

YEAR 9

COURSE HANDBOOK 2025



HALE SCHOOL

Find your frontier

CONTENTS

Introduction to Year 9, 2025	1
Pastoral Care.....	1
Use of Student Diary	1
Timetable	2
Assessment	2
School Assessment Policy.....	2
Academic Reports.....	2
Student Tablet Computers	2
Homework.....	2
Senior Tutors Programme	3
Curriculum Overview.....	4
Year 9 Curriculum	4
Optional Subjects.....	4
Languages.....	4
Music.....	4
Curriculum Support.....	5
Digital Literacy	5
Reading Enrichment	5
Gifted and Talented Education	5
Outdoor Education	5
Year 9 Curriculum Overview.....	6
Subject Descriptions.....	7
Ancient Mythology, Warfare and Wonders (semester-long optional subject)	7
Applied Digital Technologies (semester-long optional subject)	8-9
Art 1 and 2 (semester-long optional subjects)	10
Astrophysics (semester-long optional subject)	11
Contemporary Music (semester-long optional subject)	12
Creative Writing (semester-long optional subject).....	13
Design and Technology (semester-long compulsory subject).....	14
Drama and Drama Production and Performance 1 and 2 (semester-long optional subjects).....	15
English (year-long compulsory subject)	16-17
Geographic Information Systems – GIS (semester-long optional subject)	18
Health and Physical Education (year-long compulsory subject).....	19
History of Sport and Its Impact on Society (semester-long optional subject).....	20-21
HASS (3 compulsory semester-length subjects)	22-24
Languages: Chinese or French Second Language (year-long compulsory subject)	25-26
Materials Technology (semester-long optional subject).....	27
Mathematics (year-long compulsory subject).....	28
Media (semester-long optional subject)	29-30
Music 1 and Music 2 (year-long optional subject).....	31-32
Personal Development - CharacterEd (year-long compulsory subject).....	33-34
Philosophy in Film (semester-long optional subject).....	35
Philosophy, Values and Religion (compulsory subject, three terms)	36
Science (year-long compulsory subject).....	37
STEM (Science, Technology, Engineering and Mathematics – semester-long optional subject)	38

INTRODUCTION

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.

For Year 9 students are placed in groups for English, Humanities & Social Sciences, Science, Design & Technology and Health & Physical Education.

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 more rigorous programmes. 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 Head 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 STUDENT DIARY

The 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 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 instill 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 8 to 10 Assessment and Reporting Rules and Procedures document is available to all Year 9 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 the student'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 approximately 1 – 1½ hours each night. Through regular homework, a student is able to develop the kind of study habits and skills that are essential for intellectual growth and academic achievement.

INTRODUCTION (continued)

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.

SENIOR TUTORS PROGRAMME

The Senior Tutors Programme provides a free service for students in Years 9-12. Recently graduated Hale School students, now at university, are available in the Forrest Library four days per week, from Monday to Thursday, 3.30pm – 5.30pm. A booking is not required.

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 are in Curriculum Support, will continue the language they studied in Year 8: Chinese or French Second Language.

Note:

- Boys who study Chinese, French 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 or French previously will study four optional subjects in Year 9, two in each semester. Two of the four subjects must be from List A.

MUSIC

Music is a year-long course 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 (Music 1 and Music 2) 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 the Contemporary Music course.

CURRICULUM OVERVIEW (continued)

CURRICULUM SUPPORT

This programme is designed to meet the needs of boys who are experiencing significant difficulties in literacy 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 teachers to a small groups of students with a strong focus on the development of skills in reading, writing, listening, and speaking.

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 Support classes. Students who require Curriculum Support in Year 9 2025 do not study a second 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 their English teacher 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.

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 four 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, 2025.

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	Three semester-long compulsory subjects which, in combination, include the compulsory Civics & Citizenship topics
	Design and Technology	Semester-long compulsory subject
	Health & Physical Education	Year-long compulsory subject
	Personal Development - CharacterEd	Year-long compulsory subject
	Philosophy, Values and Religion	Compulsory subject delivered over three terms
	Reading Enrichment	Compulsory subject delivered over one term
Languages It is compulsory for all students to continue the language studied in Year 8, except students recommended for Curriculum Support.	Chinese French 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) <ul style="list-style-type: none"> • Ancient Mythology, Warfare and Wonders OR • History of Sport and Its Impact on Society • 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* (Year-long) • Philosophy in Film 	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 both Music 1 and Music 2.
	List B <ul style="list-style-type: none"> • 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. Assistant Heads of House can provide further information and advice about subject choice for Year 9.

ANCIENT MYTHOLOGY, WARFARE AND WONDERS

Optional semester-long subject

Aims

The Year 9 Ancient Mythology, Warfare and Wonders 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 Ancient Mythology, Warfare and Wonders 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

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%, Collaboration Task: 20%.

APPLIED DIGITAL TECHNOLOGIES

Optional semester-long subject available in Semester 1 or Semester 2

The Year 9 Applied Digital Technologies course will include the study of virtual design and animation and/or interactive game design and development and will depend on enrolment numbers as well as the gridlines of the Semester 1 and 2 timetable.

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 develop software knowledge and skills in the areas of computer-generated design, 3D modelling and animation with a focus on Special Effects and Computer-Generated Imagery (CGI) in video as well as developing skills associated with programming, moving on to video game design and development and finally exploring and creating a personal VR project and application. The course provides a fun and explorative experience that paves the way for future study in the subject either in Semester 2 or in Year 10, 11 and 12.

Virtual Design and Animation

Content Structure

The course tasks are designed to progressively develop required skills and knowledge. Initial focus will be on developing skills associated with building 3D models suitable for animation, moving on to animation utilising motion-capture and key-framed animation techniques before finally pulling all the experience gained into developing video sequences integrating live action and computer-generated imagery.

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 3D modelling, computer animation, data management, movie effects 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%

APPLIED DIGITAL TECHNOLOGIES (continued)

Optional semester-long subject available in Semester 1 or Semester 2

Interactive Game Design and Development

Content Structure

The course tasks are designed to progressively develop required skills and knowledge. Initial focus will be on developing skills associated with programming, moving on to video game design and development and finally exploring and creating a personal VR project and application.

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 programming in C#, good computer game design, project and data management, the development of virtual environments and experiences both in virtual reality and for playing on a computer screen. As part of the semester-long course, students will evaluate and control how data is used, identify, and analyse problems and design and create digital solutions whilst develop the skills and processes required to operate software and hardware systems associated with computer-based game design, development, and production. The subject will focus on the use of Unity 3D, 3D modelling software such as Rhino 3D and Autodesk Maya and Photoshop to provide students with great scope to be creative and collaborative in the way they work, while also empowering them to communicate their ideas and critically analyse not only their project's effectiveness but also the way in which they work or approach a challenge.

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%

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. Students 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 Structure

- 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 Contemporary Music courses aim to provide students with knowledge and skills to develop the confidence to be creative, innovative, thoughtful, skillful and informed musicians. They develop skills and techniques to listen actively, analyse, improvise, compose and perform music, and interpret and apply the elements of music. Students engage with diverse musical experiences as performers and audience members and develop aesthetic appreciation and respect for their own and others' music practices and traditions across different times, places, cultures and styles.

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' critical and creative thinking skills.

Content Description

In structured activities, students will listen to a variety of musical works, using music terminology to explore the use of the elements in music. They will examine similarities and differences between musical works and identify cultural, historical, and stylistic features. Students use composition models and techniques, applying stylistic features and conventions to compose pieces in a range of styles. Students 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 styles to inform their own music-making. The topic areas are:

Song Writing: Through studying popular music, students will learn about song form, melody writing, chords, and scales. Students will produce covers of existing songs and create their own songs using specific parameters.

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

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

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

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: Through exploring artists, songs and characteristics of contemporary music, students will develop analysis skills related to songwriting, chord progressions and musical form.

Practical: Students develop practical music-making skills focusing on keyboard, guitar and drum set playing in a band setting.

Theory and Composing: Students will develop an understanding of fundamental music concepts such as pitch, rhythm, tempo, harmony, form, timbre, and musical expression and use 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, and knowledge of 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.
- **Short Stories:** Generic conventions that drive narratives. Playing with traditional forms.
- **Digital stories:** New technologies and multi-modal story-telling.
- **Hybrid texts:** Mixing genres

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.
- Working within a writing community to receive and provide feedback at all stages in the creative process.
- Reflecting on the role/s and relevance of written texts in contemporary culture.
- Publishing writing: traditional and online media.

Assessment

- | | |
|---|-----|
| • Workbook – experiments | 15% |
| • Creative compositions and presentations – finished products | 85% |

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%

DRAMA AND DRAMA PRODUCTION AND PERFORMANCE 1 and 2

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 1 and 2 is available to be studied as a unit or consecutively in both semesters)

Aims

Drama at Hale allows students the opportunity to develop their acting, directing, devising, designing and technical skills. These valuable skills allow students to extend their performance skills but also the ability to communicate with confidence beyond the stage. Hale's new Performing Arts facilities allows students to perform in a variety of theatres as well as developing their technical knowledge in lighting, set and sound design. Many of our students have been highly successful in this course.

In **Year 9 Drama**, students will be given opportunities to create and extend their knowledge in performance and design skills. Students develop performances based on devised drama and published script excerpts, using selected drama forms and styles. Students focus on developing their communicating skills, expanding their creative ideas and collaborating with their peers. Knowledge and skills in Drama are developed through a variety of drama styles: melodrama, neoclassical drama, multi-formed devised drama, commedia dell'arte, or Kabuki theatre.

The **Drama Production and Performance** course is engaging and practical for students who would like to extend their drama skills with a **focus on public performance**. This course is designed for those students who have a passion for performance and who enjoy or would like the opportunity to gain valuable experience performing for an audience. Students will also gain a sound understanding in applying production elements such as lighting, set costume and sound design. It caters for students who wish to be intensively involved in all aspects of the performance process including engaging in acting tasks, script writing, direction and lighting and sound design. This is a creative and highly practical course designed for students who would like to focus on extending their Drama skills and collaborating with like-minded students. It is tailored specifically for those students who have performed strongly in previous years and may choose to continue their Drama studies.

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.
- 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 studies include:

Literary, imaginative, and non-fiction written texts: persuasive and analytical writing, prose fiction (i.e., short stories and a novel), poetry, and drama.

Oral, visual, and multimodal texts: multimodal presentations, feature film, and media texts (i.e., documentary and current affairs).

Assessment

Using a series 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.

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. It is thought that 80% of data has a spatial element to it and this course is designed to empower students to use 'mappable thinking' to solve problems that places have.

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 online, 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 possible 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, growing and developing healthy relationships, safety, active and minor games, challenge and adventure activities, games and sports and lifelong physical 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 managing 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 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.

The Year 9 Health Education course is taught under the strand of Personal, Social and Community Health. This content is further organised under Being Healthy Safe and Active, Communicating and Interacting for Health and Wellbeing and Contributing to Healthy and Active Communities.

Assessment

Students will be assessed on their Personal, Social and Community Health knowledge and understanding through the completion of activities in their workbooks, class discussions and end of unit assessments. They will also be assessed using the Hale School Learning Habits of Organisation, Participation, Perseverance, and Initiative in Health Education lessons.

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; Soccer, Basketball; Touch Rugby; Tennis, Softball; Floorball.

Assessment

Students will be assessed on their physical activity (movement and motor) skills and tactics in the designated sports and assessed using the Hale School Learning Habits of Organisation, Participation and Perseverance in relation to Physical Education.

THE HISTORY OF SPORT AND ITS IMPACT ON SOCIETY

Optional semester-long subject

Aims

This course aims to discover why sport has such a significant place in the society in which we live.

Sport has always and continues to capture our imagination and interest. It arouses passions, evokes a strong sense of tribalism/patriotism, and has in many cases shaped our society and been a **catalyst for social change**. Yet it can be both **cohesive and divisive**. A professional footballer plying his trade in the English premiership and earning in excess of AU\$500,000 a week, or a Golfer making a final hole putt for AU\$1.5 million, probably reflects the value or the esteem in which top sportspeople are held. However, sport is not just about the elite, it transcends across all sectors from grassroots, to schools, to national and international representation, culminating in world cup or Olympic glory. Local heroes are feted and idolised by fans and deemed to be role models. Many times, that illusion is crushed by some off field misdemeanour. Sport dominates our society. It evokes passions which go way beyond the field of battle.

Content Structure

The course will embark on a comprehensive exploration of the history and social, political, and economic impact of sport on society. We will trace its lineage from the Ancient Greek origins to the contemporary landscape and will delve into the intricate interplay of sports with pivotal historical epochs, including periods of economic depression, global conflicts, and the emergence of nation states. There will be an analysis of the evolution of sports within the context of modern media, technology, and the dynamic shifts in societal paradigms.

Content Description

Context - From Ritual to Recreation: The Beginnings of Sport

- Organised Greek Games and the early Olympics.
- Patronage
- Medieval people at play

Topic One: Development of 'British' games during the Industrial Revolution [1850-1914]

- Emergence of team sports in the 19th century (Industrialisation, Urbanisation, Class Values, Amateurism, Professionalism and Empire)
 - Impact of Thomas Arnold [Social control]
 - Association Football
 - Cricket
 - Public School games
 - Rugby and the 'split'
 - Rebirth of the Modern Olympics
 - Australian Rules football
 - Empire - the spread of British games (e.g. cricket, soccer, tennis, rugby)
 - Impact on Victorian society

Topic Two: Social Impact: Popular Culture and Globalisation of Sport

- Regional games
 - Local History - Suburban Identity
 - The Fans and Supporters – Identity (local, regional and national), tribalism, emergence of 'hooliganism'
- Globalisation of Sport
 - Influence of US sport globally, and its impact on popular culture- basketball, NFL, baseball, Ice hockey
 - Role of college sport in the USA
 - EPL
 - Role of Media & social media in the modern sporting world
 - Athletes- stories of inspiration from sporting context

THE HISTORY OF SPORT AND ITS IMPACT ON SOCIETY (continued)

Optional semester-long subject

- Leadership in sport (what it means to be a role-model and are athletes role models?)
- Sport and the environment.
- Equality & Inclusivity
 - Growth and Evolvement of Women’s Sport
 - Para sports
 - Trans Gender athletes

Topic Three: Economic Impact on Sport

- Privatisation and Corporatism – The Business of Sport
 - Shift from the ‘amateur to the ‘professional’
 - IPL and its impact
 - Increasing competition for athletes and the professionalisation of sports management.
- The structure of the Sport industry
 - Sports marketing/merchandising and its evolution
 - Sport sponsorship and Betting
 - Television rights
- Technology in sport
 - 3rd umpire, VAR, analytics
- Controversy in sport
 - cheating examples, match fixing, corruption, drugs and doping

Topic Four: Political Impact on Sport - The State, Propaganda and Competing Ideologies

- Sports in the Age of Conflict
- Sport and Human rights
 - Nationalism/Race/religion in Sport - (1936 Olympics, Cold War, Apartheid, BLM)
 - FIFA
 - Nation States and ‘sports washing’ - e.g. Sponsorship of EPL teams, World Cup, Saudi league, LIV golf
 - Could sport be a catalyst for political change?

Assessment

There will be a range of assessment styles that include investigation, in class tests, and class work.

Investigation	50%
In class tests	30%
Class work	20%

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

There will be a range of assessment styles that include essay writing, analysing of historical sources, and researching and planning:

Essay Writing	50%
Source Analysis	25%
Inquiry and Validation	25%

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 has influence on the physical, cultural and environmental.

Mapping: Topographic map skills and the effective use of Google Earth are 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 and are assessed in the final examination.

Assessment:

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

Cognitive Tests	30%
Research	50%
Practical Skills	20%

HUMANITIES AND SOCIAL SCIENCES (HASS) (continued)

There are three compulsory semester-length subjects:

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

Content Description – Economics & Business

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 (*Students will participate in the ASX Sharemarket Game*)
- 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

Tests – short answer and data interpretation	50%
Research assignments	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 OR FRENCH SECOND LANGUAGE

A year-long second language subject is compulsory (not applicable for Curriculum Support students)

Hale School has a vibrant languages curriculum offering **Chinese and French Second Language** in Years 9-12. Studying a second language is compulsory for students, Years 3-9, 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.

Important Notes:

In Western Australia, strict eligibility criteria apply for enrolment in Years 11 and 12 WACE Second Language courses.

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 Second Language

Year 9 **Chinese Second Language** builds on the skills, knowledge and understanding required of students to communicate in Chinese developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of Chinese language and culture. They expand the range and nature of their learning experiences, and the contexts within which they communicate with others.

Students communicate in Chinese, initiating and maintaining interactions with others to discuss and compare events of significance in the lives of young people, including holidays, special events and travel. They engage in individual and collaborative tasks that involve exchanging information, making arrangements or obtaining goods or services. Students identify information and ideas from texts related to aspects of their personal and social worlds, comparing views and presenting information to inform or interest others. They convey information, ideas and opinions using different modes of presentation that take account of context, purpose and audience. Students respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects. They create imaginative texts to inform or entertain, or to convey experiences or express ideas.

Students better understand the systems of the Chinese language when encountered in spoken and written texts. They increase control of regular and irregular elements of the Chinese sound system, applying differences in sounds and tones heard, including the range of vowel and consonant combinations. Students interpret written texts by estimating the probable sound and meaning of characters, based on understanding of familiar radicals and phonetic sides. They generate language for a range of purposes in spoken and written texts by extending their understanding and use of context-related vocabulary and elements of the Chinese grammatical system, including comparing ways in which tense is expressed, using cohesive devices, conjunctions, the measure words 件 and 条 and intensifiers. Students continue to build a metalanguage in Chinese to talk about vocabulary and grammar concepts.

LANGUAGES: CHINESE OR FRENCH SECOND LANGUAGE (continued)

A year-long second language subject is compulsory (not applicable for Curriculum Support students)

They engage with Chinese speakers and texts, reflecting on how interaction involves culture as well as language, and being aware of audience and context.

In Year 9, learning is characterised by consolidation and progression. Students work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding and monitoring.

Students discuss and compare events of significance in the lives of young people, including holidays, special events and travel.

Assessment – Chinese Second Language

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

Content Description – French Second Language

Year 9 **French Second Language** builds on the skills, knowledge and understanding required of students to communicate in French developed in Year 8 and focuses on extending their oral and written communication skills and their understandings of French language and culture. They expand the range and nature of their learning experiences, and the contexts within which they communicate with others.

Students communicate in French, initiating and maintaining interactions with others to discuss and compare events of significance in the lives of young people, including holidays, special events and travel. They engage in individual and collaborative tasks that involve exchanging information, making arrangements or obtaining goods or services. Students identify information and ideas from texts related to aspects of their personal and social worlds, comparing views and presenting information to inform or interest others. They convey information, ideas and opinions using different modes of presentation that take account of context, purpose and audience. Students respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects. They create imaginative texts to inform or entertain, or to convey experiences or express ideas.

Students better understand the systems of the French language when encountered in spoken and written texts. They increase control of regular and irregular elements of the French sound system, building fluency and accuracy in pronunciation of more complex syllable combinations, pitch, stress and rhythm. They generate language for a range of purposes in spoken and written texts by extending their understanding and use of context-related vocabulary and elements of the French grammatical system, including comparative and superlative forms of adjectives and adverbs, le passé composé and l'imparfait, and using elements, such as relative, emphatic and direct object pronouns. Students continue to build a metalanguage in French to talk about vocabulary and grammar concepts. They engage with French speakers and texts, reflecting on how interaction involves culture as well as language, and being aware of audience and context.

In Year 9, learning is characterised by consolidation and progression. Students work increasingly independently to analyse, reflect on and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding and monitoring.

Students discuss and compare events of significance in the lives of young people, including holidays, special events and travel.

Assessment – French Second Language

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

MATERIALS TECHNOLOGY

Optional semester-long subject

Aims

The Year 9 Materials Technology course aims to give students further insight into creating products from resistant materials. This course assists students in developing both their written and practical skills.

Literacy and communication skills will be in-focus when students develop a design portfolio, addressing design skills and fundamentals. Written and digital literacy will be addressed through a range of formats, including the creation of written texts, sketching activities, and the creation of digital engineering drawings as per Australian drawing standards.

The course is constructed around the creation of a functional household product. Students will explore how materials can be manipulated with machinery to create items they have designed. Practical skills will be developed using a range of industry standard equipment, including computer controlled machines and other machinery.

Content Structure and Description

The course consists of five tasks:

Task 1: A product development assignment, exploring orthogonal sketches and a properties of suitable materials.

Task 2: Skills development using a range of industry standard equipment to make a functional product.

Task 3: Exploration of design fundamentals and how these fundamentals can be used to maximise product satisfaction for a client and/or target audience.

Task 4: Development of Information Communication Technology (ICT) skills through designing a laptop stand in Fusion360. Product development will be explored through the use of Australian standardised engineering drawings.

Task 5: Production of a product with specific ergonomic functions in-mind. Creativity and critical thinking will be at the forefront of this task, as students apply their skills and knowledge to manufacture the product they have designed.

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. Assessments will span across four design processes:

Syllabus content assessment weightings			
Knowledge and understanding	35%	Materials and technologies specialisation	ACTDEK046 ACTDEK047
Processes and production skills	65%	Investigating and defining	WATPPS54, WATPPS55
		Designing	WATPPS56, WATPPS57
		Producing and implementing	WATPPS58
		Evaluating	WATPPS59
		Collaborating and managing	WATPPS60

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 topic tests and investigative assignments. The Extension and Support classes will sit differentiated tests. At the end of Semester 2, all classes will sit a semester test which will cover all content taught during the semester.

MEDIA

Optional semester-long subject

Aims

Year 9 Media Studies offers students access to Hale's new state-of-the-art production studios and classrooms. Here, students will learn to operate digital cameras, lighting equipment, microphones, Steadicams, teleprompters, green screen technology and a range of editing tools.

Media is a powerful force in modern culture, it has the power to influence, challenge, empower and ignite change. Year 9 Media is a practical course where students have the opportunity to learn skills in photography, filming, editing software and green screening. This is an engaging course where creativity, collaboration and exploration are encouraged to develop these communication skills. 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 (continued)

Optional semester-long subject

- 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

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 – 70%
- Responding – 30%

MUSIC 1 and 2

This course is recommended as a year-long course. Under some circumstances, it may be available as separate semester-long courses in consultation with the Director of Music.

Year 9 Music is a suitable choice for students who studied Music in Year 8 or have studied music to approximately AMEB Grade Two level or above. Students are recommended to study the Music course as a year-long pair of units but may be able to complete one semester only in consultation with the Director of Music. Year-long Music 1 and 2 must be selected by all boys awarded a Music Scholarship.

Aims

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

The **Year 9 Music** course caters to students interested in studying jazz, classical, musical theatre, or contemporary music. This course is recommended for students who have completed the Year 9 Music course. Upon selecting the course and in consultation with their Music teachers, each student can choose the performance style in which they would like to study the practical component of the music course. Students 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. Students use composition models and techniques, applying stylistic features and conventions to compose pieces in a range of styles. Students 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 styles to inform their music-making.

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

Music Literacy: Students develop their ability to read and write music, analysing and identifying elements and characteristics. Aural skills (Music listening) will be developed through practical music activities, listening to music styles and their characteristics, and recognition of instruments, form, texture, timbre, harmony, and expressive devices. Other Music theory and written work include aural and visual recognition and notation of rhythm, pitch, and harmony.

MUSIC 1 and 2 (continued)

This course is recommended as a year-long course. Under some circumstances, it may be available as separate semester-long courses in consultation with the Director of Music.

Music Analysis: Students will explore composers, performers, compositions, and characteristics of different musical styles. Analysis skills related to compositional devices and musical forms will be developed through studying works from classical, jazz, musical theatre, and contemporary musical styles.

Practical and Performance Skills: All students enrolled in Year 9 Music must be engaged in instrumental music lessons. Students will be required to deliver assessed solo performances during the year and are expected to participate in appropriate music ensembles. Students will also participate in class activities to support the development of practical vocal, sight-reading, improvisation, and performance skills.

Composing and Arranging: Students will explore arranging and composition techniques to create compositions and arrangements in a range of styles. A portfolio of their creative work will be created throughout the year.

Assessment

Students will be assessed on the four areas outlined above. Year 9 Music assessments will include written tests, composition tasks, classroom performances, and examinations (written and performance) at the end of each semester.

PERSONAL DEVELOPMENT - CharacterEd

Compulsory year-long subject

Aims

Year 9 is a critical stage of physical, emotional and mental development for young men. It is a time when greater self-regulation, self-discipline and commitment to a wide range of curricular and co-curricular activities is required. The Year 9 Personal Development curriculum directly responds to these changes and assists boys in developing age appropriate strategies to make a positive transition into adolescence and beyond.

The physical and emotional development that occurs from Year 7 to Year 9 compels us to respond accordingly by presenting the boys a programme of work that directly addresses these changes. In Year 8, the focus of our Personal Development curriculum shifts to boys developing more independence, while reflecting on the way they manage their social and emotional behaviour. At this age, it is also important to challenge our boys to ask themselves how and where they fit in relation to the world around them.

Character education aims to build and strengthen the unique qualities of each student; to nurture boys to think and act positively, especially when faced with challenging situations that will confront them as they move through their adolescent years and into adulthood. A series of aptly named 'CharacterEd' lessons, form a programme taught in Year 8 and 9 House groups and draws on contemporary character education research from national and international sources.

This programme focuses on the core character traits of self-awareness, integrity, empathy, collaboration, creativity, embracing challenge, respect and resilience. Students work through a series of activities and reflect on key events throughout the year and how these have influenced their character. The programme is couched in a framework of positive psychology, with a specific focus on personal wellness and building positive relationships. Personal Development is taught by Assistant Heads of House who have significant experience and training in adolescent development.

Content Structure

Self-Awareness

- Goal setting
- Character vs personality
- Leadership
- Public Speaking

Building Positive Relationships

- Building empathy for others
- Respectful relationships
- Building an awareness of body language

Embracing Challenge

- Exmouth experience
- Developing resilience through challenge
- Building perseverance and learning to find alternate pathways and solutions

Positive Health & Integrity

- Learning to be reflective
- Character in Sport
- Developing integrity through challenge
- Wellbeing

PERSONAL DEVELOPMENT - CharacterEd (continued)

Compulsory year-long subject

Creativity

- ArtsFest
- Performance activities
- An immersion into the arts through a variety of collaborative activities

Connection and Collaboration

- Developing empathy for others
- Being of service to others
- Groupwork and collaborative tasks that involve problem-solving

PHILOSOPHY IN FILM

May be studied for one semester only

Optional course available in either Semester 1 or Semester 2

Philosophy is the ultimate brain workout where we dive into big questions about life, morality, existence, and everything in between. It is like unlocking hidden mysteries behind everyday stuff, from why we're here, how we should behave, and what is real. Imagine being a detective, but instead of solving crimes, we are solving mysteries in life using thoughts and ideas. Philosophy is an exciting journey where different perspectives and ideas are explored and evaluated. As this process unfolds, we discover new things about our world and more importantly, ourselves.

Aims

This course aims to spark interest in and engagement with life's biggest questions through the medium of film and class discussion. Boys will be encouraged to think deeply and creatively. Mature and respectful dialogue will be promoted. Intellectual virtues such as patience, humility, and an ability to change views will be developed. Opinions will be justified with clear, concise, and considered reasons. Boys will learn how to clarify, evaluate, and advance reasoning, then apply these skills to important contemporary issues arising in our world.

Content Structure

This course will use film as a lever to examine various philosophical themes. For each film, boys will prepare by doing background learning drawing from the philosophical tradition to learn relevant theory. The film will be viewed in sections, allowing for analysis of key issues. After each film, a community of inquiry discussion will occur where boys will be encouraged to share, develop, and critically evaluate ideas.

Content Description

Some examples of PG rated films to be viewed and philosophical themes for critical evaluation include: "The Truman Show" prompts viewers to consider philosophical themes such as the nature of reality, the difference between truth and illusion, ethical boundaries, personal freedom, and the extent to which lives are shaped by social forces, "WALL-E" encourages viewers to examine the relationship between humans and our environment. It invites philosophical discussion concerning environmentalism, consumerism, companionship, and the search for what it means to be human, "Groundhog Day" stimulates discussion on philosophical themes such as time, free will, morality, existence, happiness, purpose, and the importance of relationships in shaping our lives.

Assessment

Boys will be formally assessed on reasoning, construction of argument, group presentation and dialogue engagement.

- Reasoning 20%
- Presentation 30%
- Extended argument 30%
- Dialogue engagement 20%

PHILOSOPHY, VALUES AND RELIGION

Compulsory subject (three terms)

Aims

The Year 9 Philosophy, Values and Religion (PVR) course seeks to equip boys with transferable skills helping them to clarify, critically evaluate and advance reasoning. These skills are then applied to a range of philosophical, ethical, and religious issues. Dialogue is central. This is encouraged using the 'community of inquiry' approach which helps boys discuss important topics maturely in a safe and respectful environment. The goal is to allow ideas to be shared, developed, and evaluated. Boys benefit from having an opportunity to practice reasoning skills and hopefully gain a more informed understanding of issues raised.

Content Structure

Unit one is entitled 'Sex, drugs and sausage rolls'. Boys will explore arguments and issues relating to same sex relationships, recreational cannabis use, and animal rights. They will also be taught the recommended methodology for advancing a convincing philosophical extended argument.

The second unit focuses on The Holy Land. The historical, political, religious, and moral significance of this ongoing conflict will be discussed. Boys will consider philosophical questions, such as what does it mean to own something? They will explore ethical issues, such as how warfare should be conducted. They will also understand the relevance of this region to Jews and Muslims and Christians.

In the third unit, boys will be taught basic elements of a chain of reasoning, how to evaluate the rational acceptability of premises and the strength of inferential moves, and ways of mapping arguments to aid with inference evaluation. They will then apply these skills to a range of arguments, but there will be special emphasis placed on what it means to be a person and the extent to which artificial intelligence poses a threat to humans.

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: construction of argument, argument analysis and reasoning. The construction of argument assessment will involve arguing either for or against a prompt statement. The argument analysis assessment tests boy's capacity to identify and critically evaluate an argument contained within a passage. The reasoning assessment will test their understanding of key reasoning concepts associated with recognising, evaluating, and diagramming (mapping) simple arguments.

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 atomic structure, radioactivity, the Periodic Table of elements, bonding, 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. The Periodic Table arranges the chemical elements based on their atomic number and electron configuration and reflects trends in their physical and chemical properties. Chemical reactions involve the rearrangement of atoms to form new substances and can be represented by word equations and balanced chemical equations. Chemical reactions, including combustion, precipitation and the reactions of acids and bases, 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, thermal physics, and electrical energy. It introduces 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, experimentation and hands on skill development. Students will use and enhance their current knowledge and understanding of cyber, scientific, mechanical, and entrepreneurial concepts to come up with practical solutions and to solve problems through undertaking various challenges and activities. Ultimately, students will begin to develop an appreciation of the role and potential of STEM in the world economy and why there is a need to develop skills and understanding in these areas to meet the challenges of their future education and eventual work practices.

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

Content Structure

This course is based around practical problem solving involving real world projects. Students will work individually and collaboratively throughout the semester to develop solutions and products to given tasks and scenarios.

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 modern manufacturing technologies and investigate cyber security issues and protective measures. Students will also be provided opportunities to learn programming skills and develop integrated projects to utilise the programmes generated. They will also be introduced to development of products and take them to market. Importantly all students 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.

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