Year 9

Subject Handbook

for

Parents & Students

2016
THE CURRICULUM
Learning is a continuous journey and students in Middle School follow a program which allows them to study subjects from all of the Learning Areas and is developed using the Australian Curriculum. Here at GMAS we are committed to providing an educational program that stimulates natural curiosity whilst also engaging and encouraging students to develop a thirst for learning. It will provide them with a strong foundation of knowledge, skills and strategies required for Senior School and beyond.

All students in Year 9 study a common course which is made up of compulsory subjects which are studied for the entire year and 4 elective subjects selected by students to be studied for the whole year. This allows students the opportunity to have a wide variety of experiences. All classes are non-gender specific and allow for happy social interaction whilst providing a solid academic program.

Students are encouraged to develop independence in and a responsibility for their learning throughout their journey in the Middle School. The delivery of the curriculum is supported via different practices such as peer collaboration, direct teaching and the integration of technology through the 1:1 laptop program which will maximise each student’s learning experiences.

STREAMING
Students in the Years 8 and 9 are streamed into ability levels in literacy and numeracy. This allows the teachers to work closely with their classes and tailor the learning experiences more closely to the ability levels of the class. These groupings are flexible and students will move between them periodically.

In Year 9 all four core Learning Areas (English, Mathematics, Humanities and Social Sciences and Science) are streamed according to academic requirements. Movement between streamed classes occurs under the guidance of Heads of Learning Areas. Student results in assessments throughout the year contribute to streamed classes.

LEARNING AREAS AND SUBJECTS
Below is a sample showing how the 25 periods in the timetable will be allocated and shared amongst the Learning Areas during the week.

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<th>Period Allocation per week</th>
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<td>Mathematics</td>
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<td>Science</td>
<td>Mathematics</td>
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<td>Work Studies</td>
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<td><strong>Elective subjects</strong></td>
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<tr>
<td>LOTE(languages other than English)</td>
<td>Japanese</td>
<td>Students select 4 electives to be studied for 1 period for the whole year</td>
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<td>Health and Physical Education</td>
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“LEARN TO LISTEN AND LISTEN TO LEARN”
Unknown
ASSESSMENT

Teaching and learning is undertaken via the Western Australian Curriculum and Assessment Outline and based upon the Australian Curriculum in most learning areas. Teachers will match learning and assessment by constructing an appropriate range of tasks. All subjects use a variety of assessment types – such as class work, assignments, oral presentations, tests, exams, folio work and group activities, with the emphasis varying from subject to subject.

- **Exams** – students will sit exams for English, Mathematics, Science and HASS. Year 9 exams will occur during Term 2 - week 6 and Term 4 – week 5 (please check the school calendar for dates).

When a student is absent for a formal test the class teacher, in consultation with the Head of Department/Coordinator determines whether it is necessary for the test to be completed on the student’s return. This decision will be dependent on the significance of the test results to the evidence of performance available. The following procedure will be followed:

- Formal notification of absence is lodged with the Head of Middle School in accordance with the school policy on absenteeism.
- The student should approach the class teacher and receive the decision as to whether the test is to be completed and when.
- The teacher documents the decision and/or test result in the student folio and teacher records.
- Use of the School Diary to document this procedure is recommended.

REPORTING

An important aspect of a student’s learning journey is the reporting of academic progress to parents. Informal reporting can take place throughout the year in the form of notes in diary, parent contacts from teachers and students recording results on the assessment page in their diary and parents are required to initial it.

Formal reporting includes:

- Term 1 Settling In Report
- Semester 1 Report
- Parent / teacher interview evenings are held following the Term 1 Settling In Reports and Term 2 Reports. This is a great opportunity for parents to speak with their child’s teachers.
- Semester 2 Report

“SUCCESS IS BEST MEASURED
BY
HOW FAR YOU HAVE COME
WITH THE
TALENTS YOU HAVE BEEN GIVEN”

Nobody has the right to be proud of his or her natural talents; we do nothing to earn them; it is only what we make of them that matters. It should always be a goal in any reflection on achievements, even modest ones, to take pride only in those which exceeded our expectations based on our ‘natural’ ability.

From Ron Barassi’s book - Wisdom
THE TIMETABLE

Classes at GMAS are organised around a five day timetable. Each Monday students attend periods 1 and 2, followed by a time scheduled for Secondary School assemblies and/or meetings from 10.40am to 11.10am. Each other day consists of Home Room time first thing in the morning and five class sessions (Wednesday morning will be an extended Home Room time to enhance pastoral care).

Each begins with Home Room at 8:40am and if a student arrives at school after 8:40am or leaves before 3:20pm, they must be signed out through Student Services by a parent or guardian.

Students will be given an individual timetable on the first day of school.

STUDENT DIARY

The School diary is an important link in the communication between the School, the student and parents, as well as being a record of homework for the student. The diary provides space for students to enter homework, other commitments and activities every day. It will be checked and signed each week by the HR teacher. It is the student’s responsibility to get his/her diary signed each week by a parent or guardian.

Students are expected to have their diary with them every day and to be taken to every lesson. If the diary is left at home, a student must obtain a Diary Replacement sheet from his / her HR teacher. Students who use the diary effectively demonstrate good organisational skills and have more control over their learning. It is the student’s responsibility to write homework and important dates in the diary. Students are to record all subject studied each day and the homework set. If no homework is set, the entry alongside that subject should read ‘nil’.

Teachers and parents may write messages to each other from time to time using the diary. Parents are asked to initial and date messages from teachers as teachers will from parents. This ensures that all parties are aware that the communication has been received. Teachers will respond to parent messages as soon as practical.

We do have a green, blue/black and red system here at GMAS for diary entries.
  * A **green** entry will be given as a positive reinforcement for good behaviour or work
  * A **blue/black** entry for notes, homework, etc.
  * A **red** entry may be given when a student does not meet the School’s expectations such as breaches of behaviour and non-completion of work. Parents should monitor these and discuss with their child. If a number of red entries appear this can indicate a problem is developing.

HOMEWORK

Homework is an integral part of a student’s education. Through regular homework, a student is able to develop study habits and skills that are essential for intellectual growth and academic achievement.

Remember homework is set for the purposes of PRACTICE, PREPARATION and / or EXTENSION. Homework can include:
  * On-going study and review of every day’s lessons
  * Work set by teachers to be done overnight or by a set date
  * Reading

Approximate homework times per night for Middle School students are:
Year 7 - 1 hour  
Year 8 - 1 ½ hours  
Year 9 - 1 ½ hours

“NOTHING IN THE WORLD CAN TAKE THE PLACE OF PERSISTENCE.”

Calvin Coolidge
DESCRIPTION OF COMPULSORY SUBJECTS – YEAR 9

Christian Religious Education

The Christian and Religious studies program covers six learning strands;

1. Bible
2. Story of the Church
3. Philosophy
4. World Religions
5. Meditation Prayer and Worship
6. Ethical Decision Making and Living

Bible
Students understand that the bible and its teachings can influence people’s viewpoints and how they live their lives. They investigate its central themes and are able to articulate its influence on their perspectives and belief.

Story of the Church
Students understand and evaluate the role of the Church and some of the issues it faces in contemporary society. They are able to investigate and analyse factors influencing the Church’s growth and continuity and consider its future in Australian society.

Philosophy
Students evaluate a range of perspectives including scientific, social and the philosophy of religion when examining their sense of purpose and meaning. They are able to investigate and understand the key tenets of religious belief and their impact on the world around them.

World Religions
Students understand and evaluate the role of world religions and their contributions to contemporary society. They demonstrate their appreciation and understanding of a range of religious beliefs through comparative studies.

Meditation Prayer and Worship
Students are able to experience and understand a range of forms of stillness and silence, prayer, reflection and worship. They can evaluate and explain the role of these acts and their influence on their spiritual journeys.

Ethical Decision Making and Living
Students can formulate and justify personal viewpoints on a range of ethical issues and examine the relationship of these to their religious beliefs. They investigate and understand a range of ethical issues and theories and evaluate their influence on contemporary society.

Conclusion
Within the Christian and religious studies program students develop an understanding of cultural norms and sensitivities associated with religious belief and practice how these can interrelate with people’s lives, their society and culture.

English Learning Area

The English program is designed to provide students with a range of skills to aid them in their journey through Senior School and to support them during the NAPLAN testing. It will cover the central requirements of literacy as well as reading comprehension and writing skills. The focus will be on providing students with knowledge of the conventions that work within each text type and the use of these conventions in their own creative work. This programme is centred on 4 language outcomes:

Reading, Writing, Viewing, Speaking and Listening. These outcomes make up the scope of English studies and students will be taught the basics within each outcome and then how to use that knowledge to read with better understanding, to write more effectively in a range of forms, to understand visual language and to speak and listen with greater effect. Throughout the year students will be studying a range of texts including: novels, short stories, poems, posters, plays, films, advertisements, articles and more. Students will also have a reading period each fortnight in the library and will complete a reading journal over the course of the semester.

This year in English, we have introduced Common Assessment Tasks, commonly referred to as ‘CATs’, for all students in Years 7-10. Twice per Semester, students will undertake a challenging English task (usually an essay or comprehension), which is then cross-marked and moderated within the English Department. Each teacher involved marks a cross section from all classes. When the marking is completed, a ranking of students in each year is created. The introduction of the CATs helps us to ensure our streaming is correct, and that marking is fair and consistent, as well as providing an avenue for students to extend themselves academically.
Students undertake study in the following core areas.

**Economics:**
- Natural Resources – their management and sustainability
- Goods and Services – what; how much; and how are they produced; exports and imports
- Globalisation – international business/country relationships
- Personal finances – their management
- Careers – work place structures and personal evaluations for future career choices

**Geography:**
- Geographical patterns – global, local and regional and the processes involved
- Environment – the use of our environment and changing values or society; interrelationships between humans and nature
- Perspectives – conservation of cultural and natural heritage

**History:** - Australian Curriculum
- The Making of the Modern World
- Students will study the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.

**Political and Legal Studies:**
- Australia’s System of Government – compare and contrast; democratic values; Australian Constitution; parliament; law making
- Principles of Justice – rules and laws; restorative justice; courts
- International Agreements

These learning programs are differentiated to cater for student needs.

**Mathematics Learning Area**

The Year 9 Mathematics course builds on the concepts and skills developed in Year 8. Students are streamed based on their performance in Year 8. The syllabus in Year 9 is based on the Australian Curriculum. The achievement standard for Year 9 Mathematics is described below.

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras’ Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

Assessment will include examinations, topic tests, revision assignments and problem solving investigations.

These learning programs are differentiated to cater for student needs.
Science Learning Area

Students in Year 9 work on a program that builds upon the understandings taught in Year 8. The content in year 9 is based on the Australian Curriculum. Students are streamed based on their performance in year 8. The achievement standard for Year 9 Science is as follows;

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

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

Students will be working from the text Pearson Science 9, and will also have a matching activity book to consolidate what is learnt in class. Extension students will participate in a range of Science competitions including the ICAS Science Competition and the Science IQ Online Competition. Learning programs in classes are differentiated to cater for student needs. Assessment will include examinations, topic tests, research assignments and investigations. Learning programs in classes are differentiated to cater for student needs. Students will also have the opportunity to attend numerous excursions and incursions during the school year.

Health and Physical Education Learning Area

Physical Education at Georgiana Molloy Anglican School is a developmental program which provides students with an understanding of the skills needed for confident participation in sport and recreational activities. This enables students to make responsible decisions about health and physical activity and to promote their own and others’ health and well-being.

In Year 9 the focus is on participating competently and confidently in physical activities such as play, games, sports, and other active recreation. Some sports studied include: Softball, Volleyball, Cross Country, Soccer, Athletics, Hockey, and Handball. Students will learn to apply, extend and refine their fundamental movement skills and demonstrate this refinement in games and modified sports. They will learn to combine fundamental movement patterns to create the more intricate movements required in play, games and recreation and apply these movement skills strategically in games to enhance personal and group or team performance. Emphasis will also be placed on following rules, etiquette, protocols and procedures for participating in games and modified sports and also ways to assist others to learn or improve a new skill.

Health Education is a discussion based subject which provides the students with an understanding of current issues that relate to their development both physically, mentally and socially. This enables students to make responsible decisions about their health and promote their own and others’ well-being. Topics covered are Growth and Development – Sexual Health, Social and Emotional Health, Lifestyle Diseases – Diet, Drugs – Alcohol, Safety – Recreational Hazards, and Life Skills – Resilience.
Career and Enterprise Studies

Work Studies – this course organised into two main interrelated strands: skills for learning and work, and career and life design. Each strand in turn contains three sub-strands outlining the content descriptions and elaborations that contain the knowledge, understanding and skills and form the core content of the curriculum for that year level.

In Year 9 students are exposed to concepts and contexts, and focus on familiarising themselves with skills, knowledge and capacities required to build foundations for learning and work in the 21st century. Within this context, students explore their preferences as learners and engage in a range of activities to develop understanding of work, careers and post-school destinations.

### DESCRIPTION OF ELECTIVE SUBJECTS

Health and Physical Education Learning Area

Advanced Physical Education - will provide learning opportunities for students to further develop skills and knowledge related to fitness, physical competence, cognitive understanding and positive attitudes about physical activity that promote a healthy and physically active lifestyle. Students will acquire knowledge and skills in recreational, athletic and lifetime activities. The emphasis is on active participation, sportsmanship, teamwork, developing organization skills and supporting reading and writing across the curriculum.

This subject will attract added costs depending upon the course and activities.

Outdoor Education - aims to provide the knowledge and skills for outdoor activities and experiences. Students will be introduced to the basic concepts of Outdoor Education, safety and environmental awareness. Interpersonal and self-management skills are developed alongside practical skills in a group based practical context.

This subject will attract added costs depending upon the course and activities.

LOTE – Languages other than English

Japanese - Japan is an intriguing country, a land of beauty and serenity with a strange mixture of old tradition such as Ninja, Sumo and Samurai and modernity which can be seen in their crazy fashion sense, manga and anime.

Year 9 Japanese will offer you the opportunity to learn:

- how to build upon your knowledge of the Japanese alphabets
- how to talk about people’s likes and dislikes and .....  
- have some opportunities to look into Japanese culture including celebrations, craft, potentially cuisine and
- much, much more

We will also look at different, helpful techniques that can be used to learn a foreign language.

This class may be particularly useful for those who hope to participate in the Busselton Shire Sugito Exchange as they would learn valuable vocabulary and grammar that would be very useful in communicating with their host families proficiently.
Technology and Enterprise Learning Area

Students will be exposed to various subjects within the Technology and Enterprise learning area throughout the year.

**Design and Technology** - Year 9 Design and Technology is the third course in this learning area for students at Georgiana Molloy Anglican School. The concepts of correct workshop safety, workshop practice, hand tool use, knowledge of materials, machine use, acceptable finishing techniques, and some aspects of the design process are covered more extensively.

The emphasis for this course is for students to become more confident in workshop safety, workshop practices, machine use and the use and knowledge of timber.

At the completion of the course students will have gained experience in the Design and Technology workshop by completing several small projects made from timber and medium density fibreboard.

A subject levy of $40 per semester will apply to this subject

**Engineering Mechatronics** - Engineers are involved in the design, manufacture and maintenance of a diverse range of products and infrastructure integral to the functioning of society, business and industry. They rely strongly on their creativity and problem solving to turn ideas into reality by applying lateral thinking and mathematical and scientific principles to develop solutions to problems, needs and opportunities. An engineer also needs to be socially aware and involved in broader community issues: impacts on the environment, sustainable energy, health and safety, and consultation processes to understand social attitudes and opinion.

Engineering provides students with the opportunity to develop skills in the use of technology in a practical setting. This course aims at developing a students an understanding of the materials, information and systems that are appropriate to the design and manufacture of products to meet human needs. The underlying focus is the technology process, of which the elements of investigating, devising, producing and evaluating are fundamental components.

This subject is suited to those students who are interested in and enjoy working with engineering type projects. Students can expect to build upon their knowledge and skills acquired in Year 7 and Year 8 Design and Technology, particularly in the area of computer aided drawing and learning how to use sophisticated software in 3D modelling and computer aided manufacturing. Students are also introduced to electronics and robotics.

**Food Science** - food plays a very important part in our lives. It is the essential fuel that keeps us alive and is frequently the focal point of our social life, as we share food with family and friends. Because food is so fundamental, it is important for us to understand how to prepare it, so that it provides us with the essential nutrients as well as being appealing to eat. Food Technology allows for the exploration of what we need to eat, what influences the food we eat and how to creatively meet the food needs of individuals.

Practical lessons will enhance the skills students have previously developed with a focus on preparing a range of foods that are fun to cook and tasty to eat.

The Year 9 Food Technology course aims to continue to build upon student’s knowledge of nutrition, food choices and food preparation skills. The course focuses on nutrition issues in our society, healthy food choices, meal planning and making food preparation efficient, fast, nutritious and fun.

A subject levy of $40 per semester will apply to this subject
The Arts Learning Area

Students will be exposed to various subjects within The Arts learning area throughout the year.

**Drama** – will focus on group work, improvisation, role-plays, voice, movement, role, audience and characterisation. Activities take the form of storytelling and process drama and involve improvisation, interaction in role, group work and play building.

In performance, students develop movement, voice, focusing skills and techniques, play and audience awareness.

Students are encouraged to critically reflect and evaluate dramatic practice in responding to the drama of others as well as recording, reflecting and evaluating their own drama processes and products.

**Media Production** - students in Media use the elements, forms, skills, techniques, processes, conventions and technologies of media to explore the communication of ideas and feelings. They develop, create and present Media works using video, digital SLR cameras and software including, iMovie, GarageBand, Photoshop and iPhoto.

**Music** - students participating in the Year 9 music course will be exposed to all of the music outcomes with aural and theory work being a main focus. In particular, students will continue to develop their note naming and reading skills, as well as begin work on melodic intervals and dictations of rhythms and melodies.

The main area of focus for the term long program will be on Program Music of the Romantic Period. In this area, students will learn about the romantic orchestra, influential composers and techniques these composers use to effectively tell a story through their music, without using lyrics. Listening and responding to music of this era will play an important role with students getting used to reflecting on music using correct musical terms such as tempo, dynamics and compositional devices.

As a main assessment, students will complete a presentation in pairs on a specific piece of program music, which will be reflected on by the other students in the class. This promotes peer assessment techniques and strategies, as well as their aural presentation skills and allows students to learn from their peers, not just their class teacher. Students will be encouraged to be constructive in their evaluations of other students work and therefore the presentations will be carried out in a positive and safe classroom environment.

**Visual Arts** at Georgiana Molloy is a developmental programme in which concepts relating to elements and principles of art and design are explored through visual inquiry, design development, studio practice and developed through Years 7 – 10 as part of a sequential K-12 Art programme.

In Year 9 the focus is on developing drawing skills using a range of media, art work in the form of painting, collage, printmaking, textiles, ceramics or sculpture and may be figurative, imaginative, decorative, abstract, expressive or conceptual in style.

**A subject levy of $40 per semester will apply to this subject**

**Further information on Courses is available by contacting the Heads of Learning Areas**