



OXLEY

CHRISTIAN COLLEGE



Year 9
CURRICULUM

Year 9 Curriculum

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Year 9 Art and Art (Electives)

Rationale

In Year 9 all students complete a core 'compulsory elective' – Art – but in addition, students have the opportunity to pursue particular interests through a range of specialised semester-long electives. These electives allow students to spend additional time exploring a particular medium, hence developing competence and confidence in their ability to translate ideas into completed works. In addition to Art the electives are:

- Ceramics
- Drawing and Painting
- Photography
- Textile Artworks
- Visual Communication Design

Course Objectives

- Explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas, concepts and themes in art.
- Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works.
- Conceptualise, plan and design art works that express ideas and artistic intention.
- Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences.
- Analyse, interpret and evaluate a range of visual artworks from different cultures, historical and contemporary to explore differing viewpoints.

Assessment

- Studio Workbook
- Resolved artworks

Art

This subject is a semester-long 'compulsory elective'.

This elective explores aspects of drawing, painting and printmaking. Students are introduced to a range of art materials, techniques and skills. Students compare the technical and stylistic features of different artworks and use this understanding to extend their technical and aesthetic skills. A studio workbook with visual and annotated records of processes used in the development of their own art works is maintained.

Ceramics

A range of hand-building skills are applied in creating three dimensional sculptural artworks and pottery. Elementary wheel throwing will be experienced. Surface decoration skills include textural applications, oxides, glazes and under-glazes. Emphasis is placed on creative and imaginative interpretations of set projects. Students are taught the appropriate technical language specific to ceramics, and

apply this knowledge when discussing and writing about artworks. A basic understanding of the firing process will also be part of the course. Students may have the opportunity to fire their pots in an open pit firing.

Drawing and Painting

This unit gives the opportunity for Year 9 students to consolidate and build upon skills and knowledge acquired in the core Art elective. Students will learn techniques in creating artworks, exploring and experimenting with a range of media. This elective will directly benefit students in the mainstream art classes as well as those continuing Art in further years.

Photography

This unit has been designed as an introduction to digital photographic practices. Over the duration of the course, students will be involved in practical projects that involve studio photography, outdoor photography and post processing procedures. Students will learn how to operate the camera and edit images using photoshop. Theory work will be covered in the technical aspects of camera use and in the evaluation of photographic techniques.

Textile Artworks

This elective will give students the opportunity to creatively design and construct textile artworks. Students will learn and apply skills in textile design, reading patterns, hand stitching and sewing machine use. A studio workbook documenting their artistic practice is maintained.

Visual Communication Design (VCD)

Students will be introduced to the basics of graphic design, encouraging and enabling them to become creative and successful designers. The design process, design elements and principles, drawing methods and design guidelines will be explored throughout a range of practical design briefs.

Students will develop skills in freehand and technical drawing as well as the use of Adobe Photoshop and Illustrator to produce final artworks. Through the analysis of existing designs, students will learn how to unpack visual messages and the techniques used by designers to communicate with their audience.

This subject should be taken by students who might choose to study Visual Communication Design in future years.

Year 9 Christian Studies

Rationale

Oxley Christian College Vision: To delight in God's love through inspired learning.

Oxley Christian College Mission: To provide an education for excellence within a Biblical Christian worldview.

A key component of developing a responsive Christian worldview is the development of Biblical literacy. Through analytical and devotional readings of scripture, students are encouraged to live lives openly before God and understand their place in this story. They will also learn, reflect on and explain selected portions of scripture. In the Semester One, students undertake a thorough analysis of the Gospel of John by looking at the important themes of life, belief and the identity of Jesus. In Semester Two, students will consider biblical approaches to justice.

Students also engage with the local community through the completion of independent service projects where voluntary service is given as an expression of Christian virtue and practice.

Course Objectives

- Reading and understanding scripture;
- Prayer, reflection and response;
- Promoting service; and
- Critiquing culture in light of a Christian perspective

Content

- Topic 1 – The Gospel of John
- Topic 2 – Justice and the Christian Faith

Assessment

- Completion of workbook activities in a thorough manner
- Bible passage exegesis
- Unit tests
- Creative presentations and written assignments
- Community service assignments
- End of semester examinations

Year 9 City Cite

The City Cite aims to take Year 9 students into new realms of learning for a three week period. One obvious aspect of this is taking them beyond their knowledge of outer suburban living to encounter the energy, opportunities, challenges and problems at the heart of our state capital, Melbourne.

The learning at City Cite will be based on direct experience, on inquiry and on group cooperation. Like many modern work places, the City Cite will ask for a multi-disciplinary approach to the task to be done rather than a single 'subject discipline'. The students will be encouraged to see how rich the city is in human and physical resources. They will develop skills to tap into those resources.

When they return to Oxley, students will benefit both personally and academically. In Year 9, students are laying down beliefs, values and moral perspectives which will be central to their adult lives. The City experience will give extra dimension and maturity to the Christian perspectives they already know from Oxley and from home. Academically, the City Cite is excellent preparation for the senior years of VCE.

All of this is perhaps the official and adult viewpoint of City Cite. The students' perspective is very simple and direct: The city is cool and fun! No Year 9 student will want to miss it, not just because of the obvious excitement but because they know that many of Australia's richest resources and opportunities are found in the central city. All students will benefit from the experience of getting about safely, efficiently and pleasurably in a great city; an important thing given that the huge majority will undertake tertiary studies in town. It is also likely that students will gain a new appreciation of the good things about living on the fringe and about ordinary school!

Year 9 Drama

Rationale

In this unit, students improvise, select and structure elements of drama to make short plays or films. They experiment with a range of forms, styles and conventions in drama to create dramatic images and to convey meaning. Students will examine the development of styles such as comedy and mystery, and from this create self-devised plays.

Using a variety of techniques and processes, students develop a range of performance skills to communicate with an audience. Students select and manipulate elements of stagecraft appropriate to their work. Drama classes seek to help students to develop the ability to use starting points to generate and expressively develop ideas for making and presenting drama.

Their work allows students to make informed judgments about the values, purpose and qualities of drama. They describe, analyse, interpret and evaluate drama. Students use appropriate terminology to critically discuss and investigate the works.

Course Objectives

- Create characters with depth and credibility.
- Use drama elements, forms, styles and conventions to convey meaning.
- Develop drama ideas individually and in groups.
- Interpret texts, characters and scripts from a range of cultural and historical sources.
- Develop and write scripts.
- Provide personal interpretations about the qualities of own and others' drama.
- Identify strategies for refining own drama.
- Use drama terminology when discussing own and others' drama.
- Explain ways in which drama reinforces or challenges social, cultural and artistic values.

Assessment

Assessment in these subjects is based on teacher observation, and will include many of the following:

- Performance work, including the exploration of required performance styles, character portrayal and manipulation of stagecraft.
- Class participation, student cooperation and problem-solving skills
- Class journal exploring the theoretical components of performance work
- Reflective analysis on the development and presentation of one or more performance pieces
- Research task on the history of performance styles

Year 9 Duke of Edinburgh Bronze Award (Elective)

Students who select this elective will be enrolled with Awards Victoria, and will work on completing the Bronze Award.

Rationale

The Duke of Edinburgh is an enriching program and internationally recognised award, that invites young people to participate in a number of activities over a set length of time. Participation is structured so that students can design their own unique program centred around individual interests and passions. Through personal commitment to achieving this award, essential life skills are gained, self-confidence built and students experience a lot of fun and adventure along the way.

More details about this award can be obtained from the Awards Victoria web site (<http://www.awardsvic.org.au/>).

Content

In order to receive the Bronze Award students must complete four required elements. Three of these will be completed in the student's own time, over the course of the semester:

- Physical Recreation
- Skill
- Service

In each of these fields, students will select their own goals, supported by our Duke of Edinburgh Coordinator, and work steadily on achieving these personal goals. In each of the areas, the student needs to show evidence of contributing or participating for one hour a week (or two hours per fortnight), over a three-month period. In one of the areas, the students need to keep up this commitment for a six-month period. All of this work and service will take place outside of the classroom, in the student's own time.

The fourth element is completion of an 'Adventurous Journey'. This component of the program will be supported by the College through an external Outdoor Education provider, as an alternative Year 9 camp program.

Class time will be used to:

- discuss, set and monitor the progress of the students in each area
- develop skills useful for the Adventurous Journey (e.g. navigation, first aid, basic bush craft)

Assessment

Students will have graded assessment and a written report, as for other electives. The graded tasks will be based on the practical skills taught in class.

Cost

Any curriculum costs will be covered by the College, and the 'Adventurous Journey' component will access the camp fees which are built into the subject levy. However, there will be an additional billing of approximately \$160, which is the administration fee charged per student by Awards Victoria.

Year 9 English (Electives)

Both of these subjects are offered as semester-long electives at Year 9.

Creative Writing Curriculum Overview

In this elective subject, students will develop their own writing style and will learn to write a character-driven short story. Students will study written excerpts from classical and contemporary texts to help them distinguish between different writing styles and develop their own, engaging and unique voice. Following this, they will learn how to create fascinating characters, use dialogue, build suspense and tension, and write descriptively using a wide range of sentence types to help them improve their stories.

Media Studies

Media is a fundamental part of modern life. From social media, to advertising, to movies, we live in a media-saturated world. Equipping students with the knowledge and skills to be active and analytical participants in media society is thus integral to their being an effective part of it. In this Media Studies elective, students will be challenged to consider media's influence on our world, as well as their own position in media society as an audience of consumers, contributors, and creators.

Throughout this elective, students will engage with and analyse a variety of texts, from Hollywood blockbusters, to short films and print media. They will look at how and why such texts are made, and analyse their structure and features. Additionally, they will be given the opportunity to develop their own media content. Working both individually and collaboratively, students will develop skills and knowledge in the design and production processes of creating content like movie trailers, short films and posters.

Year 9 English

Rationale

Students are involved in a variety of tasks which aim to develop their God-given ability to communicate effectively in a variety of forms and styles. This unit will develop written and oral skills with emphasis given to developing different perspectives on complex themes and issues and extending the ability of students to create a range of spoken and written texts.

Course Objectives

- The Year 9 English curriculum at Oxley provides students with opportunities to develop their God given creative and linguistic abilities within a Christian context. They produce, study and respond critically to texts created for a wide range of purposes and audiences. They will engage and explore complex texts, themes and issues in various contexts.
- Students are able to speak in a variety of formal and informal situations, exploring different perspectives on complex ideas and issues. They listen critically, examine the subtle ways in which language influences audiences and explore persuasive techniques. Students read classic, contemporary and popular literary texts, media and multimedia texts and develop more critical ways of reading and responding to them.
- Students' writing explores more complex themes and issues for specific and general audiences. They use and control complex linguistic structures and features to convey meaning for audience and purpose.

Content

- In Semester 1, students begin with a film study on 'Remember the Titans'. The focus of this unit is on developing students' understanding of filmic techniques, and students will write an essay exploring how the director explores various themes in the text. This is followed by a unit of work on 'World War One Poetry'. Students research the context of World War One, and learn how to use a variety of poetic devices to write their own poems on the topic. Following this, students develop their knowledge of metalanguage to help them analyse short texts and identify persuasive techniques, explaining how they are used to support various arguments. Students are encouraged to read widely, and produce a film pitch for their chosen text.
- In Semester 2, students study the play 'Romeo and Juliet'. This unit of study includes an introduction to the world in which Shakespeare lived, to enable students to understand the historical context, social customs and language used in the play. This study includes an examination of Shakespeare's language, characters and themes in the play. Following this, students revise the persuasive techniques covered in Semester 1 and develop a stronger understanding of how a text positions its audience. Finally, students complete a novel study on 'No Safe Place'. Students create their own creative piece based on the experiences of a character, and present an oral in response to the issues raised by the novel.

Assessment

- Students will be assessed in a variety of ways under the broad categories of 'Speaking and Listening', 'Writing' and 'Reading'. Students will complete tasks formally and informally. Some will be completed at home, others in class. Some will be handwritten whilst others will require computer use. The assessment is carried out within the normal teaching and learning and leads to the satisfactory completion of the 'Outcomes'. Assessment will include comprehension exercises, essays, text responses, oral presentations, creative responses, short reflective pieces and an end of semester examination.

Year 9 Everyday Food

Rationale

Food is integral to our life. We eat several times every day and we are aware that our food choice affects our long-term health. However, we are often left asking questions such as “what is healthy food?” and “how can we plan to prepare nutritious meals that cater to our busy lifestyles?”

Everyday Food is designed for students to develop their understanding of what healthy food looks like and to provide them with the skills that will enable them to prepare a range of healthy meals and snacks that align with the Australian Dietary Guidelines.

Content

- Preparing, cooking and storing foods safely
- Exploring the nutritional content of different foods
- Discussing how healthy meals can be adapted to suit our lifestyle
- Evaluating how technology can play a role in efficient food preparation

Course Objectives

Students will learn to:

- Understand key food processes and methods.
- Identify factors relating to food spoilage and safe handling.
- Develop aspects of personal choice and design as applied to food through investigation and production.
- Gain a greater knowledge of nutrition and healthy eating.
- Develop a portfolio of healthy recipes that can form the basis of life long healthy eating patterns.

Assessment

The students will be assessed on:

- Production – this is the student’s success in practical sessions. The assessment criteria will vary from week or week, but may include factors such as hygiene and safety, time management, organisation, food presentation, ability to work as part of a team, cooperation, and the quality of the final product.
- Workbook – students will complete a reflective journal that fosters a healthy mindset and practical application regarding our relationship with food
- Assignment – A product review on one of the latest innovations in kitchen equipment

Year 9 Celebrations

In this course, students are exposed to the eating patterns of different cultures by preparing celebratory meals from a variety of countries. Students also develop a greater understanding of the design process and practice its application by researching, planning, producing and evaluating a novelty cake.

Course Objectives

Students will be able to:

- Discuss a range of global celebrations and the foods associated with them
- Produce nutritious and tasty foods common to a diverse range of celebrations
- Analyse the sensory qualities of food and suggest changes that may improve flavour and presentation
- Identify factors relating to food spoilage and safe handling
- Apply the design process to produce a novelty cake of their choosing

Content

- Preparing, cooking and storing foods safely
- Presentation techniques
- Design process
- Cake decorating skills and techniques

Assessment

The students will be assessed on:

- Practical skills in the kitchen including: teamwork, communication, individual time management and organization
- Novelty cake assignment

Year 9 Geography

A semester-long subject taken by all Year 9 students, either in first or second semester.

Rationale

In Year 9 Geography, students explore the topics of *Biomes and Food Security* and *Interconnections*. How we produce enough food to feed the world is a pressing concern for all countries, so students learn about the importance of human interactions with the natural environment. The world is becoming ever smaller through the connections that technology, trade and travel make between places, and this is changing our understanding of our role in the world. As Geographers, we recognise that we are Global Citizens, whose actions and interconnections can impact the globe.

Course Objectives

Geographical knowledge

- Biomes and food security

What is a biome; The climatic and vegetation patterns of biomes, particularly in Australia; The environmental factors in food production; Changes in food production; Australia's agricultural industry; Food security; The future of food; Solutions to food insecurity.

- Geographies of interconnection

What makes a place special to us; How do we see places differently to others; What connects people to places; Travel and tourism in relation to connections to place; The main causes and impacts of Globalisation; The connections of trade and technology across the world; Our roles as global citizens.

Content

Geographical skills

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences
- Collect and record relevant geographical data and information, using ethical protocols, from reliable and useful primary and secondary sources
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions, using digital and spatial technologies as appropriate

- Analyse and evaluate data, maps and other geographical information using digital and spatial technologies and Geographical Information Systems as appropriate, to develop identifications, descriptions, explanations and conclusions that use geographical terminology
 - How did societies change from the end of the medieval period to the modern age?
 - How did societies change from the end of the medieval period to the modern age?
 - What key beliefs and values emerged and how did they influence societies?
 - What were the causes and effects of contact between societies in this period?

Assessment

- Topic tests
- Research tasks
- Collaborative projects
- Fieldwork activities
- Unit examination

Year 9 History

A semester-long subject taken by all Year 9 students, either in first or second semester. The course focuses on the history of the modern world from 1750CE to 1918CE.

Rationale

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

Course Objectives

At this level, students learn about:

- How did societies change from the end of the medieval period to the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies during this period?
- Which significant people, groups and ideas from this period have influenced the world today

Content

- The Making of the Modern World: *The Industrial Revolution*. Content includes Causes that led to the Industrial Revolution, and other conditions and ideas that influenced the industrialisation of Britain and of Australia; Causes of population movements and settlement patterns during this period and the significant changes to the way of life of groups of people; Different experiences and perspectives of individuals or groups and how ideas, beliefs and values changed during the significant events of the Industrial Revolution; Significant effects of the Industrial Revolution, including global changes in landscapes, movements of people, development and influence of ideas, political and social reforms, and transport and communication.
- Making a Nation: *Australia and Asia*. Content includes the key features of early Australian colonial society; intended and unintended causes and effects of contact and extension of British colonisation, including First Australians; significant events, ideas and perspectives; the effects of global people movements on the development of modern Australia; Federation.
- The Modern World and Australia: *World War One*. The causes of World War I and the reasons why men enlisted to fight in the war; significant events, turning points of the war, and the nature of warfare; where Australians fought and the nature of warfare, including the Gallipoli campaign and the Western Front; the Home Front, the role of women and the conscription debate; the impact of World War I on developing Australian identity; debates about the nature and significance of the Anzac legend and ongoing commemoration.

Assessment

Assessment tasks include topic tests, an examination, research projects, a formal essay, summarizing activities, evidence and perspective analyses.

Year 9 Information Technology (Electives)

There are four semester-long Information Technology electives offered to Year 9 students – ‘Coding’, ‘Robotics’, ‘Introduction to Web Design’ and ‘Responsive Web Design’.

Rationale

In Years 7 and 8, students develop a broad range of basic skills as competent users of word processors, presentation software, spreadsheets, email and the internet. The goal of Information Technology subjects in Year 9 is to allow students to develop expertise and depth of understanding in a range of more specific areas. Students are able to choose from a variety of electives, enabling them to pursue their particular interests, and develop higher-order thinking skills in problem solving and planning.

Introduction to Web Design

Students will learn to build web sites for normal computer screens. A variety of online tools will be used to enable students to build and publish basic web sites online. As students develop skills in writing html and css code, they will be able to build increasingly sophisticated web sites. This course runs in Semester 1.

Responsive Web Design

Over half of visits to websites are from phone or tablet users today, so web pages that look great on both small and larger screens are essential. In this course students will build on skills introduced in **Introduction to Website Design** in Semester 1. They will learn the fundamentals of responsive web design by exploring what makes a site responsive and how some common responsive design patterns work across different devices. Then students will develop related technical skills to create responsive web pages that work well on any device - phone, tablet, desktop or anything in between. As the course proceeds, students will learn to optimize texts on web pages for reading and images for viewing. This course runs in Semester 2.

Coding

Steve Jobs, Apple’s co-founder said, “I think everybody in this country should learn how to program a computer because it teaches you how to think.” This course is intended to introduce students to computer programming and gain a good appreciation of computational thinking and logical thought. Students learn the basics of formal syntax of a popular programming language. This course provides a strong introduction to the Year 10 IT “Game and App Development”, which leads on to Year 11 Computing and Year 12 Software Development.

Robotics

This subject introduces students to computer programming through robots. Students will build Lego EV3 robots from plans given to them. They will then write programs for the robots using the Lego Mindstorms software that will allow the robot to perform tasks ranging from driving in a square to hitting a ball off a tee. The students will develop their engineering skills as they modify the design of their robot for each task. Additionally, programming concepts such as sequence, repetition and selection will

be used in the robot tasks. Finally, students will develop their logic and problem solving skills through completing the tasks set.

Assessment

In all of the one semester elective Information Technology subjects, students will be set a range of skill building exercises, and they will also be asked to complete major assignments demonstrating that they have been able to use the key skills in a broader context. Students will create and maintain an online e-Portfolio, which stores their semester work electronically and presents the work to their parents and wider community.

Year 9 Languages

Rationale

The study of Languages is compulsory for Years 7 to 9 at Oxley. Students in Year 9 will have done two years of study in either Chinese or German. Languages become optional for Year 10 students. Students are encouraged to continue their language at VCE level. (An alternative program is offered for students in Years 7 to 9 who need support in literacy skills where their English comprehension is still developing.)

Languages at Oxley Christian College is not simply a classroom subject. Students are offered the opportunity to participate in State and National competitions, cultural excursions, and language exchanges. The Languages Faculty organises study trips to China every second year. This opportunity enables students to learn more about the Chinese culture. The Languages Faculty also organises German exchange which enables students who study German to have the opportunity to go to Germany and improve their German proficiency.

Why Learn Chinese?

Mandarin Chinese is regarded as a world language. It is spoken by a population of over one billion people in China and large Chinese communities throughout the world, particularly in many nations close to Australia. The growing role and influence of China, Taiwan, Hong Kong, Singapore, Malaysia and other Asian countries today add further significance to learning Chinese and its associated culture. The study of Chinese provides an extension of Australian students' general literacy through learning a language that not only employs the Romanisation form but also uses pictographic and ideographic characters. Learning Chinese creates greater career opportunities including business, law, medicine, tourism, communications and social work.

Why Learn German?

In today's world of rapid communications, the study of German by Australians is an excellent choice. Germany plays a strategic role, not only in Europe but also in the world as Germany is the world's third largest contributor to research and development. German is the language most commonly used in Europe. Learning German improves students' options in many careers including business, communications, science, computer technology, music, design, tourism and film making. Many Germans visit Australia as tourists whilst many German companies have branches in Australia and offer periods of work placement in Germany.

Course Objectives

Why learn another language?

- It improves employment opportunities (business, engineering, social work, performing arts, tourism, etc.).
- Languages study scores are generously scaled up for the calculation of ATAR scores.
- Today's international citizens are multilingual.

- Knowledge of another language and intercultural skills will assist those who want to pursue mission work with other communities.
- Speakers of another language are more socially and culturally aware and are better able to engage with people from other backgrounds.
- People who speak more than one language are more accepting and understanding of cultural diversity.
- Language learning is a key to experiencing another culture.
- Language students need to reflect on their own language (e.g. grammar and vocabulary), which enhances their literacy and problem solving skills.
- The language-learning process fosters creativity, self discipline, adaptability and humility.
- Learning a language improves students' communication skills (speaking and writing).
- Learning a language enriches leisure and travel opportunities.
- Language learning is great fun.

Content

In German and Chinese, students develop the four macro skills.

- Listening. Students will be able to:
 - Follow classroom instructions
 - Show understanding of the topics studied
- Speaking. Students will be able to:
 - Use appropriate greetings
 - Use correct pronunciation, intonation and phrasing
 - Participate in role plays and oral presentations
- Reading. Students will be able to:
 - Select and order information in response to questions
 - Retell main events from a written text
- Writing. Students will be able to:
 - Use progressively more advanced vocabulary, sentence structure and grammatical rules to express themselves

Students also reflect on the culture of nations of interest, and compare it with their own. Students study the language and culture through everyday topics such as self, family, friends, school, hobbies, shopping, buildings, transport, local activities, food and celebrations.

Assessment

Students will be assessed by completing a variety of tasks. These will include:

- Class work including projects, computer-based work and oral presentations;
- Regular tests on work covered, e.g., vocabulary tests and unit tests;
- End of semester examination.

Year 9 Mathematics

Rationale

Mathematics education is a core part of preparing students to operate successfully in society. We assist each student to better grasp the elegance and usefulness of Mathematics in everyday life, and it can add to student's appreciation of God and the wonders of His creation.

In Year 9, three courses are offered (Advanced, Standard and Modified) to help students who are progressing at different rates. Each is designed to prepare students for the future study of Mathematics in Years 10 – 12.

Course Objectives

Students will be able to:

- Show understanding of the fundamental concepts involved in each topic.
- Make appropriate use of technology such as scientific calculators.
- Apply mathematical skills to practical situations.

Content

- At the start of Year 9, each student is placed in a class depending on their performance in Year 8 Mathematics. All three courses include the topics of Statistics, Pythagoras' Theorem, Algebra, Trigonometry, Probability, Linear equations and Graphs. Students in the Advanced and the Standard courses will also study Financial Mathematics, Indices and Non-Linear Relationships and Geometric reasoning.

Year 9 Advanced Course

- This course is designed to accelerate able students of Mathematics. This course leads to Year 10 Specialist Mathematics which will sufficiently prepare students who are planning to study Units 1 & 2 Mathematics subjects offered at VCE. Student's use of technology will be enhanced and, where appropriate, students will be given extension work.

Year 9 Standard Course

- This course is designed for students who are progressing steadily in Mathematics. This course leads to Year 10 Standard Mathematics which will sufficiently prepare students who are planning to study any of the Units 1 & 2 Mathematics subjects offered at VCE. Student's use of technology will be enhanced.

Year 9 Modified Course

- This course is designed for students who find Mathematics difficult. It does not cover the breadth of the other two Year 9 Mathematics courses and

students are not required to study topics to the same depth as in the other courses. Student's use of technology will be enhanced.

Assessment

Assessment tasks for each course include:

- Maths Mate homework sheets and tests
- Topic tests
- Investigative projects
- Problem solving tasks
- Semester examinations

Year 9 Music (Electives)

There are two semester-long Music electives in Year 9: Music Multimedia and Music Performance.

Music Multimedia

Rationale

This area of study involves appreciation of God's gift of music through developing an understanding of musical and video elements and how they are used in multimedia. It focuses on the skills and appropriate concepts relevant to the organisation of sound and video in composition, arranging and editing. Students have a range of mini projects to choose from covering many areas of music and video production.

Course Objectives

Students will:

- Develop skills in music technology software and create a range of musical compositions
- Develop skills in video editing techniques and create a range of small video presentations

Assessment

Assessment will be based on both the creation of music and video compositions.

Music Performance

Rationale

This area of study involves appreciation of God's gift of music through developing an understanding of musical elements and how they are used in composition and performance. It focuses on the skills and appropriate concepts relevant to the organisation of sound in composition and arranging. Students have a range of mini projects to choose from covering many areas of music composition and they will also perform in class to build confidence in their own abilities.

Course Objectives

Students will:

- Perform a variety of musical genres on their chosen instrument, as a soloist and an ensemble member.
- Display an understanding of conventional music notation.
- Demonstrate skills in music reading, writing and rhythmic discrimination.
- Create, discuss and present musical concepts and styles.
- Have opportunities to use technology and participate in activities to develop understanding, imagination and musical invention.

Assessment

Assessment will be based on class performances, musical theory and use of technology.

Year 9 Physical Education

Rationale

God has created us with amazing bodies that we can choose to look after through exercise and sensible living. He has also created us to communicate with others and to cooperate as part of a team. Physical activities can effectively address and educate students in both these areas through a wide range of sporting activities.

At Oxley Christian College, sporting activities are conducted:

- within the subject of Physical Education,
- at Inter-house and inter-school carnivals for Athletics, Swimming and Cross Country,
- as a part of the timetabled sporting program, either as a part of a selected team against other schools in the Eastern Independent Schools of Melbourne (EISM) group and / or with fellow Oxley students.

Course Objectives

The main purposes of this subject are to enable students to:

- Recognise and appreciate the wonderful body that God has given them and the way that it enables us to physically move
- Value the importance of keeping their body healthy and to feel encouraged to remain physically active in his / her own leisure time
- Continue to experience both practice sessions of skills as well as competitive games related to units of particular sports while continuing to develop his / her ability to approach both familiar and new situations from a tactical standpoint
- Recognise and appreciate the value of others and their individual abilities and to further develop the ability to communicate and work effectively in group situations
- Demonstrate skills of cooperation, leadership, problem solving, self-control, self-discipline, perseverance, sportsmanship and fair play. Not only do these skills enable effective team work in sporting situations but they are invaluable in the many facts of life as a whole
- Develop a personal aerobic training program based on individual goals and fitness level. This program is then undertaken for a set period of time and a short report is produced by the students
- Understand some of the socio-cultural factors that influence participation in physical activity

Content

- In Physical Education lessons, students participate in a variety of team games such as basketball, racquet sports, touch football, lacrosse and golf. They are expected to take more of an active role in the planning of activities in some of the units, including planning and undertaking their own training

program, while tactical team work is further developed through participation in competitive games.

Assessment

- Students are assessed on their aerobic fitness level through the implementation of the Multi Stage 20m Shuttle Run Test (Beep Test) as well as other class activities. Other fitness tests may be conducted at various times throughout the year.
- Skills are assessed as students undertake each sport unit during the semester, through observation and skill tests
- The student's display of team work, cooperation and sportsmanship during lessons is also observed and reported on
- Students are encouraged to undertake self-assessment of their performance, to help increase their awareness of their own achievements, strengths and weaknesses during the lesson. Peer-assessments may also be completed.
- Students are assessed on their completion of a report and training diary for their individual fitness program

Year 9 Science

Rationale

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Course Objectives

By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Content

Science Understanding

- Biological sciences
 - Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment
 - Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems
- Chemical Sciences
 - All matter is made of atoms that 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
- Physical Sciences
 - Energy transfer through different mediums can be explained using wave and particle models
- Earth and Space Sciences
 - The theory of plate tectonics explains global patterns of geological activity and continental movement

Science Inquiry Skills

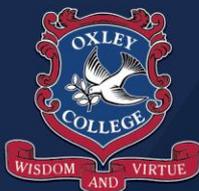
- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

Science as a Human Endeavour

- Nature and development of science
- Use and influence of science

Assessment Tasks

- Practical investigations
- Research tasks
- Topic tests
- Examinations
- Class activities



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