



YARRA VALLEY

G R A M M A R

Curriculum

YEAR 9 2026

confidence to achieve



FOREWORD

Welcome to Year 9 at Yarra Valley Grammar.

Year 9 is the culminating year of Middle School and the program offered is designed to reflect the School's ethos that each young person will flourish in an environment where they are valued. It is a year which provides opportunity for our students to pursue their interests and further discover their gifts and abilities.

Year 9 is a critical year in shaping important learning skills and the independence required to face the challenges to come in the Senior School, VCE and beyond. It is a year that enables our students to become inquiring and reflective thinkers, self-directed learners, organised, committed, diligent and effective communicators.

A feature of Year 9 is the opportunity for students to commence choosing electives of study. The elective program offers our students the chance to enjoy a broad range of subjects across the core Key Learning Areas, providing both academic and physical challenges.

The subjects listed in this booklet provide a range of learning opportunities for all students – from the traditional to the contemporary and from the theoretical to the creative. All are designed to engage students and to make learning an enjoyable, challenging and rigorous experience.

There are many highlights during Year 9, including the LINK@9 program. This curriculum, together with some exciting experiences are strategically placed throughout the year to engage Year 9 students and help them to cultivate and refine skills in the areas of collaboration, problem solving and critical thinking. The main experiences include City Experience and Step Up Step Out which is an Outdoor Education journey which occurs at the end of the academic year.

The Head of Middle School, Year 9 Co-ordinators, Tutors and teaching staff are all committed to assisting students to achieve their personal best in their academic pursuits whilst being an advocate for their personal and pastoral needs.

We look forward to working with all students and their families in Year 9 to celebrate and achieve engaging and successful learning.



Andrew Hocking
Deputy Principal – Studies

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SUBJECT SELECTION PROCESS

This booklet describes the subjects that Yarra Valley Grammar may offer Year 9 students next year. English, Mathematics, Languages, Science, Food Studies and Body Mind Spirit (BMS) are all compulsory subjects for the entire year and are run in semesters. All other electives are conducted in trimesters. In some cases, trimester units may not be offered in a particular year, or due to insufficient students selecting a trimester unit.

Please note the following regarding the subject selection process:

1. Students and parents / carers should carefully read the information contained in this booklet.
2. Current Year 8 students choose subjects from the list offered which are compliant with the requirements. They are required to choose subjects from across the curriculum.
3. No electives chosen in Year 9 are pre-requisites for future studies.
4. Students and parents / carers submit their online preferences by the due date indicated.
5. Subject choice information will be used by the School to determine the subject blocking. Some subjects may not be included in the final blocking grid.
6. Several weeks after the initial choice, the blocking grid will be finalised. Students may not automatically be allocated to all their chosen subjects for the following reasons:
 - a subject will only be offered if a viable number of students have selected that subject
 - two or more of their subjects may be offered in the same block, thus creating a clash. If this happens, students will need to reconsider their initial choice and choose an alternative subject in a different block
 - if a student's main preference/s cannot be allocated on the blocking grid, then their additional subject preferences will be considered.

Please note: Yarra Valley Grammar reserves the right to cancel a subject offered. Students directly affected by this decision will be informed as soon as possible.

YEAR 9 – GENERAL STATEMENT

Students are expected to promote a caring and positive learning environment in which everyone is treated fairly, is able to develop a feeling of self-worth and belonging and is able to learn.

It is each student's responsibility to:

- adhere to the School's IT policy and correct use of devices as instructed by the teacher
- participate in all LINK@9 programs and other special Year 9 events
- come to class regularly, on time and with the required resources and completed work
- follow instructions from the teacher
- be thoughtful, respectful and courteous to others
- support the learning and achievement of others
- participate positively and constructively in group discussions and activities
- develop and practise good organisation and study habits
- keep books, equipment and classrooms tidy, clean and free of graffiti

STRUCTURE

Year 9 at Yarra Valley Grammar is about supporting students to achieve success, grow emotionally and develop skills to be life-long learners. The structure surrounding our students is one of support. All students have a Tutor who helps establish that feeling of connectedness.

Students move around the school more than in previous years but still have a sense of belonging to a tutorial group. The Year 9 Co-ordinators oversee the year level and meet regularly with the Head of Middle School, Wellbeing and Learning Support staff.

All students are expected to participate in Body, Mind & Spirit (Physical Education and Health) and Sport, including Period 5, after school training sessions, and matches against other schools.

SPORT

All students in Year 9 are expected to be available to play Saturday Sport for the School. They are also expected to attend training after school on the designated day and/or as required. Clear guidelines are set out with regards to Sport and students and their parents should familiarise themselves with these.

STUDENT WELLBEING

Good relationships are paramount to all in the Yarra Valley Grammar community; and understanding and meeting the individual needs of each student is a vital aspect of our Student Wellbeing Program. The pastoral care structure remains the same as for Years 7 and 8, with the Tutor being the first point of contact. The Year 9 Coordinators support the Tutor. Additional care is available through our supportive network including the Head of Middle School, Deputy Head of Middle School, School psychologists and all teaching staff.

HOMEWORK

The School believes in the value of homework on a regular basis. It is difficult to specify particular length of time to be spent each evening but, as a guide, Year 9 students should be spending 1½ hours over five nights completing homework. There will, of course, be times when more than this is required, or less would be appropriate.

LEARNING AND INNOVATION FOR NEW KNOWLEDGE AT YEAR 9

The acronym LINK@9 represents Learning and Innovation for New Knowledge at Year 9. The LINK@9 program is an experiential learning program designed specifically to meet the educational needs of Year 9 students. This program is accessible to all and is engaging, challenging and rewarding.

The Program is designed to improve students' understanding of innovation, collaboration, diversity, faith, world religions, civics and citizenship, pathways and careers, social and commercial enterprises, entrepreneurial skills and the evolving world around them. Students work and rotate through a set of modules to ensure they explore a range of topics to further enhance their developing understanding and skillset. These modules include: Faith@9, Enterprise@9 and Personal Pathways@9.

Some LINK@9 experiences take place on-campus, while others are conducted off-site. A major component of the LINK@9 program each year is the City Experience, where students investigate the diverse culture of Melbourne and how a young person in today's society can have an impact for change. In addition, they will develop their independence by traveling to and around the city each day. Each module explored throughout the year has a LINK@9 Day which allows extended exploration through incursions and excursions. Students connect with industry professionals, Yarra Old Grammarians and the broader community to enhance their understanding and appreciation for the key components of each area.

LINK@9 offers students the opportunity to grow and develop as individuals and as members of the community; they conclude their year as wise, worldly and competent contributing members of society. They will have been engaged in the Year 9 program and will complete it ready for the next stage of their educational experience and increasingly prepared for their futures beyond school.

DUKE OF EDINBURGH AWARD (DOE) – BRONZE

Within the LINK@9 program, students will undertake the DoE, challenging themselves to find their purpose, passion and place in the world. Students will learn a skill, become more physically active, volunteer in their community and join their peers on an Adventurous Journey.

By regularly working towards individual goals, students are equipped and empowered to achieve their personal best, take ownership of their own goals and life choices and become actively engaged within their community and the workforce.

The Award is structured so that students can design their own unique program centred around their interests and passions. For all students, the culminating section will be their Step Up Step Out camp where students have a range of outdoor pursuits to choose from.

9PLUS

9Plus is the final component of the Middle School Plus program. Students attend Plus classes with their respective Tutor and focus on developing skills to assist with their educational journey. This includes components of: The Resilience Project, Study Skills, Organisation, and Digital Literacy. Students can build on their appreciation and understanding of Gratitude, Empathy or Mindfulness in one lesson and investigate effective study habits for upcoming exams in the next. Plus allows a balanced approach to key skills across the Middle School years and provides students with an extended toolkit for their studies.

OTHER ACTIVITIES

Students are encouraged to involve themselves in a broad range of co-curricular activities. There is an abundant range of activities on offer to Year 9 students in the many musical ensembles, sporting activities, drama, debating and community links to name a few.

YEAR 9 – SUBJECT SELECTION GUIDELINES

CORE COMPULSORY SUBJECTS – STUDIED ALL YEAR

- English
- Mathematics
- Body Mind Spirit
- Language/Extra Assistance – continued from Year 8
- Science
- Food Studies
- Sport

ELECTIVE SUBJECTS

Students in Year 9 must select six (6) units consisting of:

Key Area	Learning Requirements
The Arts	A minimum of two units
Humanities	A minimum of two units. One of the Humanities units must be either Geography or History
Digital Technologies	One Digital Technologies elective must be studied

In summary, a Year 9 student's six (6) **elective** units will consist of:

- two units of Humanities - Business Studies, Geography and History - one of which must be a Geography or History elective
- two units from The Arts – Art, Design & Technology, Drama and Music
- one unit of Digital Technologies
- one other unit of choice from any subject area

Why study Digital Technologies?

COMPUTING

(IT FUNDAMENTALS / VIRTUAL DESIGN AND DEVELOPMENT)

Computing technologies are rapidly evolving, presenting expansive opportunities for forward-thinking individuals to pioneer new innovations and derive novel applications for existing digital resources. Students are equipped with the crucial knowledge and skills to acclimate themselves to this dynamic digital environment. This includes the capability to identify emerging tech trends, envision innovative applications for AI and digital technologies, and contemplate the positive impacts these technologies may deliver to society, both locally and globally.

Students study Computing to build capabilities in critical and creative thinking, and to develop communication and collaboration, and personal, social and information and communications technology skills. Students are provided with practical opportunities and choices to create digital solutions for real-world problems in a range of settings.

Computing serves as a conduit to further academic pursuits in diverse fields such as web development, business analysis, computer science, artificial intelligence, machine learning, cybersecurity, data analytics and science, data management, game development, ICT, networking, robotics, software engineering, telecommunications, and other digital technology-associated careers.

MEDIA

(FILMMAKING / JOURNALISM)

The media is ubiquitous in today's world. Working on a personal, local, national and global level, media is deeply embedded within life and culture. Critical media literacy is a vital skill that transcends all industries, making them more effective individuals regardless of their chosen career path. Studying Media provides students with the opportunity to analyse media concepts, forms and products in an informed and critical way, complementing subjects such as English.

Students have the unique chance to explore the intricacies of storytelling, mastering not only the art of weaving compelling narratives but also steering through the complex media landscape. The practical component of Media offers students individual freedom to showcase their creativity across various forms. Their works can span from moving images like films and animations, still imagery such as photography, audio products including podcasts, and print creations like magazines and graphic novels.

Students gain knowledge and skills in planning and expression valuable for participation in and contribution to contemporary society. In a world where digital literacy is becoming a standard expectation across all workforces, understanding the digital landscape is a necessity. Students studying media are equipped with a toolkit of essential skills that will serve them well in any professional field, be it law, politics, business, project management, marketing, journalism, writing and publication, game design, screen and media or other creative industries.

DIGITAL TECHNOLOGIES

Students must complete at least one unit within the Digital Technologies learning area, which includes subjects from the domains of Computing and Media.

COMPUTING - IT FUNDAMENTALS

Suggested Pathway: Year 9 IT Fundamentals → Year 10 Computing → VCE Unit 1 & 2 Applied Computing → VCE Units 3 & 4 Data Analytics or VCE Units 3 & 4 Software Development

Unit Description

This course equips students with essential knowledge and skills needed to confidently navigate and thrive in a technology-driven world. Students develop practical, transferable skills for learning, work, and life and explore how ICT has shaped society in the past, how it powers our world today, and how it is transforming the future.

Throughout the trimester, students engage in a range of hands-on activities that foster digital content creation, critical thinking, independent research, and effective planning. A highlight of the course is the opportunity to disassemble and reassemble a computer and understand how its components work. Students develop further proficiency in industry-standard software including Microsoft Office and Google Apps, enabling them to organise information, and present content with clarity and confidence. The course also explores broader themes such as the global impact of digital technologies and responsible digital citizenship.

Through the trimester, students will create digital products that will help them learn some of the basic skills and concepts behind:

- How computers work
- The role of semiconductors in modern technology
- How the internet functions
- Designing and delivering effective slide presentations with confidence
- Making the most of your laptop for learning
- Word processing and basic graphic design principles
- Spreadsheets for data management and analysis

Assessment Tasks

- Practical production tasks
- Quizzes on work learned and discussed in class
- End of trimester assessment task

COMPUTING - VIRTUAL DESIGN AND DEVELOPMENT

Suggested Pathway: Year 9 Virtual Design and Development → Year 10 Computing → VCE Unit 1 & 2 Applied Computing → VCE Units 3 & 4 Data Analytics or VCE Units 3 & 4 Software Development

Unit Description

Through this course, students will learn about the impact of new technologies through the design of virtual environments using industry-leading tools. They explore different types of interactive experiences and extend their ideas through the use of visual scripting techniques. Students develop skills and experience which can be used for high-end photorealistic rendering and dynamic interactions used in industries such as architecture, art, animation, game and interactive development, design and engineering.

Through a series of practical exercises and production of original work, students will develop knowledge and skills related to:

- artificial intelligence and machine learning
- three-dimensional environment design
- programming using visual scripting tools
- software skills by applying a range of design techniques and procedures to efficiently and effectively distribute applications
- the principles of effective communication and design when using interactive tools.

Assessment Tasks

- Portfolio
- Practical tasks
- Assignment work
- End of trimester assessment

MEDIA - FILMMAKING

Suggested Pathway: Year 9 Filmmaking → Year 10 Media → VCE Units 1 & 2 Media → VCE Units 3 & 4 Media

Unit Description

In this course, students focus on the art and craft of filmmaking, working collaboratively to produce a media product from concept to final edit. They are introduced to the language of film and investigate how meaning and emotion are constructed through the careful use of imagery, sound and editing.

By engaging with contemporary screen texts and analysing the techniques used by filmmakers, students gain insight into the powerful role media plays in shaping how we see the world. Alongside theoretical learning, students develop practical production skills, building confidence in using industry-standard equipment and software as they plan, shoot, and edit their own creative works.

Through the completion of a portfolio of original work, students will develop knowledge and skills related to:

- film language and genre, with emphasis on symbolic, technical and written codes and conventions
- cinematography, sound, editing and directing for visual storytelling
- script development, storyboarding, and planning for production
- using editing software to produce compelling products for a target audience

Assessment Tasks

- Folio of research, analysis and practical activities
- Practical fictional production tasks
- End of trimester assessment

MEDIA - JOURNALISM

Suggested Pathway: Year 9 Journalism → Year 10 Media → VCE Units 1 & 2 Media → VCE Units 3 & 4 Media

Unit Description

In this course, students investigate the role of journalism in documenting, questioning and shaping society. They explore how non-fiction media, such as news, social media and investigative reports, construct meaning, influence public opinion, and respond to real-world events. Students will examine the impact of digital platforms, the rise of misinformation and disinformation, and the growing role of artificial intelligence in journalism.

Throughout the course, students will critically analyse media coverage, evaluate the reliability of sources, and learn how journalistic practices differ across contexts. They will apply these understandings to plan, research and produce original non-fiction media.

By completing a portfolio of practical and analytical tasks, students will develop skills and knowledge in:

- researching and reporting using the conventions of journalism for targeted audiences
- analysing how media codes (symbolic, technical and written) shape nonfiction storytelling
- understanding ethical responsibilities and challenges in modern journalism, including fact-checking and attribution
- using digital tools and software to design, edit and publish journalistic content

Assessment Tasks

- Folio of research, analysis and practical activities
- Practical nonfiction production tasks
- End of trimester assessment

Why study English?

The study of English contributes to the development of literate individuals capable of critical thinking, aesthetic appreciation and creativity. This study also develops students' ability to construct and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study enables students to:

- extend their English language skills through thinking, listening, speaking, reading, viewing and writing
- analyse and discuss a range of texts from different periods, styles, genres and contexts
- enhance their understanding, enjoyment and appreciation of the English language in its written, spoken and multimodal forms
- understand how culture, values and context underpin the construction of texts and how this can affect meaning and interpretation
- understand how ideas are presented by analysing form, purpose, context, structure and language
- analyse their own and others' texts, and make relevant connections to themselves, their community and the world
- convey ideas, feelings, observations and information effectively in written, spoken and multimodal forms to a range of audiences
- recognise the role of language in thinking and expression of ideas
- demonstrate in the creation of their own written, spoken and multimodal texts an ability to make informed choices about the construction of texts in relation to purpose, audience and context
- think critically about the ideas and arguments of others and the use of language to persuade and influence audiences
- extend their use of the conventions of Standard Australian English with assurance, precision, vitality and confidence in a variety of contexts, including for further study, the workplace and their own needs and interests
- increase their competence in planning, creating, reviewing and editing their texts for precision and clarity, tone and stylistic effect.

English

English is a core subject that all students study

ENGLISH

Compulsory Pathway: Year 9 English → Year 10 English, EAL → Units 1 & 2 English, EAL and/or Literature → Units 3 & 4 English, EAL and/or Literature

Unit Description

This course develops students' communication and argumentative skills, and their critical responses to a range of texts. It develops confidence and competence in writing for a range of purposes and audiences. Students are guided to explore and interpret different perspectives on increasingly complex issues and to construct written and spoken responses drawing on these perspectives. Students undertake a closer examination of the critical, social and cultural dimensions of language through exposure to a variety of print and non-print texts, and by their own individual reading. Students extend their capacity to listen and to communicate orally by participating in class and group discussions, and by delivering prepared oral presentations.

Assessment Tasks

- A range of writing tasks directed at specific audiences and written for a variety of purposes
- Creative and analytical text responses
- Written and oral presentations of issues
- End of semester examination

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Available to: Year 9 EAL students

Suggested Pathway: Year 9 EAL → Year 10 EAL → Units 1 & 2 EAL → Units 3 & 4 EAL

Unit Description

Students whose first language is not English enrol in this subject instead of English classes. The focus of this course is to develop students' English skills in terms of four key areas; speaking, reading, listening and writing. They learn to read extended English texts, expand their vocabulary and improve their writing skills. In addition, students concentrate on grammar and comprehension within different text types and contexts. Students study two texts; a novel and a film. They are also introduced to Australian newspapers, given an introduction to analytical essays and learn to write for different audiences and purposes. This course also provides students with key skills in preparation for EAL at VCE level.

Assessment Tasks

- Analytical text essay
- Persuasive essay
- Craft of writing pieces for different audiences and purposes
- Oral presentation
- Essential language skills; grammar and vocabulary
- End of semester examination

Why study Food Studies?

Food plays a significant role in the lives of every human being. The way that we eat, purchase, celebrate and produce food presents many challenges to us individually and globally, including ethics, health, environmental concerns, issues addressing food security and maintaining our culture.

Food Studies should be considered by those who are interested in understanding the complex nature of food production, our health, ethics and protection of our environment.

Food Studies equips students with knowledge and skills to enable them to cook a range of foods that provide nourishment, culture and enjoyment. It also equips students with accurate information to enable them to navigate and use critical inquiry to understand the complex, often uniformed and dynamic nature of food. All components, from paddock to plate, of our food system are investigated.

FOOD STUDIES

Food Studies is a compulsory core subject to be studied by all Year 9 students.

Suggested Pathway: Year 9 Food Studies → Year 10 Food Studies → Unit 1 & 2 Food Studies → Units 3 & 4 Food Studies

Unit Description

Students learn basic food processes to enable them to create a range of nourishing meals. They are taught the importance of food hygiene and safety in the kitchen as well as a foundational understanding of cooking with balanced ingredients to maintain a good diet in accordance with the Australian Guide to Healthy Eating (AGHE). Students also learn about the classification, nutritional composition and use of a wide range of foods from the key food groups. Students are assessed on their skill development in both cooking and hygiene practices. They design and produce two creative products as well as completing an end of year test.

Assessment Tasks

- Food hygiene and safety practices
- Practical assessments
- Creative design tasks – contemporary meal and design a food gift
- End of year test

Why study Health and Physical Education?

BODY MIND AND SPIRIT

Physical and emotional health plays a significant role in the lives of every human being and is the key to the essential functioning of our bodies and minds. This subject explores the complex nature of health and wellbeing, and human development. Students develop a broad view of health and wellbeing, incorporating physical, social, emotional, mental and spiritual dimensions and biological, socio-cultural and environmental factors. In practical lessons, students explore activities that can be undertaken in both competitive and life-long contexts to see how physical activity can benefit us in multiple ways. This course equips students with strategies that apply to developing health and wellbeing within their own lives as well as understanding the complex nature of health outcomes and inequalities that occur around the world.

SPORTS SCIENCE

Sports Science should be considered by those who are inquisitive about the link between the human body and how it moves, the science of exercise, and the performance and participation of Australians engaging in physical activity. Students participate in practical activities to examine these core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Health and Physical Education

Body, Mind, Spirit is a core subject. Sports Science and Outdoor Education are elective units.

BODY MIND SPIRIT (BMS) – YEAR 9

Suggested Pathway: Year 9 BMS → Year 10 Active and Able / Year 10 Health Education & Year 10 Physical Education Studies → Units 1 & 2 Physical Education & Units 1 & 2 Health and Human Development → Units 3 & 4 Physical Education & Units 3 & 4 Health and Human Development

Body, Mind, Spirit connects health education and physical activity. Units of work aim to develop a growth mindset approach to life, and to help students develop the mindsets required to succeed in the senior years.

Unit Description

Major topics that span over two semesters are:

- **Active 4 Life** – practical and theoretical unit exploring fitness training methods and the health benefits of regular physical activity
- **Relationships** - students examine the impact of changes and transitions on relationships, power in relationships, use of social media, stress and coping strategies. Students explore options for managing situations where their own or others' health, safety and wellbeing may be at risk and evaluate health information that will assist in making healthy choices.
- **Body Systems** - students explore the cardiorespiratory system and physical activity's effect on it
- **Health in Society** – the exploration of the health issues faced by Australian teens
- **Physical Education** - practical sessions explore a range of experiences including hip-hop dance lessons, fitness development training groups and games sense

Assessment Tasks

- Nutrition assignment
- Game sense practical assessments
- Active 4 Life assessment
- Dance unit practical assessment
- Respectful relationships assignment
- Health in society investigation

SPORTS SCIENCE – YEAR 9

Suggested Pathway: Year 9 Sports Science → Year 10 Physical Education Studies → VCE Physical Education

Students will explore a range of exercise science related content knowledge, aimed at encouraging students to develop a greater understanding of a variety of sports science fields. This is explored through topics such as Exercise Physiology, Biomechanics, Sports Nutrition, Exercise Prescription, Sports Psychology and First Aid. These areas are first investigated from a theoretical perspective, before being applied in practical lessons.

Unit Description

You would choose this subject if you were interested in:

- pursuing a career in biomedical science, health science or exercise science
- knowing more about fitness industry careers such as personal training and fitness instructing
- teaching others to be healthier, or coaching clients and players to achieve their best
- being able to provide specific feedback to help people improve their performance
- the physiology of the human body and the fitness components of exercise

Units of work include:

- Coaching
- First aid
- Fitness
- Fuel and hydration
- Introduction to biomechanics in sport
- Training methods and principles to improve performance, including sports psychology

Assessment Tasks

- Practical and theoretical assessment of coaching performance
- Written test on fitness components, training methods and the assessment of fitness
- Case studies and written reports
- End of trimester assessment

Why study Business Studies?

Business Studies subjects are included within the Humanities and are an important component of the curriculum on offer at Yarra Valley Grammar because they provide excellent preparation for tertiary study, they furnish students with relevant life and workforce skills and an opportunity to achieve high academic and VCE standards.

Business Studies subjects are selected by a high proportion of both VCE and pre-VCE students. They support students with life skills such as knowledge of financial literacy, consumer rights, the role of government in terms of law making and economic regulation, and workforce related skills. Students in Business Studies have the opportunity to progress into the four key business subjects of Accounting, Business Management, Economics and Legal Studies, which in turn contributes to their background knowledge that acts as a clear advantage when embarking on related tertiary studies in Commerce.

Business Studies

Business Studies is part of the broader Humanities Key Learning Area. As such for Year 9 students, a minimum of two units and a maximum of three units must be studied. One of the Humanities units studied must be either Geography or History.

COMMERCE

Suggested Pathway: Year 9 Commerce → Year 9 Law and the Economy → Year 9 Finance and Investment → Year 10 Accounting and Business Management → Units 1 & 2 Accounting → Units 1 & 2 Business Management → Units 3 & 4 Accounting → Units 3 & 4 Business Management

Unit Description

This course examines the role of money in society, how it can be effectively managed and strategies for young people to make effective consumer decisions. Students consider the function of currency, effective management of financial resources and how consumers are influenced in making their buying decisions. Students develop a checklist of steps to be followed when making wise consumer choices and management of financial resources. Topics include functions and characteristics of currency; personal record keeping; budgeting; borrowing, lending and using credit; advertising and marketing, and the role of government.

Assessment Tasks

- Annotated visual displays, eg, posters and PowerPoint presentations
- Tests
- Research reports using a variety of resources
- Assignments
- End of trimester assessment

LAW AND THE ECONOMY

Suggested Pathways: Year 9 Law and the Economy → 10 Legal Studies → Units 1 & 2 Legal Studies → Units 3 & 4 Legal Studies

Year 9 Law and the Economy → Year 10 Economics → Units 1 & 2 Economics → Units 3 & 4 Economics

Unit Description

In this subject, students explore how Australia's legal system works, with a focus on how laws are made in Parliament. They will learn the difference between criminal and civil law and find out who works in a courtroom. To bring this to life, students will take part in a mock criminal trial and step into the shoes of courtroom participants.

Students will also be introduced to the Australian economy, learning about economic goals and the government's role in managing it. They will discover how and why the government makes important economic decisions that affect the whole community.

By the end of the course, students will have a solid understanding of how the legal system operates and how it connects to their everyday lives. They will also be more aware of the challenges the Australian Government faces when managing the economy.

This subject is a great introduction to Legal Studies and Economics and will help students make informed choices about their VCE subject selection.

Assessment Tasks

- Tests
- Reports
- Posters / annotated visual display
- Media task
- End of trimester assessment

WEALTH AND INVESTMENT

Suggested Pathways: Year 9 Wealth and Investment → Year 10 Accounting and Business Management → Units 1 & 2 Accounting → Units 3 & 4 Accounting

Year 9 Finance and Investment → Year 10 Economics → Units 1 & 2 Economics → Units 3 & 4 Economics

Unit Description

This course is comprised of three main areas:

1. **An introduction to basic bookkeeping for sole proprietors:** includes simple balance sheets, income statements and relevant accounting terminology. The aim of this section is for students to understand the basic accounting requirements for a small business owner.
2. **Investment and taxation:** includes a study of the operation of the Australian share market (primarily through an involvement in the stock market game). Students also report on a property investment opportunity after conducting research into the Real Estate market. The aim of this course is for the students to be introduced to the nature of Accounting, Business and Economics and allows them to make more informed decisions when considering subject choices at VCE level.
3. **International trade:** Students investigate our economic relationship with major trading partners and students create an advertisement for a product to be sent overseas.

Assessment Tasks

- Law test and submission of Law booklet
- Economic test and submission of Economics booklet
- Mock court role play
- End of trimester assessment

Why Study Humanities?

Students at Yarra Valley Grammar have a significant advantage as there are a number of great choices to select from in the Humanities. Far from just deciding a career path, these courses enrich how students think, study, communicate and participate in society and in the workforce.

Psychology has the benefit of teaching students how their mind (and others') works. What better study tool or advantage in the professional world?

Geography allows students to understand how global societies function, how tourist infrastructure operates and which environmental hazards pose the greatest threats to our cities and communities.

Global Politics offers a key understanding of how international politics function and is a critical skill in the ever-changing Australian economy. Careers in business and law are advanced with key knowledge from this pathway.

History is not only the study of the past but of the future. Critical analysis of events as well as historians allows for the foundation for studies at university, supports literacy and academic writing and provides context for the nation and the world's precarious problems. Revolutions and Australian History are of benefit to those who wish to go into law, academics, business and teaching.

Humanities at Yarra Valley Grammar offers a breadth of subjects to aid in academic and personal discovery.

Humanities

IMAGES OF WAR

Suggested Pathway: Year 9 Images of War → War Boom and Bust and/or Australia and the World → Units 1 & 2 Modern History → Units 3 & 4 Revolutions and/or Units 3 & 4 Politics and/or Unit 3 & 4 Australian History

Unit Description

This course highlights the issues of both the individual and groups in war through the exploration and analysis of historical and contemporary images as well as contexts of war. The course has a focus on challenging everyday images with a view to literal and symbolic information, reliability, purpose, audience, ascribed and achieved roles, inclusiveness of groups/organisations, and the nature of power and propaganda. The value areas of war are explored by using the themes of leadership, battle strategy and applying understandings to one's life. The course follows a chronological approach from examining: images of ancient warfare; chivalry and brutality in the Middle Ages represented through film, game play, literature and websites; images of the professional soldier; modern war and its impact upon technology and the community in general.

Assessment Tasks

- Essay using historians' opinions
- Short answer and document analysis
- End of trimester assessment

LARRIKINS, LEADERS AND LEGENDS

Suggested Pathway: Year 9 Larrikins, Leaders and Legends → War Boom and Bust and/or Australia and the World → Units 1 & 2 Modern History → Units 3 & 4 Australian History and/or Units 3 & 4 History Revolutions

Unit Description

This course identifies individuals and groups who have had a significant impact on Australian history and our identity as a nation, but whose voices the writers of history have not always represented. The course examines how individuals and groups in question interacted with representative democracy and justice, which, after being exported to the colonies, developed into a unique and distinctive system. Emphasis is given to First Nations Australians and successive waves of settlers who have had an impact on the development of Australian culture through their struggle for acceptance and rights, such as the Eureka Rebellion. Leaders such as Macquarie and Phillip, Larrikins such as Bennelong and Peter Lalor and legends such as Pemulwuy and Ned Kelly. How did the dispossessed and outlaws become legends in Australian culture? The study of documentaries and primary sources form a key focus of the course.

Assessment Tasks

- Source analysis and extended response
- Analytical essay using primary sources
- End of trimester assessment

THE VIOLENT EARTH

Suggested Pathway: Year 9 The Violent Earth → Year 10 Geography Today → Units 1 & 2 Geography → Units 3 & 4 Geography

Unit Description

This course deals with some of the catastrophic forces that nature can inflict on the planet Earth. Plate tectonics, earthquakes, tsunamis and volcanoes are the first topic to be studied, with a particular reference to current events. Cyclones, severe storms and their effect on northern Australia, as well as their global impact form the second area of study. Students are required to maintain a news file of hazards and disasters throughout the course.

Assessment Tasks

- Test using short answer and extended response
- Virtual fieldwork report
- End of trimester assessment

YANKEES, CONFLICT AND REVOLUTION: EARLY AMERICAN HISTORY

Suggested Pathway: Year 9 Yankees, Conflict and Revolution → War Boom and Bust and/or Australia and the World → Units 1 & 2 Modern History → Units 3 & 4 Revolutions and/or Units 3 & 4 Politics and/or Unit 3 & 4 Australian History

Unit Description

This course is designed to introduce the study of American History to students through the analysis of film and other historical documents. The course covers the Native American peoples before, during and after European settlement; the impact of the first European settlement on the East Coast; the growth of English colonies leading to the American Revolution; and discussion of conflict and growth are discussed and debated. This is shown through documentaries such as 'Savagery and the American Indian' and through primary sources. This class is most aligned with History Revolutions.

Assessment Tasks

- Analytical essay using primary sources
- Source analysis and extended response
- End of trimester assessment

Why study Languages?

Anyone who has enjoyed studying the language and culture of France and China in the Middle School should seriously consider continuing their language studies in the Senior School. France is a leader in the EEU and French remains one of the few truly global languages spoken on every continent. Our nation's future prosperity is tied to China's growing economy. There are compelling reasons why it is advantageous to study a language in the latter years of school and ideally through to the end of Year 12.

Broadly, language study:

- gives you a skill set that is valuable in the marketplace. Creativity, the ability to analyse, problem solve and deal with abstract concepts, memory retention and communication skills are all enhanced by language learning.
- opens up opportunities to work abroad and a competitive edge in career choice. As the world increasingly becomes a global village, employers recognise the value of employees who are able to communicate in another language and have an insight into different countries and peoples.
- enables students to study in a foreign country. Many university courses now offer placements overseas.
- makes the experience of travelling in another country easier and more pleasurable.
- promotes tolerance, respect and understanding of other cultures.
- improves your understanding of the vocabulary and grammar of English.
- develops pathways in the brain. Recent neurological research shows that the brain makes new connections due to language study.

Specifically, at VCE level, language study can:

- increase your ATAR score. All VCAA language subjects include bonus points (to encourage the study of languages) plus a significant scale up. For example, the raw score of 30 (out of 50) was scaled up to 41 in both French and Chinese Second Language and this can improve access to some university courses. Some courses give extra weight to language study when looking at ATAR scores.
- give access to the awarding of the VCE Baccalaureate. Students must study a language and a high-level Mathematics at Units 3 & 4 to qualify for this recognition.

In addition to scheduled classes, students are provided with conversation classes every week with native speakers to enhance their oral communication. Our exchange program also offers the opportunity to participate in an in-country experience, staying in host families and forming ongoing friendships.

The aim of language study at Yarra Valley Grammar is to provide students with the opportunity to be passionate about and be challenged by learning another language so that they will be able to participate more enjoyably and effectively in the global community.

Languages

Students must continue to study their language from Years 7 and 8 throughout all of Year 9

CHINESE (LANGUAGE, CULTURE AND SOCIETY)

Suggested Pathway: Year 9 Chinese → Year 10 Chinese Language, Culture and Society → Units 1 & 2 Chinese Language, Culture and Society → Units 3 & 4 Chinese Language, Culture and Society

Unit Description

Topics covered in this course centre on shopping and travelling in China, daily routines, schooling, directions and finding your way around town and identifying Chinese landmarks.

Learning activities include designing and writing a travel itinerary, role playing about shopping and bargaining, playing vocabulary building games and completing interactive quizzes and puzzles on the internet. Other tasks include role plays about asking for directions, vocabulary building games, completing interactive quizzes and puzzles on the internet and an excursion to a Chinese restaurant.

Equal emphasis is placed on each of the four macro skills: listening, speaking, reading and writing. Students further their conversation skills by participating in guided role-plays and interviews. They listen to a range of Chinese speakers and read a variety of texts on the topics being studied. Importance is placed on achieving grammatical competence and using a wider variety of vocabulary and structures in both written and spoken situations. Longer pieces of writing are required, demonstrating increasing complexity of grammatical structures and variety of vocabulary.

Students will also be assessed on their understanding of aspects of Chinese culture, such as family life and education. This assessment will be undertaken in English.

Assessment Tasks

- Oral tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks
- End of semester examination

FRENCH

Suggested Pathway: Year 9 French → Year 10 French → Units 1 & 2 French → Units 3 & 4 French

Unit Description

Topics covered in this course centre on clothes and fashion, shopping, different styles of houses, daily routines, household tasks, directions and finding their way around town and identifying Parisian landmarks.

Learning activities include: designing and writing descriptions of clothing, role playing about shopping, playing vocabulary building games and completing interactive quizzes and puzzles. Other tasks include designing and labelling house plans, presenting an iMovie, acting as a Parisian Tour Guide, using Education Perfect for vocabulary building and an excursion to a French restaurant.

Equal emphasis is placed on each of the four macro skills: listening, speaking, reading and writing. Students further their conversation skills by participating in guided role-plays and interviews. They listen to a range of French speakers and read a variety of texts on the topics being studied. Importance is placed on achieving grammatical competence and using a wider variety of vocabulary and structures in both written and spoken situations. Longer pieces of writing are required, demonstrating increasing complexity of grammatical structures and variety of vocabulary.

Assessment Tasks

- Oral tasks
- Listening comprehension tasks
- Reading comprehension tasks
- Writing tasks
- Assigned tasks
- End semester examination

Why study Mathematics?

Not only is mathematics used on a daily basis in everyday life, it is also used in many other school subjects and in many different careers and workplaces.

In daily life some of the more obvious examples are: telling the time, shopping and calculating the prices of purchases, personal banking, cooking and following recipes.

Mathematics is used in many other subjects: the sciences of biology, chemistry and physics, the business studies subjects of accounting and economics, psychology, food technology, all fields of engineering, computer and technology studies and even in the arts of sculpture, drawing and music.

When learning mathematics you focus on how to think logically and solve problems using a logical sequence of steps. Mathematics teaches you how to be precise in thoughts and words and is considered an international language as the symbols used are universal and cut across borders.

The skills learnt in mathematics transfer to many different areas of education and the workplace. Those who qualify in mathematics are in the fortunate position of having a wide range of education and career choices available to them.

Mathematics

Mathematics is a core subject. The School will allocate students to the most appropriate mathematics class according to their ability and recent assessment results.

MATHEMATICS

Compulsory Pathway: Year 9 Mathematics → Year 10 Mathematics → VCE Mathematics Subjects

Unit Description

This course is designed to provide students with essential mathematical skills and knowledge in the three content strands of the Australian Curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students are encouraged to apply their mathematical knowledge in the solution of mathematical problems in unfamiliar situations and to further develop their skills in the area of relevant technology. Students study linear and simultaneous equations, probability, Pythagoras' theorem, algebra: expansion and factorisation, congruent and similar shapes, trigonometry, quadratic functions, measurement and statistics.

Assessment Tasks

- Investigations, problem solving tasks
- Topic tests assess students' proficiency in understanding, fluency, problem solving and reasoning
- End of semester examination

Why study Outdoor Education?

OUTDOOR EDUCATION

Outdoor Education should be considered by those who are fascinated about the exploration of environmental issues, the interactions we have with various environments and Victoria's environmental history. Students who participate in this course learn and practice unique practical skills in a range of outdoor pursuits, whilst developing a greater understanding of our influence on specific environments and how society can move towards a more sustainable future.

Outdoor Education

OUTDOOR EDUCATION

Suggested Pathway: Year 9 Outdoor Education → Units 1 & 2 Outdoor and Environmental Studies → Units 3 & 4 Outdoor and Environmental Studies

This subject consists of a mixture of class work exploring environmental concepts, practical classes investigating practical skills for outdoor pursuits and excursions for the application of these skills. The geography, natural processes, natural history, human history, current use, impacts and sustainable future of the Yarra Valley area will be explored through a combination of experiences in the outdoor environment and school-based learning. Practical classes may involve activities such as knot tying, shelter creation and camp cooking in the Yarra bushland. Whilst a season-dependent excursion is also offered to explore the natural world via an outdoor recreational pursuit which may include bike riding, canoeing, or surfing. This experience will require students to make observations, collect data and reflect upon their unit themes.

Unit Description

Outdoor Skills and Leadership – students develop skills in preparing for the outdoors exploring weather interpretation, technology development in outdoor pursuits, navigation, menu development, knots and camp set-ups, risk management, group dynamics and team building.

Sustainable Environments: Yesterday, Today and Tomorrow – students gain an understanding of human/nature relationships, Indigenous and early European land use, human impacts through commercial, conservational and recreational activities, introduced and native species of Victoria, and sustainable initiatives of tomorrow.

This subject aims to draw and build upon students' knowledge and abilities in a number of subject areas such as Science, Humanities, Physical Education and Outdoor Education in a holistic and student-centred manner. During class time students will undertake project work based around their experiences in the field.

Assessment Tasks

- Practical skills assessments
- Research project
- End of trimester assessment

Why study Science?

Science is the area of study where students:

- learn about the biological, chemical, physical and technological world
- plan and conduct investigations to test scientific ideas and explanations
- understand that scientific knowledge has been developed over time by scientists from cultures all around the world
- learn that the scientific understanding of the world is constantly changing due to continuing research and new technology

Students often ask the question: Why do we have to do Science? The answer is so students can:

- understand the world around them and their role in that world
- understand the role that Science plays in our society
- develop skills of planning and conducting investigations, gathering information, teamwork and evaluating their findings
- act responsibly when using scientific equipment and applying scientific knowledge

Science education enables students to:

- develop the confidence, knowledge and skills to find answers to their own questions about the workings of the biological, chemical, physical and technological world and become better informed citizens
- attempt to find solutions to problems arising from their own needs and experiences in daily life
- take a confident part in public debate and decision making about science
- appreciate the achievements of scientists and their research (including Australian scientists)
- value the scientific contributions and achievements of people from many different cultures

Science

Science is a compulsory subject that all students study. In addition, students may study a trimester science elective.

SCIENCE

Suggested Pathway: Year 9 Science → Year 9 Science Elective → Year 10 Science Elective → Appropriate VCE Science

Unit Description

Compulsory Year 9 Science includes the study of topics from biology, chemistry and physics and is studied over two independent semesters. In Semester 1, students study chemical reactions and homeostasis in the human body. In Semester 2, students study the principles of electricity and complete an independent scientific investigation chosen in an area of personal interest. Practical work forms an integral part of the course and students learn new skills and refine existing skills. Students complete experiments and application tasks that extend their skills and knowledge within each topic.

Assessment Tasks

- Topic tests
- Projects and data analysis tasks
- Practical reports
- End of semester examination

FORENSIC SCIENCE

Suggested Pathway: Year 9 Science → Year 9 Forensic Science → Year 10 Biology and/or Chemistry → Units 1 & 2 Biology and/or Chemistry → Units 3 & 4 Biology and/or Chemistry

Unit Description

Students study crime scene basics and a range of techniques that are used in forensic science. Some of the techniques studied include fingerprint analysis, chemical analysis, blood typing and DNA testing. The role of the scientific method in providing valid evidence and accurate data for criminal investigations is explored. Furthermore, the roles of the coroner, court system and expert witnesses in court cases are examined.

Assessment Tasks

- Practical reports
- Media article analysis
- End of trimester assessment (test)

ENVIRONMENTAL SCIENCE

Suggested Pathway: Year 9 Science → Year 9 Environmental Science → Year 10 Biology and/or Chemistry and/or Physics → Units 1 & 2 Biology and/or Chemistry and/or Physics → Units 3 & 4 Biology and/or Chemistry and/or Physics

Unit Description

Students study sustainability from both a scientific and educational perspective. They explore a variety of ecosystems and use diverse materials and technologies to determine the health of local land and water ecosystems and assess the impact of relevant environmental issues. This will include developing a deep understanding of climate change and its connection to energy usage and the negative impacts of pollution. Students will also explore innovative solutions to the challenges of water management, maintaining biodiversity, waste and recycling and ocean conservation.

Assessment Tasks

- Field and practical reports
- Data analysis tasks
- End of trimester test

Why study Art, Design and Technology?

There are numerous benefits to studying Art, Design, and Technology (ADT), which is part of The Arts Key Learning Area. These subjects enhance creative thinking, broaden perspectives, improve presentation skills, and develop time management, attention to detail, problem-solving, and reflective thinking abilities. They also foster an appreciation of culture. Beyond these advantages, studying ADT can significantly expand a student's skill set, making them more versatile and attractive to future employers. Students who excel in multiple disciplines often become well rounded, hireable, and capable of thriving in a wide range of professions.

The Art, Design and Technology department offers courses in three main areas: Art Creative Practice (ACP), Visual Communication and Design (VCD), and Product Design and Technology (PDT). These subjects are available for study at the VCE level, with the Year 9 elective serving as a pathway towards higher level study.

Excelling in any subject within the ADT department demonstrates skill, intellectual rigour, a strong work ethic, and a commitment to reaching one's potential. Ultimately, it is essential for students to select subjects they are passionate about and enjoy. Genuine interest and enthusiasm for a subject within the ADT faculty should be the primary factor influencing their decision to pursue it further.

Art, Design and Technology (ADT)

Minimum of two units from the Key Learning Area: The Arts (ADT, Drama and Music) must be studied by Year 9 students.

ADT subjects include Art Creative Practice (ACP), Visual Communication and Design (VCD) and Product Design and Technology (PDT).

ACP - DRAWING

Suggested Pathway: Year 9 ACP – Drawing → Year 10 ACP - Art → Units 1 & 2 ACP → Units 3 & 4 ACP

Unit Description

In Year 9 Art Creative Practice - Drawing, students focus on developing their understanding of drawing practice, including exploration, development, refinement, resolution, and presentation of artworks. They delve into sources of inspiration, research artistic influences, and formulate individual ideas while experimenting with a variety of materials and techniques. Through documented evidence in a visual diary, students progressively refine their drawing skills to effectively communicate ideas in their artworks. Additionally, they analyse how artists have developed their studio practice to interpret and express ideas, gather inspiration, and apply materials and techniques in their artworks.

This course will prepare students to continue studying Art Creative Practice - Art at Year 10 as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology department.

Assessment Tasks

- Student art folio
- Completed artwork/s
- Analysis and evaluation
- End of trimester assessment

ACP – PAINTING

Suggested Pathway: Year 9 ACP – Painting → Year 10 ACP - Art → Units 1 & 2 ACP → Units 3 & 4 ACP

Unit Description

In Year 9 Art Creative Practice - Painting, students explore various art mediums and techniques including painting, printmaking and mixed media. The course encourages students to create artworks exploring themes, issues, and ideas. Students learn about design elements and principles such as line, colour, shape, form and texture, integrating them into their development folio. Through practical application of the design process, students generate, develop, and refine ideas in their visual diaries. They present artworks in styles and forms reflecting both personal exploration and influences from specific artists.

This course will prepare students to continue studying Art Creative Practice - Art at Year 10 as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology department.

Assessment Tasks

- Student art folio
- Completed artwork/s
- Analysis and evaluation
- End of trimester assessment

ACP – PHOTOGRAPHY

Suggested Pathway: Year 9 ACP – Photography → Year 10 ACP – Photography → Units 1 & 2 ACP → Units 3 & 4 ACP

Unit Description

In Year 9 Art Creative Practice - Photography, students explore the fundamental concepts and skills of digital photography. While this technology has revolutionised our perception and sharing of moments, its craft is often misunderstood. Throughout the course, students develop proficiency with digital cameras, layout design, and software like Adobe Photoshop. The focus is on using photography to develop and document ideas during exploration and design processes. This subject provides a platform for students to nurture creativity, technical skills, and understanding of the photographic process, extending beyond the realm of selfies and mobile devices.

This course will prepare students to continue studying Art Creative Practice – Photography at Year 10, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology department.

Assessment Tasks

- Student art folio
- Completed artwork/s
- Analysis and evaluation
- End of trimester assessment

VCD – ARCHITECTURE

Suggested Pathway: Year 9 VCD – Architecture → Year 10 VCD → Units 1 & 2 VCD → Units 3 & 4 VCD

Unit Description

In Year 9 Visual Communication and Design - Architecture, students explore the complexities of space creation and its influence on human experience. Architects and interior designers adapt to society's changing needs through ongoing innovation. Throughout the course, students delve into the design process, gaining insights into crafting both interior and exterior spaces. Additionally, students research past and present architects and designers, drawing inspiration and broadening their understanding of various approaches to space creation.

This course will prepare students to continue studying Visual Communication and Design at Year 10, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology department.

Assessment Tasks

- Student design process folio
- Architecture design concepts
- Analysis and evaluation
- End of trimester assessment

VCD – GRAPHIC DESIGN

Suggested Pathway: Year 9 VCD – Graphic Design → Year 10 VCD → Units 1 & 2 VCD → Units 3 & 4 VCD

Unit Description

In Year 9 Visual Communication Design - Graphic Design, students delve into the vital role of visual communication in society. Graphic Designers play a crucial role in conveying messages and marketing products effectively. Throughout the course, students explore the design process and master the fundamentals of design elements and principles. They refine their skills in various visual communication techniques, utilising Adobe Illustrator. Additionally, students research past and present designers to draw inspiration and understand the diverse methods of conveying information visually.

This course will prepare students to continue studying Visual Communication and Design at Year 10, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology department.

Assessment Tasks

- Student design process folio
- Graphic design concepts
- Analysis and evaluation
- End of trimester assessment

VCD - ENGINEERING & PROTOTYPING

Suggested Pathway: Year 9 VCD – Engineering & Prototyping → Year 10 VCD → Units 1 & 2 VCD → Units 3 & 4 VCD

Unit Description

In Year 9 Visual Communication Design - Engineering & Prototyping, students develop vital skills in Computer Aided Design (CAD) and prototyping essential for the design industry. They become proficient in digital software and 3D modelling tools, mastering design conventions, sketching, basic part modelling, and assemblies. Through engaging design challenges, students hone their problem-solving abilities to fulfill set briefs, with the opportunity to utilise 3D printing and laser cutting for prototyping purposes.

This course will prepare students to continue studying Visual Communication and Design at Year 10, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology department.

Assessment Tasks

- Student design process folio
- Prototype creation
- Analysis and evaluation
- End of trimester assessment

PDT - TEXTILES

Suggested Pathway: Year 9 PDT - Textiles → Year 10 PDT – Textiles → Units 1 & 2 PDT– Textiles → Units 3 & 4 PDT - Textiles

Unit Description

Year 9 Product Design Technology – Textiles immerses students in the rich heritage and diverse applications of textile design. They explore fabric manipulation, surface embellishment, and textile printing, integrating cutting-edge technologies and sustainable practices. Product designers leverage these advancements to enhance daily life, creatively problem-solving and utilizing textile properties like texture and durability. Students develop products that meet societal needs while promoting sustainability. The course introduces the Double Diamond design process, research, drawing methods, and construction techniques specific to textiles, empowering students to construct their own innovative products.

This course will prepare students to continue studying Product Design and Technology – Textiles at Year 10 as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology department.

Assessment Tasks

- Student design process folio
- Production of a product
- Analysis and evaluation
- End of trimester assessment

PDT - WOOD

Suggested Pathway: Year 9 PDT - Wood → Year 10 PDT - Wood → Units 1 & 2 PDT – Wood → Units 3 & 4 PDT - Wood

Unit Description

Year 9 Product Design Technology – Wood immerses students in the world of product design, emphasising emerging technologies and sustainable practices utilising wood. Aspiring designers tackle real-world challenges, enhancing lives through innovative solutions. The course introduces the Double Diamond design process, research, and drawing methods, alongside construction techniques and materials application. Students follow a structured approach and leverage cutting-edge technologies such as Computer Aided Design (CAD) and laser cutting to create their own products.

This course will prepare students to continue studying Product Design and Technology – Wood at Year 10, as well as help students to gain folio skills for future subjects studied in the Art, Design and Technology department.

Assessment Tasks

- Student design process folio
- Production of a product
- Analysis and evaluation
- End of trimester assessment

Why study Drama?

Drama is about communication, the understanding of emotions and the spoken and written word, and performing. The study of Drama will certainly prepare students who wish to pursue a career in the area of Performing Arts; however, more than that it will provide a foundation for a whole range of careers. The skills that are learnt by studying Drama, such as teamwork, confidence, analysis and communication are invaluable in later life.

Students choosing Drama need to be creative and have an interest in understanding how we communicate ideas, thoughts and opinions to other people. In today's workforce, a person is expected to make presentations, to be able to speak confidently and deliver information effectively. Students need to prepare to be global workers who travel and work alongside people in different countries; having the ability to communicate and have empathy and understanding are qualities employers are looking for. Drama teaches teamwork and gives the student the skills so they can think on their feet and be able to quickly make decisions and act upon them.

These transferrable skills learnt through Drama are crucial in preparing students to be part of the next generation's workforce. The catchcry around employment is about being creative, thinking outside the box and being able to be flexible in the workplace. Employers' most sought after skills are problem-solving, collaboration, critical thinking, creativity, entrepreneurship and communicating. These skills are developed through the study of Drama and are useful for students considering a career in Theatre, Film, Television, Law, Advertising, Journalism, Event Planning and Management, Arts Management, just to name a few.

The majority of the Drama courses are performance based and classes are active and will suit students who are creative and passionate about expressing themselves and making connections with people. Students who study Literature or any of the other Arts subjects should consider Drama as a subject to enhance their learning across these areas.

Drama

FROM PAGE TO STAGE

Suggested Pathway: Year 9 From Page to Stage → Year 9 Musical Theatre → Year 10 Drama → Units 1 & 2 Drama → Units 3 & 4 Drama

Unit Description

Students explore a range of acting and performance styles through class workshops. Students will draw upon this knowledge in the staging and performing of a scripted play to an audience. Students will learn how to take words on a page and perform them on a stage. They will take on parts, develop characters, learn lines and give an evening performance to an audience. Students will be involved in design decisions and preparing select production areas for the performance. Students will have the opportunity to review and reflect on a professional stage performance.

Assessment Tasks

- Practical workshops
- Performances to an audience
- Professional performance reflection
- End of trimester assessment

MUSICAL THEATRE

Suggested Pathway: Year 9 Musical Theatre → Year 9 From Page to Stage → Year 10 Drama → Units 1 & 2 Drama → Units 3 & 4 Drama

Unit Description

This course introduces students to the three key areas in Musical Theatre – acting, dancing and singing. Students will explore the techniques used when telling a story on stage using these three areas. They will develop and improve their own skills in each of the three areas, develop their confidence and learn how to look after their body when performing. They will showcase their skills in one particular area in a final performance. Students will identify the social and cultural contexts of all musical theatre pieces included in the course.

Students are not required to be proficient in any of the areas.

Assessment Tasks

- Practical workshops
- Performances (group, duo and individual)
- Performance reflection
- End of trimester assessment

THEATRE PRODUCTION

Suggested Pathway: Year 9 Musical Theatre → Year 9 From Page to Stage → Year 10 Drama → Units 1 & 2 Drama → Units 3 & 4 Drama

Unit Description

This course focuses on the backstage production areas of the theatre. Students will learn how theatre practitioners manipulate backstage production areas to support the onstage performers. Students will have the opportunity for ‘hands on’ training in a variety of production areas including theatre lighting, sound production, set design, costume design and makeup. There will be a small acting component in this course to support the application of backstage skills. Students will also have the opportunity to view and reflect on a professional theatre performance.

Assessment Tasks

- Practical workshops
- Design folio
- Performance reflection
- End of trimester assessment

Why study Music?

Many students enjoy being involved in the music program at Yarra Valley Grammar by playing or singing in an ensemble outside of class time; however, fewer consider that there is also the opportunity to study Music as a subject, all the way through to VCE level.

Some students (and parents) take the view that if they do not plan to be a professional musician then there is no reason to study Music as a subject, but to do so would be to overlook the multitude of crucial life-skills that can be developed through studying music as a subject - all whilst doing something that they love.

Do you hope to be a Doctor? Or a Lawyer? Then you need to be good at performing under pressure and being able to bring your best when it really counts. Music Performance is excellent at developing both of these skills, which are both taught and assessed in the subject. Do you hope to have a career where presentation skills are important? When presenting with confidence is critical? There are few occupations where these skills are not crucial and Music Performance teaches you how to excel in these areas.

Students who enjoy playing music and have reached somewhere around AMEB Grade Three level on their instrument by Year 9 are ideally placed to study VCE Music Performance. Students who are committed and who enjoy playing their instrument, can expect to achieve very good to excellent marks, whilst doing something which they are passionate about, rather than reading books or writing essays. Students who enjoy making use of their creative side and are looking for an outlet to express themselves will enjoy studying Music Performance as a subject.

There are three streams of Music that can be studied at VCE level:

- Music Contemporary and Repertoire Performance (the most common choice, for performers on all instruments and voice, and in all styles)
- Music Inquiry (for those who want to perform and research in detail one style or genre of music)
- Music Style and Composition (for those passionate about creating their own music).

Music

MUSIC EXPLORATIONS

Suggested Pathway: Year 9 Music Explorations → Year 10 Music Performance → Units 1 & 2 Music Performance → Units 3 & 4 Music Performance

Unit Description

This is a practical course where all students can experience making and creating music using both instruments and devices, as well as developing skills in producing musical performances. Students are given the opportunity to choose a genre of music of interest to them, such as Jazz, Music Theatre, Rock, Electronic Music, Acapella, Chamber Music, or Celtic Music and to then explore it through composition, research and performance.

Students will choose a genre to explore on their instrument and will develop performance skills in their chosen genre, as well performing in small groups and pairs. Students will also study arranging skills, preparing a piece of their own choice to perform with instruments of the class. The course will culminate in a performance where each student will perform their arrangement of a popular piece, as well as a piece in their chosen genre.

Skills developed will include performance skills, improvisation skills, music arranging skills and collaborative group skills.

Students undertaking this subject should be taking private lessons on any instrument or voice. If they do not have lessons on an instrument or voice they can perform using their device or tuned percussion.

Assessment Tasks

- Group performance
- Arrangement of own choice for class instruments
- Performance at the end of semester concert
- End of trimester assessment

SONGWRITING

Suggested Pathway: Year 9 Creative Music → Year 10 Music Performance → Units 1 & 2 Music Performance → Units 3 & 4 Music Performance

Unit Description

This course focuses on developing the skills to facilitate songwriting and the creation of original music by the students. Students will make use of music technology utilising software such as Noteflight/Sibelius for music publishing and GarageBand/Soundation for music production to create and publish their own music. Principles of songwriting, melody writing, lyric writing and music theory will be covered.

Assessment Tasks

- Composition of original song
- Arrangement / re-mix of a popular tune
- Create original piece using loops and audio
- End of trimester assessment