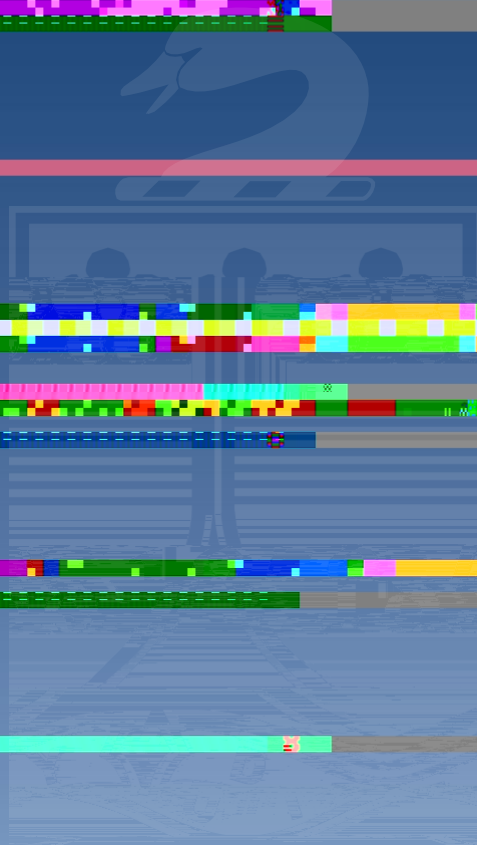


# YEAR 9

## COURSE HANDBOOK 2025



HALE SCHOOL

Music

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## INTRODUCTION (continued)

### **TIMETABLE**

The school year consists of four terms, with Terms 1 and 2 in Semester 1 and Terms 3 and 4 in Semester 2. The School operates on a seven-day timetable cycle with seven periods a day. This means that if **DAY 1** happens to fall on a Monday, then the following Monday will be **DAY 6**, Tuesday a **DAY 7** and then the cycle starts again with Wednesday as a **DAY 1**. Boys will be given an individual timetable at the start of the school year and a new timetable at the start of each new term if necessary. The School Diary has a page on which boys are expected to make a copy of their timetable.

### **ASSESSMENT**

All subjects use a variety of assessment types - including tests, folios of work, individual projects, group activities and oral presentations - with the emphasis varying from subject to subject. There are no formal examinations for students in Year 9. There will be major assessments in some subjects, as appropriate.

### **SCHOOL ASSESSMENT POLICY: RULES AND PROCEDURES**

The Year 8 to 10 Assessment and Reporting Rules and Procedures document is available to all Year 9 students and parents via the School Portal. It conforms to School Curriculum and Standards Authority requirements as set out in the WACE Manual.

## INTRODUCTION (continued)

## CURRICULUM OVERVIEW

### THE YEAR 9 CURRICULUM

The Year 9 academic curriculum consists of a group of core subjects taken by all students and a group of Year 9 option-2.5 (ec)1.2 (t)8& rg/TRt4(p)-0 -4.1e ( o)-4 (j)-2.5 (ec)1.2(s)-3. 6 (t)0.7m (-2.5 wC)0.7 (hu)-0.6 1 (p)-0.(b)-0.6h8 (o)-4

## CURRICULUM OVERVIEW (continued)

### CURRICULUM SUPPORT

This programme is designed to meet the needs of boys who are experiencing significant difficulties in literacy or have particular learning needs across the curriculum. Students are identified for Curriculum Support through a7 (I)-1. .7

## CURRICULUM OVERVIEW (continued)

The organisational structure of the Year 9 programme allows for individual groups, each consisting of student members and a volunteer group leader from the teaching staff, to take part in a two-week expedition and educational programme in the Exmouth region. The camp is guided by professional instructors and will occur in either the last four weeks of Term 2 or the first four weeks of Term 3, dependant on class groupings. The Exmouth programme includes an academic project, abseiling and climbing, sea-kayaking on the Ningaloo Reef, bushwalking and a ship-wreck scenario in Exmouth Gulf aboard a 7-metre rowing boat. Parents and boys will



## Aims

The Year 9 Ancient Mythology, Warfare and Wonders course aims to develop in students:

- a deep knowledge and sense of wonder, curiosity and respect for places, people, cultures, events, ideas, and environments throughout the world
- a lifelong sense of belonging to, and engagement with, civic life, with the capacity and willingness to be informed, responsible, ethical and active participants in society at a local, national and global scale
- a knowledge, understanding and an appreciation of the past and the forces that shape society
- the ability to think critically, solve problems, make informed decisions and propose actions in relation to real-world events and issues
- enterprising behaviours and capabilities that enable them to be active participants and decision-makers in matters affecting them, which can be transferred into life, work and business opportunities
- an understanding of, and commitment to, the concepts of sustainability to bring about equity and social justice
- a knowledge and understanding of the connections among the peoples of Asia, Australia, and the rest of the world.

## Content Structure

The Ancient Mythology, Warfare and Wonders course is organised into two interrelated strands: **Knowledge and Understanding** and **Humanities and Social Sciences Skills** which include Questioning and Researching, Analysis, Evaluating and Communicating and Reflecting.

## Content Description

Mythological stories have continued to grip the imagination throughout the centuries. The myths of Ancient Greece are enthralling stories with memorable characters; they form one of the great foundations of Western Culture and ideas. This subject will focus on the study of myths from Ancient Greece, Ancient Rome, Ancient Egypt, and other ancient cultures. It will involve reading the stories, assessing their relevance to their historical period, and attempting to explain their power as tools of explanation of life and death, the natural world and the human psyche.

During the



## **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

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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.3 ( s)-3.4

## **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

## CREATIVE WRITING

Optional semester-long subject

### Aims

Students will be provided with the skills and opportunities to produce original writing in a range of genres. Their confidence and facility with language will flourish in an environment that celebrates creative experimentation and good quality writing. Students will be encouraged to consider contemporary developments in written genres.

### Content Structure

Topics include:

- **Descriptive writing:** Capturing sensory details to communicate experiences through words.
- **Short Stories:** Generic conventions that drive narratives. Playing with traditional forms.
- **Digital stories:** New technologies and multi-modal story-telling.
- **Hybrid texts:** Mixing genres

### Content Description

Activities include:

- Identifying, evaluating and imitating examples of quality writing.
- Experimenting with different styles, forms and language techniques.
- Planning, rethinking, rearranging and polishing writing.
- Working within a writing community to receive and provide feedback at all stages in the creative process.
- Reflecting on the role/s and relevance of written texts in contemporary culture.
- Publishing writing: traditional and online media.

### Assessment

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

## Aims

In Year 9 **Design and Technology**, students will learn about technologies in society through the contexts of **Engineering principles and systems** and **Materials and technologies specialisations**. Students will design and produce products, services and environments. They will use design and technologies knowledge and understanding, processes and production skills, and design thinking to produce solutions to identified needs or opportunities. They will work independently and collaboratively. They will manage projects and identify and establish safety procedures that minimise risk and they will learn to transfer theoretical knowledge to practical activities.

## Content Structure

The Design and Technology course is organised into two interrelated strands: **Knowledge and Understanding** and **Processes and Production Skills**.

**Knowledge and Understanding** includes two components:

### **Engineering Principles and Systems** (one term)

- The characteristics and properties of materials which may be combined with force, motion and energy



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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 uses layering of spatial data. Simply put, **GIS** combines layers of information about a





- Leadership in sport (what

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## HUMANITIES AND SOCIAL SCIENCES (HASS) (continued)

There are three compulsory semester-length subjects:

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

- The impact of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate
- The commemoration of World War I, including debates about the nature and significance of the ANZAC legend

### Assessment

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

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

### Content Description - Geography

This course aims to challenge students with the concept that the world's food supplies may not be as reliable as they may appear, with a particular focus on Australia's food production processes. The second topic studied investigates the interrelationship of global production and consumption of consumer goods or services on the physical and cultural environment. Further development of topographic map skills concludes the course.

**Biomes and food security:** This unit investigates the various world biomes and their food and fibre productiveness. It considers the factors contributing to the amount, reliability and impact of food production at a global, regional and local scale. The challenges associated with the impact of climate change and the demands of an increasing global population conclude the unit.

**Interconnection of places:** This unit uses tourism as the basis to investigate the provision and consumption of services in various locations around the globe. It challenges the normal mode of thinking with respect to how the consumer (tourist) connects with the venue (provider). This unit concludes with the study of how the nature of the good or service and the way it is produced and delivered to the consumer has influence on the physical, cultural and environmental.

**Mapping:** Topographic map skills and the effective use of Google Earth are developed. An essential skill for any geographer to master is the capacity to accurately construct, read and interpret spatial data. Mapping skills are developed over time, so most units will contain mapping skills and are assessed in the final examination.

### Assessment:

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

Cognitive Tests	30%
Research	50%
Practical Skills	20%

## Content Description – Economics & Business

### Australia and the global economy

- The role of the key participants in the Australian economy, such as consumers, producers, workers and the government
- Australia's interdependence with other economies, such as trade and tourism, trade links with partners in the Asia region, and the goods and services traded
- Why and how participants in the global economy are dependent on each other, including the activities of transnational corporations in the supply chains and the impact of global events on the Australian economy
- Why and how people manage financial risks and rewards in the current Australian and global financial landscape, such as the use of differing investment types (*Students will participate in the ASX Sharemarket Game*)
- The ways consumers can protect themselves from risks, such as debt, scams and identity theft
- The nature of innovation and how businesses seek to create and maintain a competitive advantage in the market, including the global market
- The way the work environment is changing in contemporary Australia and the implication for current and future work

### Assessment

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

## Content Description - ~~© Copyright 2017 Pearson Education, Inc.~~

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-



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## Aims

The **Year 9 Mathematics** course follows the Western Australian Curriculum and builds on the mathematical skills developed in Year 8. The primary aim is the continuing development of mathematical skills that enable students to calculate, reason and communicate.

## Content Structure

The Mathematics course comprises of four proficiency strands: **Understanding, Fluency, Problem solving, and Reasoning**. The proficiency strands describe the actions in which students can engage when learning and using the content. This approach has been adopted to ensure students' proficiency in mathematical skills is developed







**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 and girls.

**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.

## **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

## Creativity

- ArtsFest
- Performance activities

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,

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## STEM (SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS)

Optional semester-long subject

### Aims

The STEM course aims to inspire students to appreciate the role and potential of Science, Technology, Engineering and Mathematics in the real world through enquiry, experimentation and hands on skill development. Students will use and enhance their current knowledge and understanding of cyber, scientific, mechanical, and entrepreneurial concepts to come up with practical solutions and to solve problems through undertaking various challenges and activities. Ultimately, students will begin to develop an appreciation of the role and potential of STEM in the world economy and why there is a need to develop skills and understanding in these areas to meet the challenges of their future education and eventual work practices.

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

### Content Structure

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

### Content Description

Students will look at mechanical, graphical and scientific methods across the world to develop suitable concepts. They will learn how to use Fusion 360 to utilise the modern manufacturing technologies and investigate cyber security issues and protective measures. Students will also be provided opportunities to learn programming skills and develop integrated projects to utilise the programmes generated. They will also be introduced to development of products and take them to market. Importantly all students will develop their communication and critical evaluation skills so that innovation and collaboration are rewarded whilst still ensuring that all aspects of the problem are solved.

### Assessment

Assessment will include presentations, peer assessment and the overall success of the projects.

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