapping) simple arguments. The argument analysis assessment tests boy's capacity to identify and critically evaluate an argument contained within a passage. The construction of argument assessment will involve arguing either for or against a given statement.

SCIENCE

Compulsory year-long subject

Aims

The Year 9 **Science** course follows the new Australian Curriculum and builds on the Science learning in Year 8. It is a general introductory course which consists of units in each of Biology, Chemistry and Physics.

Content Structure

By the end of Year 9, students use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills. They apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They plan experimental procedures which include the accurate control and measurement of variables. They identify inconsistencies in results and suggest reasons for uncertainty in data. They use scientific language and representations when communicating their results and ideas. Students use knowledge of body systems to explain how complex organisms respond to external changes. They use knowledge of interrelationships to describe how changes affect ecosystems. They explain geological features and events in terms of geological processes and timescales. They describe the structure of atoms and explain chemical changes in terms of the behaviour of atoms. They describe a range of chemical reactions and explain their importance. They compare, in qualitative terms, how two different forms of energy can be transferred. They describe interrelationships between science and technology and give examples of developments in science that have affected society.

Content Description

The topics covered in this course will include:

Biology

The Year 9 Biology unit focuses on Ecology and Microorganisms. Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems. Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Microorganisms can be both dangerous and beneficial to human health and wellbeing. To deal with pathogens the human body has developed an extensive immune system that initially provides a barrier to infection and a complex response to pathogens that penetrate these barriers.

Chemistry

The Year 9 Chemistry unit focuses on atoms and chemical reactions. All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed. Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer.

Earth and Environmental Science

The focus of this unit is the theory of plate tectonics in relation to global patterns of geological activity and continental movement. In particular the following areas will be investigated in detail: recognising the major plates on a world map; modelling sea-floor spreading; relating the occurrence of earthquakes and volcanic activity to constructive and destructive plate boundaries; considering the role of heat energy and convection currents in the movement of tectonic plates; and relating the extreme age and stability of a large part of the Australian continent to its plate tectonic history.

Physics

The Year 9 Physics unit consolidates and builds upon the concepts introduced in the Year 8 course by the study of introductory material on Physics conventions, energy transfer as wave forms, electrical energy and alternative energy sources. It provides an introduction to basic concepts and principles that underpin classical physics and provides a basis for further study of this subject. The unit is structured to include an investigative and experimental component to encourage independent and critical thinking.

Assessment

Students will be assessed on their understanding of each of the four sub-strands of the course which are Biology, Chemistry Earth and Environmental Science and Physics. They will also be assessed on their science inquiry skills.

STEM (SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS)

Optional semester-long subject

Aims

The STEM course aims to inspire students to appreciate the role and potential of Science, Technology, Engineering and Mathematics in the real world through enquiry and experimentation. Students will use and enhance their current knowledge and understanding of scientific and mechanical concepts to come up with practical solutions to different challenges. Ultimately, students will begin to develop an appreciation of the role and potential of STEM in the world economy and why “International research indicates that 75% of the fastest growing occupations require STEM skills and knowledge.”

This course is likely to be of interest to students who are considering studying Mathematics, Physics, Chemistry and Engineering in later years.

Content Structure

This course is based around practical problem solving involving real world scenarios. Students will work in a variety of teams to complete up to 10 challenges over the semester.

Content Description

Students will look at mechanical, graphical and scientific methods across the world to develop suitable concepts. They will learn how to use Fusion 360 to utilise the laser cutter and 3D printer and will develop their communication and critical evaluation skills so that innovation and collaboration are rewarded whilst still ensuring that all aspects of the problem are solved.

Assessment

Assessment will include presentations, peer assessment and the overall success of the projects.

- | | | |
|------------------------------|-----|------|
| • Investigating and defining | 10% | |
| • Designing | 10% | |
| • Producing and implementing | 60% | |
| • Evaluating | 10% | |
| • Collaborating and managing | 10% | 100% |

WEAPONS AND WARFARE – KNIGHTS TO 1900

Optional semester-long subject

Humanities & Social Sciences (HASS) is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. Through studying Humanities and Social Sciences subjects students will develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating, and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary.

Aims

Year 9 Humanities and Social Sciences courses aim to develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas and environments throughout the world
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- a knowledge, understanding and an appreciation of the past and the forces that shape society
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues
- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- a knowledge and understanding of the connections among the peoples of Asia, Australia and the rest of the world.

Content Structure

The Humanities & Social Sciences courses are organised into two interrelated strands: **Knowledge and Understanding** and **Humanities and Social Sciences Skills** which include Questioning and Researching, Analysis, Evaluating and Communicating and Reflecting.

Content Description – Weapons and Warfare – Knights to 1900

In this subject student will come to appreciate the links between warfare and other aspects of history; to understand the relevance of the evolution of warfare to political economic and military power; to understand the rise of specific past and present military powers; and to develop independent skills in researching and reporting on aspects of warfare.

Students will develop the following skills in this course which are transferrable to other Humanities subjects:

Essay writing; Source Analysis; Argument Structure; Critical Analysis; Creativity; Collaboration; Written and Verbal Communication; IT Extension; Research/Inquiry; Note Making.

Topic One: Medieval Warfare and Society

- the pattern of European civilisation in early medieval times eg Charlemagne
- the consequences of warfare for medieval society
- the nature and impact of the Crusades on the social and military order
- military doctrine, technology and tactics and their evolution in medieval times eg development of gunpowder, muskets, rifles, artillery etc
- causes and types of wars eg religious, nationalist
- key battles of the era

WEAPONS AND WARFARE – KNIGHTS TO 1900 (continued)

Optional semester-long subject

Topic Two: Case Study of a Battle/Weapon

- the origins, nature, course and impact of a key battle from 1000-1900

OR

- the development, nature and impact of a key weapon of the era

Topic Three: Naval Warfare

- the rise of Arabic civilisation and naval power in the Mediterranean
- the impact of the Vikings on Europe
- the rise and fall of Italian city-states and their naval power
- the evolution of technology in sea travel and naval warfare
- the rise and fall of Portuguese and Spanish sea power (study of the Armada)
- the rise of British sea power (study of Trafalgar) and Pax Britannica
- the evolution from 'men of war' to metal warships

Topic Four: 18th and 19th Century Warfare

- the clash of nation states in Europe and the balance of power eg Napoleonic Wars, rise of Prussia and Germany
- the evolution and of weaponry such as canon, rifles, cavalry
- case studies including the US Civil War, Franco-Prussian War

Assessment

- Investigations: 50%
- In class tests: 30%
- Class work: 20%

HALE SCHOOL
HALE ROAD WEMBLEY DOWNS WESTERN AUSTRALIA 6019
Telephone: +61 (8) 9347 9777 | Facsimile: +61 (8) 9347 9799
www.hale.wa.edu.au

CRICOS IPC 00438C



HALE SCHOOL
Find your frontier