



YEAR 9
COURSE HANDBOOK
2026

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INTRODUCTION

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In Year 9, the teaching and learning program 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 program 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 programs. 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 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.

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. The report may also include a graphic showing the students' 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 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 changes are 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.

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 PROGRAM

The Senior Tutors Program 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.

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.

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 except for the Arts subjects, Art, Drama Production and Performance, and Music which may be chosen year-long. Except for 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 based on 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 SUPPORT

This program 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, Curriculum Support classes will be notified by the school. Curriculum Support is a subject taught by specialist teachers to a small group 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 2026 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 program supports the Year 9 English course. Boys work in the Forrest Library with their English teacher to achieve the aim of the program which is to provide students with the opportunity to experience literature and reading in a supportive and stimulating environment. Students are involved in various programs 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 challenges and opportunities 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 programs 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 several 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 program are invaluable and will assist them in contributing to group and team situations, and as potential future leaders of society. Throughout the program 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.

The organisational structure of the Year 9 program 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 program 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, dependent on class groupings. The Exmouth program 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, 2026.

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 Science and 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 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 studying the language 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) • 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 • Applied Digital Technologies • Astrophysics • Materials Technology • STEM (Science, Technology, Engineering & Mathematics)	Semester-long optional subjects

Assistant Heads of House can advise students on their subject choices for Year 9.

ANCIENT MYTHOLOGY, WARFARE AND WONDERS

Optional semester-long subject

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Aims

The Year 9 **Ancient Mythology, Warfare and Wonders** course aims to foster students' interest and respect for ancient civilisations. It will involve reading myths, assessing their relevance to their historical period, and exploring their power as tools of explanation of life and death, the natural world and the human psyche. This includes a knowledge, understanding and an appreciation of the past and the forces that shaped societies' development over time. Many amazing wonders were produced by ancient societies which have continued to inspire artists, architects and engineers right up to the present day. Key historical events, such as human conflicts, including warfare, or natural phenomenon, to explain what real-world events may have inspired ancient myths. The course promotes the ability to question, research, and formulate an informed evaluation. Students will have opportunities to engage in both speculative and scientific based historical thinking.

Content Structure

The course is comprised of two 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, and these formed one of the great foundations of Western Culture and ideas. Additional focus will be on topics such as Persephone and Hades, Prometheus, the Gods of Olympus, Theseus and the Minotaur, Sophocles' Oedipus Rex, and a comparative myth and film study of Perseus and Medusa. The study of Theseus and the Minotaur will involve both reading and interpreting the myth, as well as a depth study of the archeological discoveries on Crete and Thera, including the infamous Minoan Palace of Knossos, and ancient literary evidence, to try to determine what may have inspired the myth and its historical significance.

In the second unit of the course, students will examine change and continuity in ancient warfare. This will primarily involve a focus on Ancient Egyptian warfare, Ancient China and Mycenaean Greece. Student will study changes in related technology over time, and examples of campaigns led by Pharaoh Ramses II and Qin Shi Huangdi, the First Emperor of China. Students will also learn about the Trojan War and consider the contestable nature of the literary and archeological evidence for its existence.

Students will also have opportunities to learn about a range of ancient wonders, including the Seven Wonders of the Ancient World, the ancient Acropolis of Athens virtual reality, and others, through a mixture of teacher-directed lessons and opportunities for student choice and research.

In the final assessment, students may work individually or collaboratively to research and develop a presentation which they will share with the class on an ancient society of their choice. Excluding any direct overlap with previously completed coursework, students will have the opportunity to present their findings on a particular aspect of their chosen civilisation. This may include its mythology, weapons and warfare, daily life, significant archaeological sites and artifacts, or remarkable wonders.

At Hale School, Ancient History, is currently offered as an elective unit is offered in Year 10 and as a ATAR subject in Year 11-12.

Assessment

Myth and Source Analysis Test: 25%, Myth and Film Comparative In-class Essay: 25%, Multiple Choice and Short Answer Test on Warfare: 25%, Historical Inquiry – Presentation: 25%.

APPLIED DIGITAL TECHNOLOGIES

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

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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:

Investigating & defining:	15%
Designing:	25%
Producing & implementing:	50%
Evaluating:	5%
Collaborating & managing:	5%

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:

Investigating & defining:	15%
Designing:	25%
Producing & implementing:	50%
Evaluating:	5%
Collaborating & managing:	5%

ART 1 AND 2

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

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Aims

Ready to push your artistic boundaries? In **Year 9 Art**, you'll dive deeper into the world of visual storytelling, using more advanced techniques and creative thinking to bring your ideas to life. Whether you're painting, sculpting, designing, or experimenting with digital media, this is your chance to create bold, personal, and powerful artworks that express who you are and what you stand for.

Content Description

Think Like an Artist or Designer

- Learn how to plan and document your ideas like a real artist.
- Use composition, colour, and form to create artworks that reflect your unique perspective.
- Explore themes, concepts, and subject matter that matter to you.

Hands-On Exploration

- Experiment with a wide range of materials and techniques in both 2D and 3D art.
- Try your hand at painting, drawing, printmaking, sculpture, ceramics, digital media, textiles, jewellery, and more.
- Discover how to adapt and manipulate materials to communicate your artistic intention.

Art in Context

- Explore how artists are influenced by their world—culture, history, environment, and other artists.
- Study art movements like Impressionism, Expressionism, Cubism, Pop Art, and Urban Art.
- Discover the beauty of Ancient art, Australian art, and contemporary crafts and design.

Showcase & Reflect

- Create resolved artworks that are ready to be displayed and appreciated.
- Learn how to evaluate your own work and others' using real art analysis tools and terminology.
- Understand how to present your work for an audience and have the opportunity to submit artwork for a range of exhibitions and competitions.

This course is perfect for students who are ready to explore their creativity on a deeper level and want to build a strong foundation for future art studies. Whether you're dreaming of becoming an artist, designer, or wanting to improve your creative thinking and problem-solving skills — Year 9 Art is your creative playground!

Assessment

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

Making component weighting: 80%

Responding component weighting: 20%

ASTROPHYSICS

Optional semester-long subject

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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%
Design and creation of an educational game:	15%

CONTEMPORARY MUSIC

Optional semester-long subject

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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 experience performing and rehearsing, 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 instrument 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 musicianship, performance, music notation, composition, listening skills, and music knowledge.

CREATIVE WRITING

Optional semester-long subject

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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

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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 design and produce products, services and environments using a combination of theoretical understanding, practical skills and design thinking. Working both independently and collaboratively, students will learn to manage projects, apply safe work practices, and develop solutions to real-world needs or opportunities. The program aims to build the knowledge, understanding and skills necessary for students to competently and creatively select and use a range of materials, systems, tools and equipment. Through these experiences, students will also gain insight into the roles and responsibilities of professionals in design and technologies-related occupations, and the ways in which these industries contribute to society.

Content Structure

In Design and Technologies students learn about technologies in society through different technologies contexts Engineering principles and Materials and technologies specialisations as they create designed solutions.

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:

Technologies and society:

- The use, development and impact of technologies in people's lives.

Technologies contexts - Technologies and design across two contexts:

- Engineering principles and systems
- Materials and technologies specialisations

Processes and Production Skills

Creating solutions by:

- investigating and defining
- designing
- producing and implementing
- evaluating
- collaborating and managing

Content Description

Engineering Principles and Systems

In this Year 9-unit, **Lighting by Design**, students explore the fundamentals of engineering principles and systems through the design and construction of a programmable LED torch. Using an Arduino Nano microcontroller, students will develop and test a functioning circuit that incorporates electronic components and control systems, in line with curriculum outcomes. This project provides hands-on experience in problem-solving and systems thinking, as students prototype and refine a product that reflects both practical use and considered design. As they assemble and program their circuits, students build technical skills while investigating the broader impact of technological developments on society and the environment. To extend this understanding, students complete an assignment on eWaste, critically analysing how electronic waste is managed and how design decisions can contribute to more sustainable practices. This integrated approach encourages students to see engineered products not only as technical challenges, but as opportunities to innovate responsibly within a connected world.

Materials and Technologies Specialisations

Materials Design and Technology, Year 9 students will engage in a project titled Cut, Carry and Present, where they will apply creative and critical thinking to design and manufacture two timber-based products that share a unified visual theme. These articles, such as cutting boards, trays, or cake stands, are developed for use in food preparation and presentation. Students will explore the properties of materials and processes by experimenting with various timbers and finishes to create functional and aesthetically cohesive items. Through the development of design ideas and annotated sketches, students will refine concepts that prioritise both purpose and visual harmony—mirroring the cohesion of a crockery set. Safe use of tools and machinery will be practised as they shape and join materials, while project evaluations will consider how well their products meet design briefs and consumer needs. This unit encourages an appreciation of form, function, and craftsmanship while reinforcing responsible design and production practices.

Assessment

Assessment of this course will focus on 5 learning aspects

Technologies & society:	10%
Investigating & defining:	15%
Designing:	25%
Producing & implementing:	45%
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 subjects or year-long subject (Drama Production and Performance 1 and 2 is available to be studied as a unit or consecutively in both semesters)

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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 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.

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.

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 program and to support their peers by attending productions.

Assessment

A semester mark comprising both the 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% and Responding 30%.

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.

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.

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Aims

This course aims to show students how real-world geographical problems can be solved using the principles of GIS, which involves layering 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 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 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 using 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

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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** program 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

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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.
- Leadership in sport (what it means to be a role-model and are athletes role models?).
- Sport and the environment.
- Equality & Inclusivity.

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
 - Player agents
- 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?
- Athletes as 'Martyrs' or champions of Social Justice/Causes.

Assessment

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

Investigation:	30%
In-class Essay:	25%
Source Analysis:	25%
Quizzes/Workbook:	20%

HUMANITIES AND SOCIAL SCIENCES (HASS)

There are three compulsory semester-length subjects:

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

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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 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 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 causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries
- The effects of colonisation on Aboriginal and Torres Strait Islander peoples
- Significant individuals and events in the development of Australian society during the time period
- Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers

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
- 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.

Content Description - Civics and Citizenship

Shaping voter decisions

- The role of political parties, and independent representatives in Australia's system of government
- How citizens' choices are shaped at election time
- How social media and other emerging technologies are used to influence people's understanding of political issues
- How young people can participate in and contribute to civic life in Australia and as a global citizen

Australian court system

- The key features and jurisdictions of Australia's court system, and the operations of courts
- 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

Assessment

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

Easy Writing:	30%
Source Analysis:	20%
Inquiry and Validation:	30%
Civics and Citizenship:	20%

There will be an assessment including short responses and extended answers. This will be included in a combined HCC semester mark.

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 characteristics and spatial distribution of biomes as regions with distinctive climates, soils and vegetation. Students investigate the ways that humans in the production of food and fibre have altered some biomes and the challenges to food production including climate change and at least one other of the following: land and water degradation, shortage of fresh water, competing land uses in Australia and the world. Students conclude the unit by investigating the effects of world population growth on global food security and the implications for environmental sustainability.

Interconnection of places: This unit asks students to investigate the perceptions people have of place, and how this influences their connections to different places. Students are also asked to consider the ways transportation, and information and communication technologies are used to connect people to services, information and people in other places. Lastly, students will investigate the ways that places and people are interconnected with other places through trade in goods and services at local, regional, national and global scales.

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.

Assessment:

Cognitive Tests:	50%
Research Inquiry and Practical Skills:	50%

Content Description – Economics & Business

Australia in the global economy

- The interdependence of households, businesses, and the financial, government and overseas sectors using the five-sector circular flow model
- Who Australia trades with; what they trade; and the reasons for this trade, including specialisation
- Why and how participants in the global economy are dependent on each other; the effects of globalisation; and the impacts of global events on Australian consumers and businesses

Opportunities, risks and rewards

- How businesses seek to create and maintain a competitive advantage in a global and/or domestic market
- How Aboriginal and Torres Strait Islander businesses develop opportunities in the market
- Why and how individuals manage financial investment risks and rewards. (*Students will participate in the ASX Sharemarket Game*)
- The ways consumers can practise personal financial safety

Assessment

Tests – short answer and data interpretation:	50%
Research assignments:	50%

LANGUAGES: CHINESE OR FRENCH SECOND LANGUAGE

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

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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 the Director of Studies and 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. 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

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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
Processes and production skills	65%	Investigating and defining
		Designing
		Producing and implementing
		Evaluating
		Collaborating and managing

MATHEMATICS

Compulsory year-long subject

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Aims

Mathematics is about making connections to existing knowledge to solve new problems both within and beyond mathematics. It is about showing students the power and beauty of mathematics and its relevance to the real world.

The Western Australian mathematics curriculum aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to *investigate, represent, and interpret* situations in their personal and work lives and as active citizens.
- develop increasingly sophisticated understanding of mathematical concepts and fluency with processes, are able to pose and solve problems and reason in number and algebra; measurement and geometry; and statistics and probability.
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Content Structure

Year 9 Mathematics provides opportunities for students to engage in a range of approaches to learning through the proficiency strands of Understanding, Fluency, Problem-solving and Reasoning. These reinforce the significance of working mathematically with the content and describe how the content is explored or developed. Students draw on the behaviours of the proficiencies when selecting and using year level content to apply the complete modelling process, leading to an increased understanding of the complexity of the natural environment, society and technology.

Content Structure

This describes the knowledge, concepts, skills and processes students are expected to demonstrate.

Number and Algebra:

Students explore and investigate to understand, calculate flexibly and efficiently, and model with real numbers, writing solutions in exact or approximated form. They engage with financial mathematics by calculating simple interest and exploring ways in which people earn money. They work flexibly, both algebraically and graphically with linear equations, developing an understanding of gradient.

Measurement and Geometry:

Students explain and determine perimeter and area of composite figures. They apply Pythagoras' theorem to solve perimeter and area problems. Through construction, drawing and geometric reasoning, students establish conditions for congruent triangles, explore properties of similar figures and develop the trigonometric ratios. Students extend their use of formula to include volume, capacity and surface area of right prisms and cylinders.

Statistics and Probability

Students connect probability and statistics by collecting data from experiments and simulations related to two-stage chance experiments, both with and without replacement. They analyse comparative graphs in context using statistical language and critically analyse statistical processes and claims made in the media that relate to data sampling.

Assessment

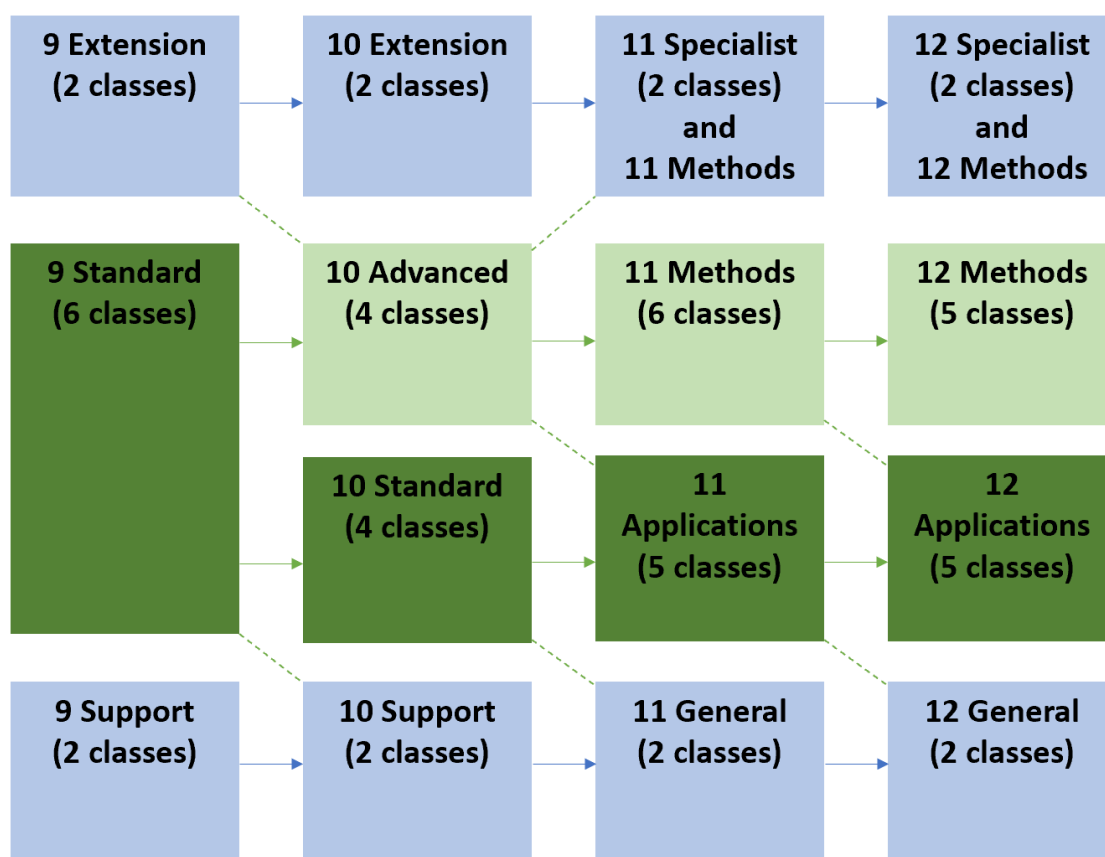
Students will be assessed on their use of routine skills and problem-solving skills, presentation of written answers, use of mathematical conventions, effective use of technology, and mathematical reasoning in the three content areas of the course: number and algebra; measurement and geometry; statistics and probability.

Assessments will be made up of Topic Tests and Investigations. The extension, standard, and support classes will have assessment tasks created appropriate to their level of development, whilst still addressing the Western Australian Curriculum.

Pathways beyond Year 9

At the end of Year 9, students are allocated to Year 10 Mathematics classes based on their progress and achievement in the Year 9 WA curriculum. Class allocations are made by the Head of Mathematics in consultation with each boys' mathematics teacher. Discussions are held with boys, parents, and Assistant Heads of House as required to ensure each student is placed in the best pathway for them to achieve success.

The chart below highlights the typical pathways students take in Mathematics. The beginning of Year 9 is a good time for students to begin thinking about their pathway and set some goals for the future. They are encouraged to talk to their mathematics teacher or Assistant Head of House about how best to achieve their goals.



MEDIA

Optional semester-long subject

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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 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 assessments are 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.

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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, 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 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 8 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 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

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 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

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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 program 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 program taught in Year 8 and 9 House groups and draws on contemporary character education research from national and international sources.

This program 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 program 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
- Development of individual wellbeing plans

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

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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

Examples of films to be viewed and philosophical themes discussed include:

"The Truman Show" which prompts viewers to consider 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.

"Ender's Game" which follows a gifted child trained through war simulations to lead humanity in a pre-emptive strike against an alien species. The ethical theory utilitarianism, which promotes maximising the greatest good for the greatest number, plays an important role in this film. As does Just War Theory, which raises questions about moral responsibility and the ethics of warfare.

"Minority Report" is set in a future where a specialized police unit arrests criminals based on foreknowledge provided by psychics. The film explores philosophical themes such as free will vs determinism, the ethics of pre-emptive justice, and the reliability of knowledge. It raises critical questions about whether people can truly be held accountable for crimes they have not yet committed.

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)

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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

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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, Earth Science and Physics.

Content Structure

Students describe how plant and animal adaptations enable survival, and they respond to external temperature changes. They describe the impact of abiotic and biotic factors on population size and species diversity. They describe the structure of atoms and explain the arrangement of elements in the periodic table. They write chemical formulae to represent simple compounds and word equations for chemical reactions. They describe how interactions within and between Earth's spheres affect the carbon cycle, water cycle and global climate. They describe wave and particle models of energy transfer for light and sound.

Students plan and conduct reproducible investigations to test or identify relationships and models. They follow risk assessments when conducting investigations. They select and use equipment to generate and record replicable data. They select and construct appropriate representations to organise, process and summarise data and information. They analyse data and information to describe patterns, relationships and anomalies. They describe sources of error in methods and suggest ways to improve the quality of their data. They draw conclusions that identify patterns or relationships evident in their data. They identify how advances in science, technologies and engineering are interconnected and describe how scientific responses are developed and can impact society.

Content Description

The topics covered in this course will include:

Biology: The Year 9 Biology unit focuses on Adaptations and Ecology. Plants and animals have structural, behavioural and physiological adaptations that enable their survival in their environment. Organisms have mechanisms to respond to changes in their environment; endotherms and ectotherms respond differently to changes in external temperature; tropisms help plants respond to external stimuli. Population size and species diversity can be affected by abiotic and biotic factors; sampling techniques can be used to monitor abiotic factors and estimate numbers of organisms; ecological monitoring can be used to inform ecosystem health and impacts of human activity.

Chemistry: The Year 9 Chemistry unit focuses on Atomic Structure, the Periodic Table of Elements, Bonding, Isotopes, and Chemical Reactions. All matter is made of atoms which are composed of protons, neutrons, and electrons. The Periodic Table arranges the chemical elements based on their atomic number and electron configuration and reflects trends in their physical and chemical properties. Compounds are formed when atoms lose, gain or share electrons and students will be introduced to covalent and ionic compounds. Students will represent covalent and ionic compounds using chemical formulae. Chemical reactions involve the rearrangement of atoms to form new substances and can be represented by word equations and balanced chemical equations, demonstrating the law of conservation of mass. Chemical reactions, including precipitation, combustion, endothermic and exothermic reactions, and the reactions of acids and bases will be studied.

Earth Science: Global systems, including the carbon and water cycles, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. Changes to global systems can be used to explain patterns of global climate change.

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 Science and Physics. They will also be assessed on their science inquiry skills.

STEM (SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS)

Optional semester-long subject

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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 on 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 modern manufacturing technologies and investigate cyber security issues and protective measures. Students will also be provided with opportunities to learn programming skills and develop integrated projects to utilise the programs generated. They will also be introduced to the 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.

Investigating and defining:	10%
Designing:	10%
Producing and implementing:	60%
Evaluating:	10%
Collaborating and managing:	10%