

YEAR 9

Curriculum Handbook 2024



FIRBANK
GRAMMAR



YEAR 9

INTRODUCTION

Year 9 is a year of curiosity and consolidation for students in which a range of learning opportunities are provided.

Students will continue the sequential learning that is essential preparation for VCE in their electives and core subjects of English, Mathematics, Science, History, Geography, the Arts, Physical Education and Health. Formal examinations are held at the end of Semester 2 to provide practice to students, giving valuable preparation for VCE subjects. The curriculum is designed to meet the needs of all students and cater for their individual interests.

Some of the most authentic learning experiences and application of skills can occur beyond the traditional classroom setting. In recognition of this, the Year 9 Curriculum includes the Connecting Through Journeys program. Students will participate in two key experiences – the Desert Program, taking place in Central Australia and the Journey Expedition, in the Bogong High Plains, Victoria. The programs promote deeper thinking and explore how the living environment goes beyond physical elements and is fundamental to our identity. Our aim is for all students to develop a strong understanding and sense of connection to the environment. We are confident these are amazing and life-changing programs.

Students build upon skills learnt on previous Outdoor Programs and develop new concepts. The Desert Program and the Journey Expedition are supported by School staff and specialist outdoor educators. The overall program allows students to take important steps towards developing independence and responsibility, not only as learners but in all aspects of life. It gives the students the opportunity to face real challenges and develop life skills such as recognising and regulating emotions, developing empathy for others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively. These Outdoor Education opportunities also demonstrate, in a practical way, how working together and considering the strengths and needs of others can allow greater challenges to be overcome.

The Year 9 program is one more building block of experience the students can use as they make their way towards becoming responsible young adults with strong personal character, a sense of community and high levels of resilience.

YEAR 9 2024 CURRICULUM OVERVIEW

CORE CURRICULUM

ENGLISH or ENGLISH AS AN ADDITIONAL LANGUAGE*

MATHEMATICS

SCIENCE

HISTORY

GEOGRAPHY

PHYSICAL EDUCATION AND HEALTH

THE ARTS

Choose from the following:

- ART
- DRAMA
- DANCE, PERFORMANCE + CHOREOGRAPHY
- MUSIC STYLES AND PRODUCTION
- SPECIALIST MUSIC
- VISUAL COMMUNICATION DESIGN

ELECTIVE CURRICULUM**

FRENCH

GERMAN

CHINESE

CHINESE (for background students)

ART HOUSE: FASHION CERAMICS TEXTILES

BUSINESS MANAGEMENT – BE A MONEY MANAGER

ESSENTIAL DIGITAL TECHNOLOGIES

FOOD STUDIES

GEOGRAPHY – POVERTY AND HOMELESSNESS

MEDIA

RELIGION & SOCIETY – SCIENCE & FAITH

RELIGION & SOCIETY – INSPIRATIONAL PEOPLE

STARTUP SUPERSTARS: TURING IDEAS INTO REALITY

CO-CURRICULAR

EXPERIENTIAL EDUCATION

DUKE OF EDINBURGH AWARD

*By recommendation of the Department of Student Services

CORE CURRICULUM

ENGLISH

Students will read and view imaginative, informative and persuasive texts that explore issues and abstract ideas. They will analyse how social values and attitudes are conveyed and compare the presentation of information and ideas in different texts.

AREAS OF STUDY

Students will read a range of literary texts encompassing Australian literature, including oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these cultural groups, and classic and contemporary world literature, including texts from and about Asia. Students will be introduced to William Shakespeare through the study of *Romeo and Juliet* and will examine a collection of spoken word poetry. Students will focus on the use of figurative language and the ways texts explore interpersonal relationships and ethical and global dilemmas. Students will also develop their understanding and use of persuasive language in an independent Problem Solving Project.

Students will produce a range of texts for a variety of purposes including speculating, hypothesising, persuading, analysing, imagining and reflecting. They will develop confidence in using written and oral language to achieve different purposes. Online components will be integrated into the course. This will require students to work independently and at times collaboratively in a networked environment using web-based tools to communicate with each other and the class teacher.

ASSESSMENT

Assessment is based on reading, writing, listening, speaking and presenting tasks, including end-of-semester examinations.

ENGLISH AS AN ADDITIONAL LANGUAGE* (EAL)

*By recommendation of the Department of Student Services.

EAL replaces English classes for students whose first language is not English. Students are deemed eligible for EAL through assessment by the Department of Student Services on recommendation from a teacher or request from parents or guardians.

EAL classes provide the opportunity for students to improve their English language proficiency in smaller classes with a specialist teacher. The small classes provide students with a supportive environment where they can feel secure in practising their developing English language skills.

AREAS OF STUDY

Students follow the Victorian Curriculum for EAL, which includes a strong focus on developing students' skills in speaking, listening, reading, viewing and writing. The Areas of Study are the same as Year 9 English.

ASSESSMENT

The EAL curriculum adopts the same assessments as English, with appropriate modifications. Students are assessed against EAL criteria in line with the Victorian Curriculum.

MATHEMATICS

At Years 7–9, all students undertake the study of the Victorian Mathematics curriculum.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

The Areas of Study (strands) are:

- Number and Algebra
- Geometry and Measurement
- Probability and Statistics

Each of the Areas of Study has progressive levels as students move up the year levels.

The progressive levels are for:

- Level appropriate (Year level descriptors)
- Content descriptors (Content to be learned at each year level)
- Achievement Standards for each of the Areas of Study appropriate to the level.



The Firbank Grammar School Mathematics structure offers opportunities for gifted and high achieving students at Years 7–9 to partake in Enrichment and Extension program.

Likewise, besides the NCCD program at Firbank Grammar School, there are additional provisions for students to undertake support learning in Mathematics when learning gaps are identified with students' conceptual understanding in any of the three strands.

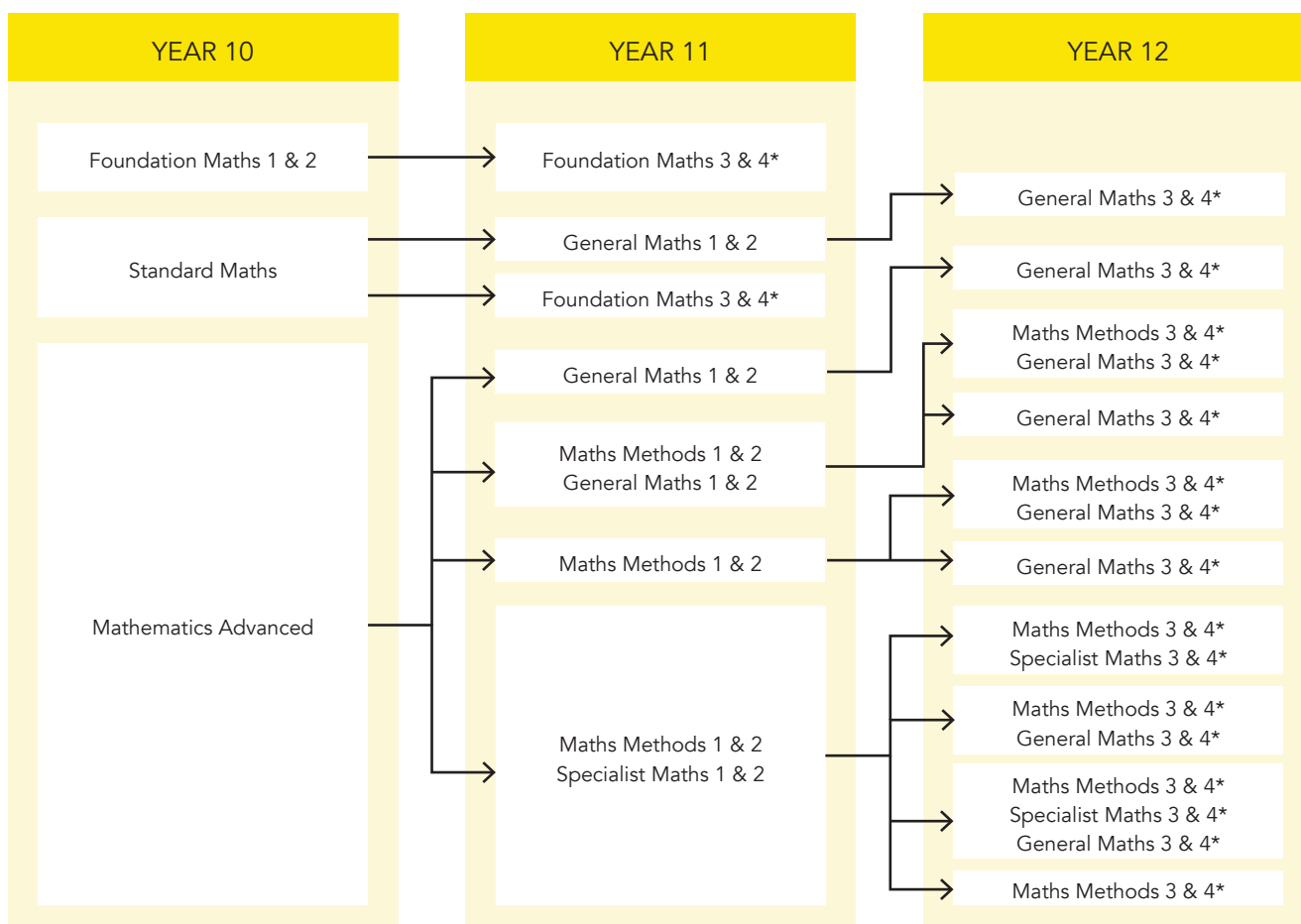
ASSESSMENTS

There are periodic assessments that students undertake as part of their learning to meet the achievement standards.

The assessments are: summative (and/or) formative and are varied in form of:

- Topic Tests
- Open and closed ended assessments by way of Problem Solving, Analysis and Modelling tasks (including projects)

STRANDS (Areas of Study)	NUMBER AND ALGEBRA	MEASUREMENT AND GEOMETRY	STATISTICS AND PROBABILITY
Sub-strands	Number and place value	Using units of measurement	Chance
	Fractions and decimals	Shape	Data representation and interpretation
	Real numbers	Geometric reasoning	
	Money and financial mathematics	Location and transformation	
	Patterns and algebra	Pythagoras and trigonometry	
	Linear and non-linear relationships		



*It is recommended that students only undertake a maximum of two (2) VCE Maths courses with Units 3 & 4

SCIENCE

In Year 9, students study topics in greater depth than in previous years, including increased sophistication in experimental method and design. Students further develop the ability to apply scientific concepts to explain practical observations in the laboratory. They learn to critically evaluate experimental procedures and research methodology when communicating scientific findings to an intended audience and become more sophisticated in their use of scientific language to explain concepts. They explore ways in which the human body as a system responds to its external environment. Students develop their understanding of matter and the notion of the atom as a system of protons, electrons and neutrons. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer.

AREAS OF STUDY

- Reaction types
- Body co-ordination
- Materials
- Ecosystems
- Light and sound
- Electricity
- Electromagnets

Students are given the opportunity to enter various science competitions.

ASSESSMENT

Assessment includes written and practical tests, designing practical investigations, written tasks, research assignments and end-of-semester examinations.

HISTORY

The Year 9 Curriculum provides a study of the history of the making of the modern world, from 1750 to 1918.

The course comprises Overview and Depth Studies. The Overview Studies provide the context for the key inquiry questions and the Depth Studies allow detailed study of specific aspects of historical periods.

AREAS OF STUDY

Overview content for the making of the modern world includes:

- The nature and significance of the Industrial Revolution and how it affected living and working conditions
- The nature and extent of the movement of peoples in the period (slaves, convicts and settlers).
- The extent of European Imperial expansion and different responses, including in the Asian region.
- The emergence and nature of significant economic, social and political ideas in the period, including nationalism.

The three Depth Studies are:

1. The Industrial Revolution 1750–1914: Causes, experiences and effects.
2. Australian History 1750–1918: European expansionism and impact on Indigenous Australia; movement towards Federation.
3. Australia at War 1914–18: Causes of WWI, nature of warfare, significant events and battles, effects on Australian society.

ASSESSMENT

Students' historical understanding and skills will be assessed in a variety of ways through analysis of visual and written texts, research assignments, tests and semester examinations.

GEOGRAPHY

This course focuses on how geographical processes change the characteristics of places. Students look at the interconnections between people, places and environments to explain how these interconnections influence people and change places and environments. There are two units of study.

The first unit is concerned with the geographies of interconnections and how people communicate across spaces both through movement and communication technologies. Tourism is discussed within this unit, including eco-tourism and wilderness tourism. The second unit looks at factors affecting food production and investigates the increasingly difficult challenge of feeding the world's population.

A feature of the course is the development of geographical skills. These include the collection, representation and analysis of data. Fieldwork is an important component of geography and students frequently work in groups to develop policies and strategies to solve problems.

AREAS OF STUDY

Geographies of Interconnections

This area of study explores the effects of people's travel choices (recreational, cultural or leisure) on places, and the implications for the future of these places; the perceptions people have of a place and the interconnections between places; and the effects of transport and information communication technologies in connecting people.

Biomes and Food Security

This area of study explores the factors affecting food production and involves investigating the capacity of the world to feed a growing population.

ASSESSMENT

- Research task (Eco-tourism)
- Research and fieldwork (Tourism)
- Data analysis
- Examination

PHYSICAL EDUCATION

This subject involves students participating in a range of physical activities, sports and recreational pursuits.

AREAS OF STUDY

Students develop knowledge and skills through a variety of games and sports including:

- Rugby
- Hockey
- Lacrosse
- Dance
- Tennis

Swimming is also a key component of the Year 9 program and students participate in practical and theoretical sessions to increase confidence and safety in aquatic environments.

The Year 9 Physical Education course also includes an introduction to basic physiology areas such as the muscular system, fitness components and energy systems. These concepts are then applied in practical sessions during a fitness training unit.

ASSESSMENT

Assessment is based on class participation, practical assessments, theory and assignments.

HEALTH

Students will be supported to develop a clearer sense of themselves and who they are. They will build upon already established skills in dealing with ever-changing relationships in an adolescent world. The course will investigate strategies for navigating life and maintaining physical and emotional health and wellbeing.

AREAS OF STUDY

Activities and discussion will focus on:

- Alcohol and safe partying
- Emotional literacy
- Personal strengths
- Respectful relationships – contraception, sexuality & consent
- Positive coping
- Problem solving
- Stress management
- Mindfulness and meditation
- Nutrition – fuel for purpose

ASSESSMENT

Assessment is based on class work and assignments covering a variety of topics.

THE ARTS

Choose TWO of the following:

ART

In this study, students undertake a range of art-making experiences that offer different ways of working. There is particular emphasis on personal style, creativity and building skills. Students develop an understanding about how to use the art process to explore a range of art materials, techniques and concepts. Art forms include, but are not limited to, drawing, painting, printmaking, mixed media, photography and digital art.

AREAS OF STUDY

Students build confidence through the exploration of techniques, materials and processes. Students create and develop a range of visual responses using imagination and observation in a selection of tasks.

These tasks may include:

- drawing
- printmaking
- painting
- mixed media
- photography and digital art

Students will use visual thinking strategies and the structural interpretive lens to define, describe, analyse, interpret and evaluate a range of artworks by artists related to their practical study.

ASSESSMENT

All Areas of Study will be assessed through the explorations, trials, artwork and annotations in the visual diary, finished artworks and art analysis.

Assessment is also based on student art practice and process and how they develop these in the classroom context.

DRAMA (DEVISING AND PERFORMING)

Students have the opportunity to:

- Collaborate, create and perform
- Build acting techniques and skills
- Interpret scripts
- Attend live, professional performances
- Develop analytical skills through observation and commentary
- Continue building their self-awareness through exploration with peers

DANCE (PERFORMANCE AND CHOREOGRAPHY)

Students have the opportunity to:

- Build their technique as a dancer
- Learn and perform dances
- Explore the creativity that comes with choreographing dances for their peers and for themselves
- Build a movement vocabulary that will enhance their understanding of dance, but also build their ease and confidence of themselves
- Attend professional dance performances
- Lead into consideration and potential selection of VCE Dance Units 1 & 2 in Year 10

MUSIC

Both of the music courses at Year 9 aim to broaden and enrich students' music experience, assist students to develop personal awareness of the expressive and aesthetic qualities of music and encourage a life-long engagement with music and music making.

MUSIC (STYLES AND PRODUCTION)

This semester-length course is recommended for students who have an interest popular music styles. Through the exploration of the history and development of contemporary music styles and music production techniques, students will discover how musical elements are used to create and influence musical genres. Students will investigate various popular musical styles and learn how to complete basic contemporary music arrangements, evaluate the effect that sound production has on music and use this knowledge to create their own soundtracks, participate in class ensembles and develop their aural skills through various listening activities and tasks.

AREAS OF STUDY

- Class ensemble performances
- Organisation of sound (arrangements using music technology)
- Listening analysis
- Music investigation

ASSESSMENT

Assessment is based on class rehearsal participation, research presentations, and composition and arrangement work.

MUSIC (SPECIALIST MUSIC)

This semester-length course is recommended for students who have a strong musical background. This course will allow students to develop their performance skills in a concentrated environment as well as build their understanding of the theory and structures behind music. Students will also extend their music skills and knowledge by studying the way music relates to the world we live in. They will create, analyse, perform and evaluate. It is advised that students taking this course are engaged in instrumental music lessons (including voice) outside of the classroom.

AREAS OF STUDY

- Performance – solo and group.
- Composition
- Music language

ASSESSMENT

Assessment is based on performance, music theory, aural tasks and composition.

VISUAL COMMUNICATION DESIGN (BECOMING A DESIGNER)

This unit explores the use of a range of methods, media, materials and the elements of design used to communicate information and ideas.

AREAS OF STUDY

Students will investigate two Design Fields and the skills associated with each.

- **Communication Design Field**
Students will explore the use of the design elements and principles as they are used by designers to communicate ideas and information. Students will apply these understandings to the development and presentation of a visual communication in response to a set brief. Students will act as a graphic designer to follow the design process, including the use of design thinking techniques. Final presentations will be created using industry-standard software, Adobe Illustrator.

- **Industrial Design Field**
Students will gain an insight into the role of an industrial designer and the conventions associated with presentation drawings in this design field. Students will follow a design brief and design a wooden toy. The design will be presented as a rendered isometric drawing following the exploration of media and materials used to render an object and show form. Students will experience using the technical drawing tools and equipment.

ASSESSMENT

Assessment is based on practical work, workbooks, research assignments and classroom responses.

ELECTIVE CURRICULUM

CHOOSE ANY SIX OF THE FOLLOWING SEMESTER-LENGTH UNITS*

LANGUAGES

*Each of these subjects counts for two semester units. Students wishing to continue the language studies at higher year levels are required to complete both units in that study.

The study of languages contributes to a balanced general education as well as to the personal development of the individual. It assists in communication with and understanding of other peoples and their cultures, strengthening international bonds in many ways. During Languages Week, a special assembly and a languages lunch are organised.

FRENCH

The French course combines a topic and situation-based approach with a more conventional structural and grammatical progression. The skills of listening, speaking, reading and writing are emphasised and students continue to discuss aspects of French culture and lifestyle through their language study. Online platforms will be used to support learning.

AREAS OF STUDY

Topics covered include:

- Regions of France and the culture
- Holidays and travel
- Leisure activities
- Health
- Transport and shopping

ASSESSMENT

Assessment is based on regular oral, aural, reading and writing tests and end-of-year examinations.

GERMAN

The German course at this level extends the students' communicative ability through a variety of exercises, activities, songs and role plays. The students will explore aspects of culture and life in Germany while developing the four language skills. Online platforms will be used to support learning.

AREAS OF STUDY

Topics covered include:

- Travel habits in German-speaking countries
- Asking for and giving permission
- Ordering and paying for food
- Sport
- Health
- Household chores
- Shopping and clothing

ASSESSMENT

Assessment is based on classwork, as well as regular oral, aural, reading and written tests and end-of-year examinations.

CHINESE

Students will continue to develop their listening, speaking, reading and writing skills which were established during their study at Years 7 and 8.

An introduction to Chinese culture will be integrated into language teaching.

AREAS OF STUDY

Everyday topics including:

- Transportation
- Friends
- Housing
- Shopping

ASSESSMENT

Assessment is based on a variety of oral, aural, reading and written tasks, as well as the final exam at the end of the year.

CHINESE (BACKGROUND STUDENTS)

This course is preparation for students who will enter VCE Chinese studies next year. The topics and tests are designed based on the Victorian Curriculum Chinese Background Language. This course is underpinned by the concepts of communicating and understanding Chinese languages and cultures.

AREAS OF STUDY

Topics including:

- Personal identity and relationships
- Education and aspirations
- History and culture
- The influence of science and technology

ASSESSMENT

Assessment is based on a variety of oral, aural, reading and written tasks and end-of-year examinations.

ENGLISH LANGUAGE STUDIES*

*By recommendation of the Department of Student Services

Students who have been identified and assessed as having specific learning needs are able to choose the subject English Language Studies as part of the elective program. The ELS program caters as much as possible for the individual learning style of the participants by teaching the students a range of appropriate learning strategies and enhancing their skills and self-esteem so that they

are more able to participate in mainstream class discussions and activities.

AREAS OF STUDY

The ELS course provides a detailed study of the set English texts and strategies to develop essay writing skills. The course also supports students with the language demands of their other subjects and gives them the opportunity to have a better understanding of the vocabulary involved in instructions, written tasks and tests. Specific assistance is given to prepare students for the new experience of examinations.

ART HOUSE (FASHION, CERAMICS, TEXTILES)

Students investigate form and function through three-dimensional and two-dimensional design relating to industry practice.

AREAS OF STUDY

This study allows student to encounter and examine processes which artists and designers apply to create design forms for production in the marketplace. The intention is to highlight the connection between art and industry. Art forms that students will explore include, but are not limited to, ceramics and sculpture, fashion illustration and textiles design.

Throughout this unit, students will investigate how artists apply various methods and thinking to generate ideas for a finished product. The intention is to mimic the artist studio with an emphasis on art process and art practice. Students will investigate ways to market artworks across a range of digital and real world contexts.

ASSESSMENT

Assessment is based on the student's ability to negotiate the practical studio environment and involves:

- Design thinking routines and how these help establish not only process but also a design plan
- Assessment of work completed in the visual diary and in completed artworks

BUSINESS MANAGEMENT (BE A MONEY MANAGER)

This unit aims to develop the students' financial literacy skills to foster an increased awareness and understanding of the need to be financially savvy in an increasingly complex financial world.

The course is designed to enable students to understand and apply basic economic and financial concepts and learn some simple skills to assist them to make informed financial decisions. By better understanding money management, the students will be empowered to make more effective decisions to help them achieve their financial goals in the future and achieve a satisfactory level of financial independence.

AREAS OF STUDY

- Money management/budgeting
- Earning an income
- Getting a job
- Saving
- Use of credit investing/stock exchange
- Paying taxes
- Scams/how to avoid them

ASSESSMENT

Assessment is based on tests, assignments and an end-of-semester examination.

ESSENTIAL DIGITAL TECHNOLOGIES

Essential Digital Technologies will encourage and challenge students to develop and then apply appropriate 21st Century skills that will make them ready for the future. Throughout the semester, students will be shown how to effectively use different digital applications and technology and work collaboratively throughout the specific tasks.

AREAS OF STUDY

Students use the World Wide Web every day, so how do these websites and webpages come about? In this unit of work, students will learn about the history of the development of websites and then will learn to create their own, first by using HTML to develop some structure and content of the page and then CSS to give their web site a style and more of a visual structure.

Data manipulation and analysis is an in-demand skill that students may need to use in their future endeavours outside the gates of Firkbank Grammar. In this unit of work, students will review the fundamentals of Excel and develop some intermediate skills, which include data visualisations, VLOOKUPS and the use of Pivot Tables and Pivot Charts.

Students will be refreshed on their text-based programming skills in Python and then will follow a problem-solving process to design and develop and digital game that will test a user's skill, provide them with a challenge or educate them, all using game play in a collaborative environment. They will be given a problem to solve and will then have to design a solution that they will be able to develop using their Python Programming skills.

ASSESSMENT

Assessment throughout the semester will be through classwork, observations and project-based tasks. These assessment items will require students to apply their knowledge and the skills developed throughout the semester.

- Excel portfolio and quiz
- Website development project
- Python Programming – mini game

FOOD STUDIES

Students will develop food preparation skills whilst learning the theoretical knowledge to support the application of learning in practical lessons.

AREAS OF STUDY

Students will explore a range of food cultures on offer through a world-tour style approach to cooking. This elective provides a focus on a range of different food cuisines and creating dishes from each of the many cultures investigated. There is also a focus on the influences and development of Australia's cuisine and the events that have changed the food we eat. Students will also be introduced to the study of food science through investigating the functional properties of foods and will apply their theoretical knowledge by preparing a variety of baked goods. This elective will further develop the student's knowledge and passion of culinary skills.

ASSESSMENT

Students will be cooking on a weekly basis throughout the semester, with assessments incorporating both theory and practical components.

GEOGRAPHY POVERTY AND HOMELESSNESS (A GLOBAL AND LOCAL PERSPECTIVE)

SEMESTER ONE ONLY

This course involves a study of the causes and impacts of poverty in both developing countries and Australia.

AREAS OF STUDY

Students will study the factors that have created a 'divided world' of rich and poor countries and the effect of this for those living in poverty and those who are homeless. A particular emphasis will be placed on how poverty impacts on the lives of women.

The local perspective will focus on the causes and impacts of homelessness in Melbourne and why such extreme poverty occurs in a wealthy country such as Australia.

ASSESSMENT

Assessment will be based on a range of tasks including fieldwork, data analysis and research.

MEDIA: PHOTOGRAPHY & MAGAZINE STUDIES

SEMESTER ONE ONLY

This unit is designed to give an understanding of newspapers, magazines, photography and social media and will allow students to gain an insight into these industries operate, how photographers and magazine publishers create their work using materials and techniques, and how audiences interact with this range of media forms. Students will also be introduced to a broad range of photography and magazine production skills, while also being exposed to the area of media product analysis. This will be primarily through the study of photography and magazines with students learning how to analyse meaning within photos and magazines as well as produce and demonstrate skill in both areas. This course will enable them to exercise creative practical work whilst understanding limitations such as audience, deadlines and facility constraints. Students consider the role and influence of these media in their daily lives.

AREAS OF STUDY

This course aims to give students:

- The opportunity to analyse media products such as newspapers, photography, magazines
- A chance to experience some of the roles required in a photography and magazine production environment
- An understanding of the concept of photography and magazine mass media, and its historical and social significance in the lives of audiences
- Production planning and design skills
- Creative thinking and production skills for photography and magazine work
- The skills to begin creating their own print, audio/ audio visual/photographic products for release in the media

ASSESSMENT

Students will be assessed in a number of ways, including:

- Written analysis tasks about preexisting media production
- Planning and concept development of proposed photography and magazine design task
- Final development and refinement of finished media products

MEDIA: FILM & TELEVISION STUDIES

SEMESTER TWO ONLY

This unit will introduce students to the concept of television and film as media forms. Students will analyse the history and contemporary development of film and television from traditional production to film/TV streaming, the role and significance of television and film as a tool that is part of society's fabric, the ways in which television and film are constructed with materials and techniques to communicate ideas and knowledge, the individual styles of various video artists, and production skills involved in making your own video products, including narratives and TV news studio production.

AREAS OF STUDY

- Skills in analysis of media products such as films and television series
- Experience in some of the roles required in a video and television media production environment
- An understanding of the concept of film and television mass media, and its historical and social significance in the lives of audiences.
- Skills in designing, editing, presenting and reflecting on pre existing media productions and those they have produced
- Production planning and story-boarding skills
- Creative thinking and production skills for film and television
- Skills to begin creating their own audio/visual products for release in the media.

ASSESSMENT

Students will be assessed in a number of ways, including:

- Research projects
- Assignment folio consisting of a range of media production skills tasks (television and video)
- Media analysis tasks

RELIGION & SOCIETY

Both Religion and Society electives offered at Year 9 aim to build on the basic understanding developed during the Year 7 and 8 Religious Education program and create a learning link with future offerings in Year 10 and the VCE Religion and Society courses. These electives offer the opportunity to broaden and enrich students' appreciation of the role of faith and religion in society and in the lives of individuals. They encourage active exploration and quiet reflection, with opportunities for collaboration and individual effort.

SEMESTER ONE ONLY: Science & Faith

Our students need to be scientifically skilled and literate to meet the challenges of change in the future. At the same time, they need to understand that science and technology do not take place in a social or moral vacuum. Students will learn to carefully evaluate both scientific and religious ways of work and seek to differentiate sound reasoning from poor reasoning in both domains. This elective encourages the use of critical thinking to investigate the commonalities between science and faith and the value that each provides to our society.

AREAS OF STUDY

- Wonder and Wisdom
- Models, Methods and Motives
- Shalom and Science
- Virtues and Ethics

ASSESSMENT

Assessment is based on a reflective journal, a group research presentation and class activities.

RELIGION & SOCIETY

SEMESTER TWO ONLY: Inspirational People

This semester-length course is a research-based elective. Students will choose a person who inspires them and then undertake a guided research project. Students will explore, question and respond to the stories, teachings and experience of inspirational people and religious leaders. They will investigate sources of inspiration and relate their choices to sources of wisdom and authority in their tradition. Students will consider the influence of faith in a person's approach to changing society and examine the role conflict and opposition play in a person's formation. The focus of this elective is to encourage critical evaluation of people who inspire and consider what makes a good leader, the lives of inspirational leaders, both religious and non-religious and other aspects which may influence and/or motivate them as an individual.

AREAS OF STUDY

- What makes a person inspirational?
- Sources of inspiration
- Role of religion
- Role of conflict and opposition on formation

ASSESSMENT

Assessment is based on class activities and a final individual research presentation.

START-UP SUPERSTARS (TURNING IDEAS INTO REALITY)

SEMESTER TWO ONLY

In this new subject for 2024, students will explore the exciting world of entrepreneurship and learn how to turn ideas into reality. Students will discover the essential skills and knowledge needed to create, develop, and pitch a product, from brainstorming and research to prototyping and pitching. Through hands-on activities and real-world examples, they will explore the world of entrepreneurship and innovation, and learn how to bring their ideas to life. Students will continue to develop their communication, technology and presentation skills by creating a pitch for their product, learning how to deliver a compelling message and win over potential customers and investors. By the end of the subject, students will have a solid understanding of the fundamentals of entrepreneurship and the confidence and skills to turn their ideas into reality. Join us on this journey to become the next generation of Start-Up Superstars!

ASSESSMENT

Assessment is ongoing based on observation, collaboration, and their project-based assessment throughout the semester.

To show your interest in this subject for 2024, students will have to apply, as there will be limited numbers available in Semester 2.

In 100 words or fewer, give a description for an innovative product that could be developed in this subject and pitched to investors in 2024. Email your interest and idea to Ms Dalidakis or Ms Mahdavian before the subject selection portal closes.

EXPERIENTIAL EDUCATION

Year 9 Experiential Education is a year of significant personal growth and learning for our students. Students will participate in the exciting Connecting Through Journeys Program.

AREAS OF STUDY

DESERT PROGRAM

This program provides unique experiences for students to gain greater awareness, knowledge and appreciation for Australia's Indigenous communities and their way of life. During this program in Central Australia and the Northern Territory, students will be engaged in a variety of cultural and environmental activities and community initiatives. They will also witness and experience some of Australia's most spectacular natural wonders, while building on skills developed during previous Outdoor Education programs.

The aim of this program is for students to establish meaningful connections with country, people and culture. As students work towards taking greater levels of responsibility in all aspects of their life, this program provides valuable and timely learning opportunities.

JOURNEY EXPEDITION

Personal development is a core aspect of the Journey Expedition. Participation allows the students to grow and develop resilience through facing challenges individually and as a group. This experience has proven to be a significant and rewarding learning opportunity for our Year 9 students over many years. Students often look back on this experience as a key highlight of their time at Firbank Grammar School.

The program is conducted in the Alpine National Park, Victoria. Students will spend approximately 8 days hiking in the Bogong High Plains and rafting the Mitta Mitta River. We endeavour to cater for all students, developing appropriate routes and access points that allow us to scaffold the level of challenge and support suitable for individual students.

ASSESSMENT

The Connecting Through Journeys Program is an integral component of Year 9 and each program must be completed in its entirety. This program will satisfy the Adventurous Journey and Service components of the Duke of Edinburgh Award. The program is conducted by Firbank Grammar School staff and qualified and experienced Outdoor Education instructors.

2024 DATES

Desert Program*: Term 2

Journey Program: Term 4

* This program is subject to change

DUKE OF EDINBURGH AWARD

The Duke of Edinburgh International Award is an internationally recognised program that is a compulsory part of the Year 9 curriculum. There are three levels of Awards: Bronze, Silver and Gold, each level requiring an increased degree of commitment and time. For each level, the participant must meet the challenges in four sections: Service, Physical Recreation, Skills and Adventurous Journey. The Award is a student-led initiative and the students are expected to take ownership of their Award and lead the process. The Firbank Grammar School, Connecting Through Journeys Program fulfills the requirements of both the Adventurous Journey and Service sections.

Students will be required to complete the Bronze level whilst in Year 9. The Silver and Gold levels can only be started once the Bronze award has been obtained. It is not compulsory to complete the Silver and Gold levels.





FIRBANK
GRAMMAR

51 Outer Crescent, Brighton VIC 3186 ELC – Year 12 Girls Campus
45 Royal Avenue, Sandringham VIC 3191 ELC – Year 6 Co-educational Campus
firbank.vic.edu.au