

ARTWORK BY LOUISE ANDONOPOULOS



**BRIGHTON**  
SECONDARY COLLEGE

# YEAR 9 HANDBOOK



# CONTENTS

<b>INTRODUCTION</b>	<b>5</b>
<b>YEAR 9 FOCUS</b>	<b>7</b>
<b>YEAR 9 PROGRAM</b>	<b>9</b>
<b>PERSONAL JOURNEY CAMP</b>	<b>11</b>
<b>VCE ACCELERATION OPPORTUNITIES</b>	<b>13</b>
<b>ELECTIVES</b>	<b>15</b>
<b>MATHEMATICS FLOWCHART</b>	<b>22</b>
<b>SUBJECT CHOICES</b>	<b>25</b>





# INTRODUCTION

**THIS HANDBOOK OUTLINES THE YEAR 9 CURRICULUM. ITS PURPOSE IS TO PROVIDE PARENTS AND STUDENTS WITH AN OVERVIEW OF THE COURSE STRUCTURE AND A DESCRIPTION OF THE VARIOUS ELECTIVES AVAILABLE.**

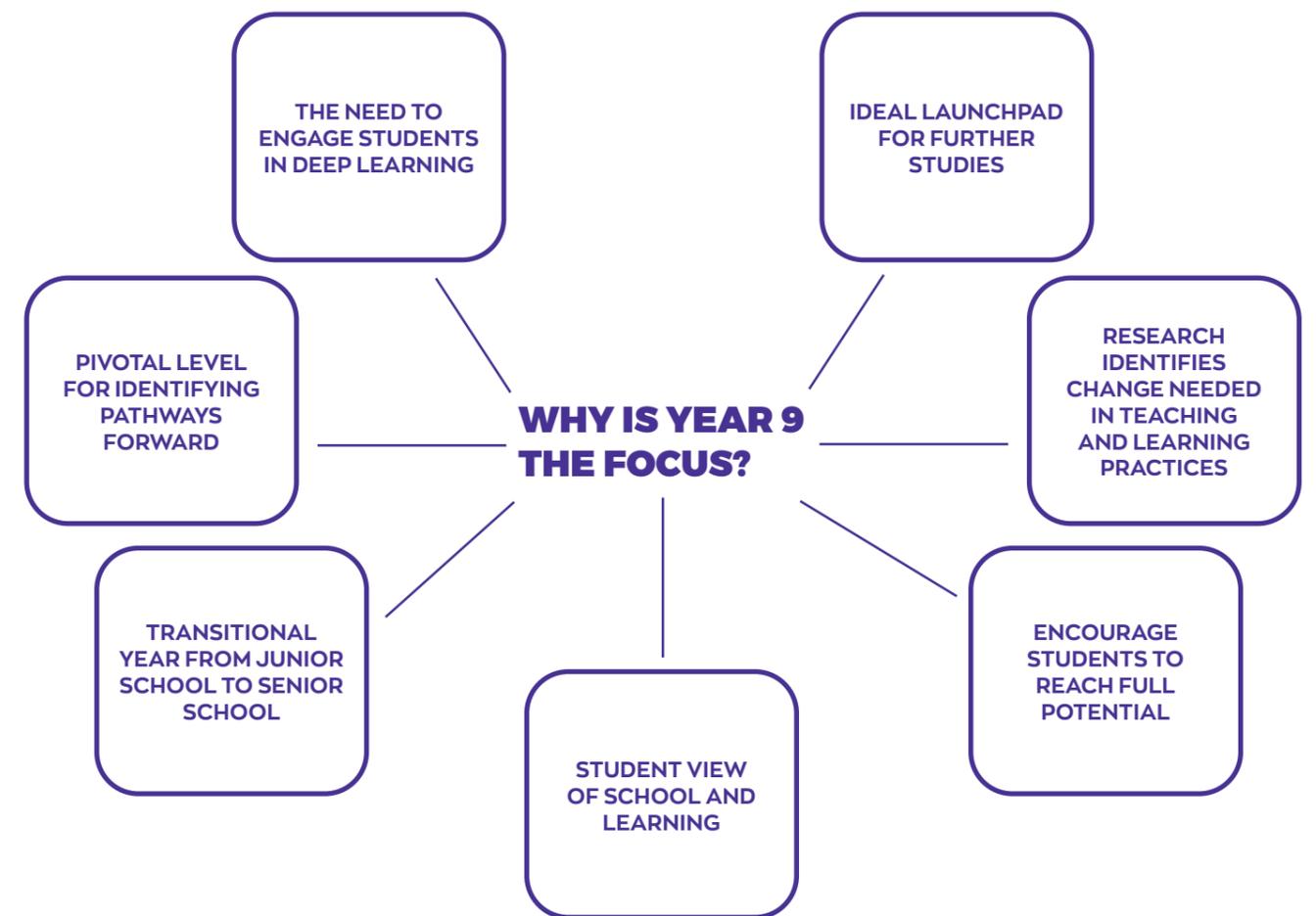
## **YEAR 9 PROGRAMME**

The Year 9 Centre is a specialised learning centre that caters specifically for our mainstream Year 9 students. It recognises the need for students to have a place they call 'home'. It is a facility which has the flexibility to cater for the maturing and developing mind of a student in Year 9. It is therefore proposed that having completed an important developmental year in the Year 9 Centre, students will enter their final three years of secondary education with four key foundations in place:

- Good relations with their teachers
- A positive view about school
- A wide range of skills and breadth of curriculum options to enable them to tackle further and more demanding education
- A desire to continue learning



# YEAR 9 FOCUS





# YEAR 9 PROGRAM

Year 9 is very much a transitional year from junior through to senior school. It is the first year students select their electives to supplement their core subjects. In addition students will experience exams for the first time as they begin preparing for senior school.

## **REFLECTIVENESS THROUGH THE CAREERS PROGRAM**

Students are given an opportunity to reflect on who they are. They explore their interests, strengths, and weaknesses to guide their journey through some potential future career options. This process will be approached with respect and honesty, for themselves and their peers

## **RELATIONSHIPS THROUGH CAMP**

This experience aims to challenge students to venture outside their comfort zone in a safe and supportive environment, all the while building their relationships within the school community. This camp is a great opportunity for students to have fun and strengthen interpersonal relationships with both their peers and teachers. In addition to physical challenges, students will also learn about how to navigate social interactions with empathy while taking care of their own wellbeing through sessions on emotional intelligence and mindfulness

## **RESOURCEFULNESS THROUGH THE STUDY SKILLS AND EXAM EXPERIENCE**

Resourcefulness is a key skill in the Senior School, so students complete workshops in the Personal Excellence Programs that equip them with general and subject-specific study skills. These skills will be applied during core-subject exam, to allow students to experience the preparations and conditions of future VCE assessments. The aim is to support students through this process, focusing heavily on integrity and their attainment of and reflection on study techniques so that they can develop strategies for success.



# PERSONAL JOURNEY CAMP

Our Year 9 camp is focused on the Brighton Secondary College Learning Behaviour of Relationships. This camp is held at The Summit Adventure Park, a multi-award winning venue with programs that are tailored to promote two of the key foundations that Year 9 aims to develop in students: good relations with their peers and teachers, and a positive view about school. Students are encouraged to achieve personal excellence through the variety of opportunities offered on this camp, many of which require collaboration based on respect, empathy, and integrity so that they, and their peers, can get the most out of the experience.

During the camp, students will have a variety of experiences where they are challenged to venture outside their physical and emotional comfort zones in a safe and supportive environment. Students can expect to be involved in a range of activities, many of the activities will require students to be responsible, empathetic citizens as well as adaptable and critical in their thinking. Teamwork and collaboration will also play an integral part of the experience.

Some of the activities are:

- Initiative Games
- Abseiling
- Ropes Courses
- Summit Window
- Leap of Faith
- Flying Fox
- Sky Bridge
- Laser Skirmish
- Monster Course
- Minute-To-Win-It



# VCE ACCELERATION OPPORTUNITIES

Currently, highly performing and highly dedicated Year 9 students may be offered the opportunity to accelerate into VCE by including a Unit 1 & 2 study as part of their Year 10 program the following year.

Students are selected on the basis of their performance in Year 9, where the end of semester report needs to show that in a particular subject the student is performing at a Vic. Curric. level of 'B' or above and where students have achieved a '3' or '4' across all areas in their Process Reports. For English and Mathematics, the 'Vic. Curric.' level needs to be 'A'.

Offers are made based on a student's end of semester results and on the availability of places in individual subjects. Students may receive offers for more than one study, but are only permitted to accept one offer.

For students who take up the offer, the VCE units will replace two Year 10 semester length electives. This is an opportunity that all Year 9 students should strive to take advantage of.

## **SEAL**

The SEAL classes will continue their enhanced studies within their relevant strand. All SEAL strands will have access to the same electives as other Year 9 students with the exception of the STEM strand. SEAL STEM students will not be able to apply to do the STEM elective as they are already being accelerated in this area.

### **VCE ACCELERATION OPPORTUNITIES FOR SEAL STUDENTS**

Students in the SEAL program who maintain outstanding results in their respective accelerated subjects at Year 9, will be accelerated into a partial VCE program at Year 10. Students who do not perform at a Vic. Curric. level of 'B' or above, as well as continue to demonstrate a '3' or '4' across all areas in their Process Reports, may forfeit their place in the SEAL program.



# ELECTIVES

The Year 9 curriculum is organised into core studies (English, Mathematics, Science, Humanities, Health and Physical Education) and electives.

All students will complete their core studies and undertake two elective choices in first semester and two for the second semester. If students choose to study a Language or are offered a place in the STEM elective, then these subjects must be undertaken as a two-semester elective (year-long).

**Students will study two electives each semester, a total of four electives, in the year.**

## THE ARTS (SEMESTER LONG SUBJECT)

### ART - IMAGINE, PLAN AND CREATE

Art students will plan, design, make and present art works both independently and collaboratively to communicate ideas and purpose. Students will explore and express ideas through a range of art forms including drawing, screen printing, and a variety of media. Students may use current technologies as part of the making process such as the use of a digital stencil cutter to assist in the creation of intricate stencils or the CRICUT machine. They will document and record the process used in the making of their artworks in their visual diaries. Students will research and interpret meaning from art works produced by a specific artist, culture or historical period. The artistic skills learnt will be expanded upon in Years 10 and VCE.

### DRAMA - RECREATE YOURSELF/ TRANSFORM YOURSELF

Who do you want to be? Are you thinking Jessica Mauboy, Chris Hemsworth, Hugh Jackman, Cate Blanchett or just a stronger more articulate and confident you?

Year 9 Drama is about developing who you want to be through creative performance. We look at Improvisation, Comedy, Creating character, Voice, Scripts and devised group performances on a topic of your choice. Stagecraft such as space, sound and lighting will be introduced as students move beyond simple role play to characterisation.

In Drama we can use improvisation and play building to creatively respond to the world we live in.

The skills students learn in this course will be developed and expanded on in Year 10 and VCE Drama.

### MEDIA - FILM MAKING AND ADVERTISING

Year 9 Media looks at film-making and analysis, photography, sitcoms and advertising. Students will develop their skills in creating a range of Media products. Students will create their own advertisement as part of a folio of work, which also includes a mise en scene study, comparison of sitcom episodes and a photographic folio.

The skills students learn in this course will be developed and expanded on in Year 10 and VCE Media.

### MUSIC PERFORMANCE

In Year 9 Music, students develop their instrumental skills and learn how to prepare music for performance. They study a range of musical styles and learn how to properly set up and use the equipment required for performance. Students study challenging concepts such as music analysis and aural recognition as they expand their knowledge in preparation for Year 10 and VCE Music.



## **TECHNOLOGY (SEMESTER-LONG SUBJECT)**

### **DIGITAL IMAGERY**

In this subject, students develop knowledge and skills in the creation and manipulation of digital images and ICT practices using Adobe Photoshop and Adobe Illustrator.

Students complete a range of tutorials and creative projects that focus on developing skills in using ICT and a range of programs and their associated digital techniques. A digital portfolio of work will be created that showcases design elements, principles and presentation techniques that make an impact on targeted audiences.

Future career interests are linked to specific skills and understandings of ICT, digital imaging and media jobs.

This subject can prepare students for Year 10 Digital Imaging 2, Visual Communication and Design, Art, ICT and Business, Year 11 ICT, Media, and further tertiary study.

### **FOOD STUDIES – TOP CHEF**

Year 9 Top Chef takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and well-being through the application of practical food skills. Practical work is integral to Top Chef and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

Students will develop investigative skills by examining convenience foods versus self-made foods and their purpose in the Australian diet. After investigating changes in the availability of ingredients in Australia over time, students will design and produce a pizza incorporating fusion foods. This set of skills and knowledge will lead to making more informed lifestyle choices and further study in Food and Health in Year 10 and VCE.

### **ROBOTICS – CODE AND CREATE.**

This subject is guided by the principle of project-based learning, in which students will design, build and program their own autonomous robotic vehicles in a collaborative learning environment. Students will learn how to use 3D printing and laser cutting technologies to create parts that will be combined with motors, batteries, sensors and integrated circuits. Students will also learn how to program their creations with Arduino code in order to develop solutions to complex challenges such as navigating a maze, avoiding obstacles and overcoming various challenges.

### **TEXTILES – FASHION DESIGN AND CONSTRUCTION**

Students will explore the design process involved in making a fashion garment. They will learn to interpret and follow instructions using a commercial pattern to cut and make their outfit. This will involve learning machine and hand sewing skills that will enable them to work independently to make their garment.

Students will develop fashion illustration skills including learning digital drawing programs like Adobe Illustrator. They will research and analyse fashion designers and their garments.

The skills learnt will reflect the processes used by designers in the fashion/textile industry, gaining an insight into career pathways. The technical skills acquired in this unit will be expanded upon in Years 10, 11 and 12.

### **VISUAL COMMUNICATION DESIGN**

Would you like to know how to design a new branding for a fashion house? Would you like to experiment with typography and the designing of pictograms. Visual Design is found in all products and all walks of life, from buildings to shop stores to perfume packaging through to the design of a mobile phone. You will gain an insight into the world of design and visual communication through practical work and using CAD (computer aided design).

The skills learnt in this course will be expanded upon in Year 10 and VCE.

### **WOODWORK – ENGINEERING AND DESIGN**

Student concepts for design are explored through the processes of research, drafting, designing, material investigation and construction. The students are provided with the opportunity to explore new technologies such as CAD, 3D printing and laser cutting as well as traditional woodworking skills to make a product such as an analogue clock or an iphone mono speaker. Students also gain knowledge in reading plans and drawing models relevant to those interested in careers in Architecture, Drafting, Product Design, Industrial Design and in traditional fields such as Building and Carpentry

## **LEADERSHIP (SEMESTER-LONG SUBJECT)**

### **YOUNG ENDEAVOUR STUDIES**

This unit studies the meaning of leadership, community service and community engagement. Students are provided with a practical, personal understanding of leadership and are given the opportunity to apply their skills within the local community. This subject presents the opportunity for students to examine historical leaders, learn conflict resolution skills, and the traits of resilient leaders through role- plays, projects and wider reading. At the end of the course, students will have engaged in community service and reflected on their experience.



## LANGUAGE (YEAR-LONG SUBJECT)

### FRENCH

1. French is rewarding, challenging and interesting.
2. In French, students continue to acquire communication skills and develop their understanding of French culture.
3. At this stage, students consolidate and build on the vocabulary and grammar of years 7 and 8, develop their oral and written skills, and extend their knowledge of French culture.
4. Through reading, listening, writing, role plays, debates and presentations students gain more tools to express themselves in French. Topics covered include travelling, outdoor activities, health and holidaying in metropolitan France.

### JAPANESE

If you like speaking a foreign language or if you are interested in a unique and rich culture, Year 9 Japanese will cover all of these.

It consolidates and extends the language skills developed in years 7 and 8 and aims to develop more sophistication and fluency in students' listening, speaking, reading and writing skills.

Students will also build on vocabulary and sentence structures for communicating in a wider range of contexts and situations.

Some of the topics covered are home life, leisure activities and seasonal events. Students will also watch some Japanese movies and anime in class.

Students will learn to type their work in Japanese and use multimedia language programs during the lessons and as revision. They will also be offered the opportunity to be involved in an overseas study tour to Japan when they are in Year 10 or 11.



## **SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (STEM) BY INVITATION ONLY (YEAR-LONG SUBJECT)**

This year-long elective is designed to deeply engage and extend students with high ability and keen interest in exploring areas of STEM (Science, Technology, Engineering & Mathematics).

Students will investigate topics including: vehicle design, electronics, robotics and nanotechnology. They will work with academics and university student engineers. Students will use teamwork and collaboration while working on small group projects.

They will have the unique opportunity to combine mathematical principles with scientific design, through classroom visits and excursions.

Students are selected on the basis of their performance in Year 8, where the end of semester reports shows that the student is performing at the Vic. Curric. level of 'B' or above in both Mathematics and Science. Depending on results, students may either receive an outright offer, or be short-listed for an interview which, together with subsequent results, may result in an offer post-interview. Final offers are then made to successful applicants.

Please note that this elective is not available to SEAL STEM students.

### **FUTURE PATHWAYS**

Students may be offered the opportunity to undertake a Unit 1 & 2 Study at Year 10 on the basis of their performance in this elective. This offer is dependant on the availability of places in Year 11 Subjects.

If a student's result in this elective is a Vic. Curric. 'B' or above in conjunction with at least an Vic. Curric. 'A' result in core Maths and/or a minimum Vic. Curric. 'B' result in core Science, then they will be eligible to study VCE units in Maths and/or Science.

**Please check the Mathematics Flowchart for additional information on the following page.**



# SUBJECT CHOICES

## YEAR 9

English  
Mathematics  
Science  
Humanities  
PE/Health

### Electives

4 electives (2 per semester)

OR

Language (year-long) and 2 electives

OR STEM (year-long) and 2 electives

OR

Language (year-long) and STEM (year-long)

## YEAR 10

English  
Mathematics  
Science  
Humanities

### Electives

4 electives (2 per semester)

OR

Language (year-long) and 2 electives

OR

Language (year-long) and VCE opportunity

OR

2 electives and VCE opportunity

## YEAR 11

6 subjects including an English

## YEAR 12

5 subjects including an English



# BRIGHTON SECONDARY COLLEGE

**Address** - 120 Marriage Road, Brighton East VIC 3187

**Telephone** - 03 9592 7488

**Email** - [brighton.sc@education.vic.gov.au](mailto:brighton.sc@education.vic.gov.au)

**Website** - [www.brightonsc.vic.edu.au](http://www.brightonsc.vic.edu.au)

Brighton Secondary College is accredited under the Department of Education and Training's CRICOS registration (CRICOS provider name and code: Department of Education and Training, 00861K).

For further information refer to [www.study.vic.gov.au](http://www.study.vic.gov.au).