



# *Kerang Technical High School*

## Junior School Handbook 2021



**Contact:**

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# ***Kerang Technical High School***

## **Our aims:**

- Achieve our potential by striving for personal excellence in a wide range of learning experiences.
- Build quality relationships in a safe, secure and respectful environment
- Cater for individual differences whilst demonstrating tolerance and pride in our diverse community.

## **Principal's message:**



There are many things to consider to ensure the school is the best fit for your child's learning and development. This includes location, transport, curriculum focus, facilities and extra curricula activities to name a few.

It is with great pleasure that I take this opportunity to welcome you to Kerang Technical High School. I believe Kerang Technical High School provides the right mix of academic, elective and extra curricula activities to make it the best possible setting for your child. As a parent I would want to know that my child is happy at school, that my child is safe at school and that my child is receiving the best possible education. The staff, structures and procedures in place at Kerang Technical High School ensure that this is the case. With a caring staff and an open door policy we like to work closely with all parents to make sure that students have the best possible opportunities academically and socially to be their best. If an issue arises we are keen for parents to contact the school so we can work closely with them to resolve it as quickly as possible. No question is too small and no issue is unimportant to us.

One of our strengths is the diversity of subjects we are able to offer. In Year 7 students will be introduced to 15 different subjects ranging from Maths and English to Woodwork and Metalwork. This will give everyone a taste of what is on offer and, as they progress through the years, they will be able to specialise, targeting those subjects they most enjoy. Students are exposed to further subjects in Year 8 such as Agriculture and Visual Communication and Design, whilst in Year 9, students are able to tailor their education specifically to their career path.

The building modernisation program has been completed with Kerang Technical High School now offering state of the art facilities, including a new Food Technology complex built, the Library transformed into a 21<sup>st</sup> century learning space and the Art rooms incorporated into the Technology wing. These are exciting times.

Finally, I would like to recommend Kerang Technical High School to you. Over the years we have had students achieve excellent results, both academically and in the trade subjects. This has occurred in a safe and caring environment. I look forward to developing the partnership with you and your family, enriching your lives and the school's both this year and for the remainder of your child's schooling.

For more information visit our Web Page at [www.kerangths.vic.edu.au](http://www.kerangths.vic.edu.au) or our Facebook page <https://www.facebook.com/KerangTHS/>

Mr. Dean Rogers - *Principal*

# OVERVIEW OF JUNIOR CURRICULUM 2021

The Victorian Curriculum F–10 includes both knowledge and skills. These are defined by learning areas and capabilities. This curriculum design assumes that knowledge and skills are transferrable across the curriculum and therefore are not duplicated. For example, where skills and knowledge such as asking questions, evaluating evidence and drawing conclusions are defined in Critical and Creative Thinking, these are not duplicated in other learning areas such as History or Health and Physical Education. It is expected that the skills and knowledge defined in the capabilities will be developed, practised, deployed and demonstrated by students in and through their learning across the curriculum.

The design of the Victorian Curriculum F–10 is set out below:

Learning areas	Capabilities
<p>The Arts</p> <ul style="list-style-type: none"> <li>• Dance</li> <li>• Drama</li> <li>• Media Arts</li> <li>• Music</li> <li>• Visual Arts</li> <li>• Visual Communication Design</li> </ul> <p>English</p> <p>Health and Physical Education</p> <p>The Humanities</p> <ul style="list-style-type: none"> <li>• Civics and Citizenship</li> <li>• Economics and Business</li> <li>• Geography</li> <li>• History</li> </ul> <p>Languages</p> <p>Mathematics</p> <p>Science</p> <p>Technologies</p> <ul style="list-style-type: none"> <li>• Design and Technologies</li> <li>• Digital Technologies</li> </ul>	<p>Critical and Creative Thinking</p> <p>Ethical</p> <p>Intercultural</p> <p>Personal and Social</p>

## Structure/Implementation

<u>Domain</u>	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
ENGLISH	<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• English</li> </ul>
MATHEMATICS	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>
SCIENCE	<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Science</li> </ul>
HEALTH & PHYSICAL EDUCATION	<ul style="list-style-type: none"> <li>• Health</li> <li>• Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Health &amp; Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Health</li> <li>• Physical Education</li> </ul>
HUMANITIES	<ul style="list-style-type: none"> <li>• History/Geography</li> </ul>	<ul style="list-style-type: none"> <li>• History/Geography</li> <li>• Careers</li> </ul>	<ul style="list-style-type: none"> <li>• History/Geography</li> <li>• Careers</li> <li>• Business Studies</li> <li>• Legal Studies</li> </ul>
ARTS	<ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• Language</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• Visual Communication &amp; Design</li> <li>• Language</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Music</li> <li>• Language</li> </ul>
TECHNOLOGY	<ul style="list-style-type: none"> <li>• Food Studies</li> <li>• Metalwork</li> <li>• Woodwork</li> <li>• Digital Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Food Studies</li> <li>• Metalwork</li> <li>• Woodwork</li> </ul>	<ul style="list-style-type: none"> <li>• Automotive</li> <li>• Agriculture</li> <li>• Engineering</li> <li>• Food Studies</li> <li>• Metal Fabrication</li> <li>• Woodwork</li> </ul>

# JUNIOR CURRICULUM STRUCTURE 2021

## YEAR 7

Student Grouping	Subject	Periods per Fortnight	Duration
All Year 7 subjects are Completed in form groups (e.g. 7A – 7B)	English	9	Year
	Mathematics	9	
	Health	4	
	Physical Education	4	
	Science	7	
	History/Geography	7	
	Language	5	
	Art	Each class allocated 5 periods per fortnight	Semester Length (2 terms)
	Food Studies		3 of these are completed per semester
	Music		
	Technology Studies: Metal		
	Technology Studies: Wood		
	Digital Technology		

## YEAR 8

Student Grouping	Subject	Periods per Fortnight	Duration
Completed in Form Groups (e.g. 8A – 8B)	English	9	Year
	Mathematics	9	
	Science	7	
	Humanities (History & Geography)	6	
	Careers	2	
	Health & Physical Education	6	
	Language	5	
	Visual Communication & Design	6	Semester (2 terms)
	Agriculture	6	= 1 each semester
Electives	Art Food Studies Technology Studies (Wood) Technology Studies (Metal) Music	Each class allocated 5 periods per fortnight	Students complete 2 of these per semester:

## YEAR 9

Student Grouping	Subject	Periods per Fortnight	Duration
CORE subjects Completed in Form Groups (e.g. 9A – 9B)	English	9	Year
	Mathematics	9	
	Science	8	
	Humanities (History & Geography)	6	
	Careers	2	
	Physical Education	6	
	Language	5	
Electives	Agriculture Art Automotive Business Studies Food Studies Engineering Health Legal Studies Metal Fabrication Music Woodwork Visual Communication & Design	Each class allocated 5 periods per fortnight	Students complete 3 electives per semester:



## MATHEMATICS IN YEARS 7, 8 & 9.

In 2021 we are pleased to offer Maths Pathways at Years 7, 8 and 9.

This program targets each individual student's learning needs based on their results in a diagnostic test that assesses their prior learning, helping to fill in any gaps in the student's understanding and allowing them to work at the level of which they are capable.

Maths Pathway aims to shift students into a growth mindset (where they believe they can improve) from the often default fixed mindset (where they believe their capability is predetermined and cannot change). A growth mindset is much more beneficial and conducive to learning.

The Maths Pathway online platform consists of many worksheets, each covering part of the Victorian F-10 Mathematics curriculum.

Student understanding is assessed regularly approximately once a fortnight. Some key terms used in Maths Pathway:

- **Module** – a single worksheet displayed on the screen with questions centred around part of the curriculum.
- **Test cycle** – the period between tests, usually about a fortnight.
- **Effort score** – the percentage of the student's assigned modules that they have completed. Most students will have 6 modules assigned per test cycle, so by completing 3/6 they have an effort score of 50%.
- **Mastered** – the student shows a high level of understanding of a module and has correctly answered every test question related to a module. Once a module is mastered, student's may be able to access modules that require prior knowledge covered in their mastered module.
- **Accuracy score** – the percentage of mastery of the modules completed in a test cycle. If all modules have been mastered in the cycle, the student will have 100% accuracy.
- **Growth rate** – indicates the speed at which a student is *mastering* modules, in relation to the year level system. A growth rate of 100% (3 modules mastered) indicates that if the student continues to master the same amount for an entire year, they will have learnt one year's worth of content. A growth rate of 200% is equal to two year's of learning.



The expectation of students is that each test cycle they are achieving **at least 100% Growth** to ensure they are on track to achieve the minimum learning within a year.

Your child's progress as well as their test results can be viewed using the parent login throughout the course of the year.

# Year 7

In 2021, Year 7 students will complete seven core subjects and 6 semester-based subjects.

<b>Core Subjects</b>	English Health Humanities (History/Geography) Language - Indonesian Physical Education Mathematics Science
<b>Semester Based Subjects</b>	Art Digital Technology Food Technology Music Technology Studies: Metal Technology Studies: Wood

For all subjects, students will remain in the same class for the whole year.

Each semester, students will complete three of the six semester based electives e.g.

Semester One – Technology Studies Metal, Food Studies and Art

Semester Two- Technology Studies Wood, Digital Technology and Music

## **AIMS**

Year 7 should provide students with an opportunity to:

- Have exposure to a range of subjects across the curriculum;
- Perform to the best of their ability;
- Be motivated towards learning;
- Prepare adequately for Year 8 and their future.

# Year 7

# Core Subjects

## ***Year 7 English***

### ***Subject Description:***

Students read, view, create and respond to a variety of texts by narrating, describing, responding and explaining. They learn how to explain how a choice of language features, images and vocabulary affects meaning dependent on audience, purpose and context. Students understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. Students create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation. Students present oral presentations and actively contribute to class and group discussions, using language features to engage the audience.

### ***Assessment:***

#### Semester One:

- ❖ Me, Myself and I – Bio Poem
- ❖ Me, Myself and I – Oral Presentation
- ❖ Novel Study - Character Study
- ❖ Narrative and Persuasive – Writing Folio

#### Semester Two:

- ❖ Poetry – Tich Miller
- ❖ Novel Study- Analytical Text Response
- ❖ Novel Study- Oral Presentation

## ***Year 7 Health***

### ***Subject Description:***

Students investigate the impact of transition and change on identities with the influence of family, friends and peers shaping their identity. They develop the ability to analyse factors that influence emotions, and build strategies to demonstrate empathy and sensitivity. Students investigate their own personal food choices and how this impact of their own health as well as the wider community.

### ***Assessment:***

#### Semester One:

- ❖ All About Me- Booklet
- ❖ Bullying – Poster/Video
- ❖ Body Image – Persuasive Essay

#### Semester Two:

- ❖ First Aid- Treatment Card
- ❖ Nutrition- Multimedia Presentation
- ❖ Alcohol- Noughts and Crosses Task

## ***Year 7 Humanities:***

### ***History (Semester One)***

#### ***Subject Description:***

Students will investigate the work of historians, archaeologists and anthropologists. They will have the opportunity to learn how to evaluate primary and secondary historical sources and the difference between historical facts and opinions. They will then be required to use these skills in their studies of Ancient Indigenous Australian peoples and their cultures, and in their investigations of ancient civilisations in the Mediterranean region and Asia.

#### ***Assessment:***

- ❖ Ancient Europe: Rome – Historical Research
- ❖ Ancient Australians – Analytical test
- ❖ Sources of Evidence: Ötzi the Iceman - Historical Investigations

### ***Geography (Semester Two)***

#### ***Subject Description:***

Students describe the geographical concepts that influence the characteristics of places and how they are perceived. They explain interconnections between people, places and environments and describe the resulting changes. They then examine environmental resources, focussing on the forms that water takes as a resource. The factors that influence the liveability of places are described and evaluated.

#### ***Assessment:***

- ❖ Geographical Concepts Activities -Fieldwork
- ❖ Managing water as a resource– Research Assignment
- ❖ Liveability - Geographical Investigation

## ***Year 7 Mathematics***

#### ***Subject Description:***

Students develop their knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability across the entirety of the Victorian F-10 Curriculum. This knowledge is broken into a set of learning modules with very specific learning objectives, rich learning and both written and online testing fortnightly.

#### ***Assessment:***

Semester One:

- ❖ Maths Pathway - Test Averages
- ❖ Mathematical Process
- ❖ Geometry - Geometry Neighbourhood
- ❖ Statistics - Olympics Assignment

Semester Two:

- ❖ Maths Pathway - Test Averages
- ❖ Mathematical Process
- ❖ Number - Co-ordinates and Cartesian Plane
- ❖ Measurement - Volume

# **Year 7 Physical Education**

## **Subject Description:**

Students refine a range of specialised knowledge, understanding and skills in relation to their safety and movement competence and confidence. They develop specialised movement skills and gather an understanding in a range of physical activity settings including individual and team based sports. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students undertake individual motor skill and fitness testing in order to enhance their own performance and fitness levels.

## **Assessment:**

Semester One:

- ❖ Physical Activity – Participation
- ❖ Fitness Testing – Fitness Analysis.

Semester Two:

- ❖ Physical Activity – Participation
- ❖ Fitness Testing – Fitness Analysis.

# **Year 7 Language**

## **Subject Description:**

### **Subject Description:**

The study of Languages contributes to the overall education of students in the areas of communication, cross-cultural understanding, literacy and general knowledge. In this era of globalisation, Languages equip students with a deeper understanding and appreciation of their own and other cultures, which can greatly assist them in all fields of employment for the future.

At Kerang Technical High School students study Indonesian. They progressively build upon their ability to communicate in the language through various speaking, listening, reading and writing activities and classroom and computer games.

Units of study throughout the year include:

Greetings and Introductions, Numbers, Time, Days and Dates, Family and Clothing. In addition, students will discuss Indonesia's geographical features, cultural diversities and current events on a regular basis.

## **Assessment:**

Semester One:

- ❖ Written Introduction - Selfie Task
- ❖ Spoken Interview - Questions and Answers given
- ❖ ICT Task - Story Board or Power Point (My Week - days, dates, time and activities)
- ❖ General Class Work and participation

Semester Two:

- ❖ Written Presentation - Family Album
- ❖ Role Play - Fashion Parade
- ❖ Written Poster - Wanted Poster
- ❖ General Class work and Participation

## ***Year 7 Science***

### ***Subject Description:***

Students are introduced to Science at a secondary school level, encompassing key equipment, safety protocols, collecting data, ensuring experiments are fair and develop their report writing skills. They use the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances. Students model how the relative positions of Earth, the Sun and the Moon affect phenomena on Earth. They predict, represent and analyse the effects of unbalanced forces, including Earth's gravity, on motion. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.

### ***Assessment:***

Semester One:

- ❖ States of Matter/ Particle Model; Sun, Earth & Moon; Forces; Water; Resources – Test Average
- ❖ Introduction to Science – Bunsen Burner Licence
- ❖ Forces – Scientific Poster (Parachutes)
- ❖ Science Inquiry Skills – Practical Work

Semester Two:

- ❖ Simple Machines, Classification & Ecosystems - Test Average
- ❖ Mixtures - Clean Water Task
- ❖ Science Inquiry Skills - Practical Work

# **Year 7 Semester Based Subjects**

## ***Year 7 Art***

### ***Subject Description:***

Students explore a range of art activities using a variety of media, techniques and processes. The aims are to develop ideas, confidence and to improve practical skills. Some activities allow students to respond to and interpret art from different cultures and time periods. Through the creation of a folio of work, students can express ideas, concepts and themes in artworks.

### ***Assessment:***

- ❖ Skill Building and Techniques – Folio Work
- ❖ Symbolism- Cultural Mask
- ❖ Ancient Egypt- Canopic Jars Task

# ***Year 7 Digital Technology***

## ***Subject Description:***

In Digital Technologies, students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. Students learn to safely and ethically exploit the capacity of information systems to create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

## ***Assessment:***

- ❖ Networks & Networking, Programming – Portfolio
- ❖ Programming – Scratch
- ❖ Games- Game Design

# ***Year 7 Food Studies***

## ***Subject Description:***

Students develop an understanding of how food can be prepared and stored to maximise its nutritional value and consider the impact of changing practices. They learn to prepare an array of foods, using a range of skills and techniques. Students also learn about personal safety and hygiene within the kitchen.

## ***Assessment:***

- ❖ Food Safety - Poster
- ❖ Skills in the kitchen - Practical Work
- ❖ Key food knowledge - Work Booklet

# ***Year 7 Music***

## ***Subject Description:***

Students in Music will work to develop rhythmic skills through the use of tuned and un-tuned percussion instruments and aural listening tasks. They will develop a musical repertoire from a diverse range of music styles and genres and will begin to incorporate the use of musical terms and language to identify and describe variations and differences between a range of musical styles and structures. The student will further develop concepts of pitch, melody and composition through the use a variety of musical instruments and digital technologies.

## ***Assessment:***

- ❖ Musical Terminology and structures – Technical Skills
- ❖ Popular Artists – Research Poster
- ❖ Soundscape Composition- Horror Movie Composition
- ❖ Music Composition – GarageBand Composition

## ***Year 7 Technology Studies: Metal***

### ***Subject Description:***

Students use a range of materials such as acrylic, copper, tinfoil and galvanised iron. Students work from prepared technical drawings gaining experience with basic dimensioning, measuring and making out skills. Students learn the safe use of hand and power tools.

### ***Assessment:***

- ❖ Practical Work- Assessment Marking
- ❖ Module Work- Workbook
- ❖ Design Folio- Whizzer, Scoop and Copper Stencil.

## ***Year 7 Technology Studies: Wood***

### ***Subject Description:***

Students construct a number of projects using timber and associated fasteners. They learn the correct use of tools and equipment used in Technology. Students gain an insight into problem solving through design options in their workbook.

### ***Assessment:***

- ❖ Practical Work
- ❖ Theory Work
- ❖ Design Folio: Tea light holder, Desk tidy, Utility box, Key rack

# Year 8

In 2021, Year 8 students will complete seven core subjects, two semester based subjects and 6 elective subjects.

<b>Core Subjects</b>	Core and semester based subjects are completed in their class e.g. 8A, 8B.	<i>English</i> <i>Health &amp; Physical Education</i> <i>Humanities (History/Geography)</i> <i>Mathematics</i> <i>Science</i> <i>Careers</i> <i>Language</i>
<b>Semester Based Subjects</b>		Agriculture Visual Communication and Design
<b>Elective Subjects</b>	Electives subjects are completed with only those students who elected to study the subject.	Art Food Technology Music Technology Studies: Metal Technology Studies: Wood

During Term 3 of Year 7, students will choose their top four electives from the subjects listed above. Students are expected to choose subjects of their interest. Students will be informed of their elective choices by the end of the year.

## AIMS

Year 8 should provide students with an opportunity to:

- Undertake a range of subjects across the curriculum;
- Choose a course to suit their needs and interests;
- Perform to the best of their ability;
- Be motivated towards learning;
- Prepare adequately for Year 10 and Senior School.

# Year 8

# Core Subjects

## ***Year 8 English***

### ***Subject Description:***

Students read, view, create and respond to a variety of texts by narrating, describing, responding and explaining. They learn how to explain how a choice of language features, images and vocabulary affects meaning dependent on audience, purpose and context. Students understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. Students create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, use accurate spelling and punctuation. Students present oral presentations and actively contribute to class and group discussions, using language features to engage the audience.

### ***Assessment:***

Semester One:

- ❖ Heroes and Villains- Character Study and Creative Response
- ❖ Novel Study- Oral Presentation
- ❖ Novel Study- Created Text Response
- ❖ Narrative, persuasive, informative instructional- Writing Folio

Semester Two:

- ❖ Novel Study- Analytical Text Response
- ❖ Media Issues- Oral Presentation
- ❖ Media Issues- Letter to the Editor.

## ***Year 8 Health & Physical Education***

### ***Subject Description:***

Students proficiently perform complex movement and manipulative skills. Students measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. Students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. They identify health concerns of young people and the strategies that are designed to improve them.

### ***Assessment:***

Semester One:

- ❖ Physical Activity Journal – Data Analysis
- ❖ Practice Activity – Participation
- ❖ Fitness – Fitness Analysis.

Semester Two:

- ❖ Nutrition- Noughts and Crosses
- ❖ Practice Activity – Participation
- ❖ Fitness – Fitness Analysis.

## ***Year 8 Humanities***

### ***History (Semester One)***

#### ***Subject Description:***

Students identify and explain patterns of change and continuity over time. Students will study the history of the Vikings, the Dark Ages and life in medieval Europe. They investigate many aspects of these times; including lifestyles, social structure, belief systems, and governance. They will also study significant European exploration and discoveries, and look into how colonisation impacted on Europe and changed the lives of indigenous people.

#### ***Assessment:***

- ❖ Renaissance (c. 1400-1600) & Angkor and the Khmer Empire (c. 802-1431) – Tests
- ❖ Medieval Europe (c. 590-1500): Castles and Cathedrals – Assignments
- ❖ Middle Ages and Early Exploration: The Vikings (c. 790-1066) – Folio of exercises

### ***Geography (Semester Two)***

#### ***Subject Description:***

Students explain processes that influence the characteristics of landscapes, landforms and places. They analyse a range of primary and secondary sources in a variety of formats using geographical terminology and conventions. They identify, analyse and explain interconnections and spatial characteristics, explain their implications. They also compare strategies for a geographical challenge, taking into account a range of factors and predict the likely outcomes.

#### ***Assessment:***

- ❖ Geographic Concepts (S.P.I.C.E.S.S) & Mountain Landscapes – Tests
- ❖ Murray-Darling River Basin, Rainforest Landscapes & Urbanisation Issue: A Megacity – Assignments
- ❖ Landscapes Formed by Water – Folio of Exercises

## ***Year 8 Mathematics***

#### ***Subject Description:***

Students develop their knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability across the entirety of the Victorian F-10 Curriculum. This knowledge is broken into a set of learning modules with very specific learning objectives, rich learning and both written and online testing fortnightly.

#### ***Assessment:***

Semester One:

- ❖ Maths Pathway- Test Averages
- ❖ Mathematical Process
- ❖ Number- Indices
- ❖ Measurement – Back Yard Design

Semester Two:

- ❖ Maths Pathway - Test Averages
- ❖ Mathematical Process
- ❖ Probability- Probability Investigation
- ❖ Number – Profit and Loss

## ***Year 8 Science***

### ***Subject Description:***

Students use the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances. They provide evidence for observed chemical changes in terms of colour change, heat change, gas production and precipitate formation. Students look at the relationship between the structure and the function of cells. They compare processes of rock formation, including the time scales involved.

### ***Assessment:***

Semester One:

- ❖ Chemical Reactions; Rocks; Cells – Test average
- ❖ Chemical reactions – Scientific poster (Reaction rate)
- ❖ Science Inquiry Skills – Practical work

Semester Two:

- ❖ Body Systems, Energy & Sound and Light – Test average
- ❖ Energy- Scientific poster (Energy transformations)
- ❖ Science Inquiry Skills- Practical work

## ***Year 8 Careers***

### ***Subject Description:***

In Semester One, students will investigate the role of work for the individual and society in general, focussing on how individual characteristics such as interests, skills, values, beliefs and personal attributes contribute to achieving educational and future work goals. They will gain a broad outlook on the world of work and an understanding of how and why it is rapidly changing. In Semester Two, students will examine jobs of early last century comparing the employee conditions to those they can expect today. They will then investigate the rights and responsibilities of employees and employers in the workforce today. This leads to examining the pathways and employability skills needed in jobs today.

### ***Assessment:***

Semester One:

- ❖ Personal information tasks: (About Me at Home and at School & Skills, interests and abilities)  
– Individual characteristics tasks
- ❖ The world of work activities - Job investigation poster & Jobs in the Shire of Gannawarra

Semester Two:

- ❖ Conditions of work today – Jobs of the past PowerPoint & Changes in jobs in Australia task
- ❖ Introduction to Employability Skills - Communication skills activity & Non-verbal communication task

## ***Year 8 Language***

### ***Subject Description:***

The study of Languages contributes to the overall education of students in the areas of communication, cross-cultural understanding, literacy and general knowledge. In this era of globalisation, Languages equip students with a deeper understanding and appreciation of their own and other cultures, which can greatly assist them in all fields of employment for the future.

At Kerang Technical High School students study Indonesian. They progressively build upon their ability to communicate in the language through various speaking, listening, reading and writing activities and classroom and computer games.

Units of study throughout the year include Eating out, Bargaining, Animals and their Environments, School in Indonesia, and Transport and Travel.

### ***Assessment:***

Semester One:

- ❖ Role Play - At a Restaurant
- ❖ Written Presentation - My favourite Animal
- ❖ Unit Test
- ❖ General Class Work and participation

Semester Two:

- ❖ Spoken Interview - Questions and answers about School
- ❖ Written Presentation - My Town ~ giving directions
- ❖ Unit Test
- ❖ General Class work and Participation

# **Year 8 Semester based subjects**

## ***Year 8 Agriculture***

### ***Subject Description:***

Students explore Agricultural and Horticultural industries and how they influence our community. They investigate: farm safety, the paddock to plate process and sow a variety of herbs and vegetables, different climate regions of Australia, chicken development and sheep.

### ***Assessment:***

- ❖ Farm Safety Presentation
- ❖ Paddock to Plate booklet
- ❖ Backyard chicken pamphlet
- ❖ Sheep studies test

## ***Year 8 Visual Communication and Design***

### ***Subject Description:***

Students identify and describe how designers use visual communication practices to respond to design briefs, applying the knowledge learnt in the development of their own visual communications. Students select and use appropriate drawing conventions, methods, materials, media, design elements and design principles to create effective visual communications which are presented within the production of a folio of work and final presentations.

### ***Assessment:***

- ❖ Skill building and technique – Folio of Work
- ❖ Design Process - Australian Zoo Products
- ❖ Design Process – Cereal Box Psychology

# **Year 8 Elective Subjects**

## ***Year 8 Food Studies***

### ***Subject Description:***

Students cook a wide selection of foods throughout the semester, learning about different skills and techniques to complete these tasks. They identify issues relating to personal safety and hygiene within the kitchen.

### ***Assessment:***

- ❖ Kitchen Skills - Practical Work
- ❖ Design Brief
- ❖ Key Food Knowledge - Work Booklet

## ***Year 8 Art***

### ***Subject Description:***

Students plan and make their art works in response to exploration of techniques, technologies and processes. Though an understanding of the elements and principles of Art, students can interpret artworks better and express ideas and convey more meaning in their own artworks.

### ***Assessment:***

- ❖ Elements of Art – Folio Work
- ❖ Responding to an Australian Art
- ❖ Responding to Surrealism

## ***Year 8 Music***

### ***Subject Description:***

Student at this level will extend the terminology and musical understanding begun during the previous year to include a more detailed comparisons between music's different structures and modern song writing conventions. They will broaden their scope of music listening and subsequently draw comparisons between song instrumentation, musical effects and common musical structures.

### ***Assessment:***

- ❖ Musical Terminology and Practices – Workbook Collection
- ❖ Music Performance- Group Performance
- ❖ Digital Music Composition- Music Composition
- ❖ Music Analysis – Music Album Review Task

## ***Year 8 Technology Studies: Metal***

### ***Subject Description:***

Students construct projects using a variety of different materials including acrylic and sheet metal. Students go through a design process and on completion of their project students carry out a self - evaluation criteria. Covering areas such as problems encountered, possible improvements and the finished quality of their work.

### ***Assessment:***

- ❖ Practical Work
- ❖ Theory Work
- ❖ Design Folio - Acrylic Phone Holder, Dust pan, Metal tool box

## ***Year 8 Technology Studies: Wood***

### ***Subject Description:***

Students expand their abilities with familiar and new hand tools whilst constructing several projects. Students develop a greater understanding of the design process and their ability to read design plans during the project completion. Investigation and evaluation of processes and finishes is undertaken with each project.

### ***Assessment:***

- ❖ Practical Work
- ❖ Theory Work
- ❖ Design Folio - Wooden Spoon, Amplifier, Stool

# Year 9

In 2021, Year 9 students will complete seven core subjects and 6 elective subjects at each year level.

Core Subjects	Completed in their class e.g. 9A, 9B	Careers English Humanities (History & Geography) Language Physical Education Mathematics Science
Elective Subjects	Students are mixed, depending on the elective chosen.	Agriculture Art Automotive Business Studies Food Studies Engineering Health Legal Studies Metal Fabrication Music Woodwork Visual Communication & Design

Students will also choose three electives for each semester. Students are expected to choose a balanced course of subjects across all learning Domains –English, Health & Physical Education, Humanities, Mathematics, Science, Technology and The Arts,

Students will choose their electives for both semesters during Term 3, and will be informed of all subjects they will undertake by the end of this year.

## AIMS

Year 9 should provide students with an opportunity to:

- Choose from a range of subjects across the curriculum;
- Choose a course to suit their needs and interests;
- Perform to the best of their ability;
- Be motivated towards learning;
- Prepare well for the transition from school to work and/or further training; and
- Prepare adequately for VCE.

# Year 9

# Core Subjects

## ***09EN- Year 9 ENGLISH***

### ***Subject Description:***

Students read, view, create and respond to a variety of texts by narrating, describing, responding and explaining. They analyse how text structures can be manipulated for effect and explain how a choice of language features, images and vocabulary are used to represent different ideas and issues. Students create structured and coherent texts that respond to issues interpreting and integrating texts from other texts. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of the text. Students present oral presentations and actively contribute to class and group discussions, using language features to engage the audience.

### ***Assessment:***

Semester One:

- ❖ School Unit- Created Response- The Old Bush School Poem
- ❖ Narrative and Persuasive – Writing Folio
- ❖ The Giver- Analytical Text Response
- ❖ The Giver- Oral Presentation

### ***Semester Two:***

- ❖ Deadly Unna – Analytical Text Response
- ❖ I-Robot- Creative Text Response to Film
- ❖ Persuasive Language- Oral Presentation

## ***09SC- Year 9 SCIENCE***

### ***Subject Description:***

Students explain natural radioactivity in terms of atoms and energy change. They use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets. Students analyse how biological systems function and respond to external changes with reference to the interdependencies between individual components, energy transfers and flows of matter.

### ***Assessment:***

Semester One:

- ❖ Matter, Electricity, Control & Regulation – Test Average
- ❖ Electromagnetism – Scientific Poster
- ❖ Science inquiry and skills- Practical Work

### ***Semester Two:***

- ❖ Control & Regulation; Chemical Reactions; Tectonic Plates; Ecosystems- Test Average
- ❖ Chemical Reactions – Scientific Poster (determining acid strength)
- ❖ Control & regulation – Plague Assignment
- ❖ Science Inquiry and skills- Practical Work

## **09MA- Year 9 MATHEMATICS**

### **Subject Description:**

Students develop their knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability across the entirety of the Victorian F-10 Curriculum. This knowledge is broken into a set of learning modules with very specific learning objectives, rich learning and both written and online testing fortnightly.

### **Assessment:**

Semester One:

- ❖ Maths Pathway- Test Averages
- ❖ Mathematical Process
- ❖ Measurement - Perimeter, Surface Area and Volume
- ❖ Statistics – Assignment

Semester Two:

- ❖ Maths Pathway- Test Averages
- ❖ Mathematical Process
- ❖ Linear Equations – Assignment
- ❖ Measurement – Pythagoras/Trigonometry

## **09PE- Year 9 PHYSICAL EDUCATION**

### **Subject Description:**

Students compare and contrast a range of actions that could be undertaken to enhance their own and others health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. Students will apply criteria to make judgements about and refine their own and others specialised movement skills and movement performances. They will also propose and evaluate interventions to improve fitness and physical activity levels in their communities and work collaboratively to design and apply solutions to movement challenges.

### **Assessment:**

Semester One:

- ❖ Practical Activity – Participation
- ❖ Fitness Components - Analysis
- ❖ Dance – Production

Semester Two:

- ❖ Practical Activity – Participation
- ❖ Fitness Testing- Fitness
- ❖ Athletics – Skill Card

## **09 LA – LANGUAGE**

### **Subject Description:**

The study of Languages contributes to the overall education of students in the areas of communication, cross-cultural understanding, literacy and general knowledge. In this era of globalisation, Languages equip students with a deeper understanding and appreciation of their own and other cultures, which can greatly assist them in all fields of employment for the future. At Kerang Technical High School students study Indonesian. They progressively build upon their ability to communicate in the language through various speaking, listening, reading and writing activities and classroom and computer games.

Units of study throughout the year include Eating out, Bargaining, Animals and their Environments, School in Indonesia, and Transport and Travel.

### **Assessment:**

Semester One:

- ❖ Role Play - At a Restaurant
- ❖ Written Presentation - My favourite Animal
- ❖ Unit Test
- ❖ General Class Work and participation

Semester Two:

- ❖ Spoken Interview - Questions and answers about School
- ❖ Written Presentation - My Town ~ giving directions
- ❖ Unit Test
- ❖ General Class work and Participation

## **09HU- Year 9 HUMANITIES**

### **History (Semester One)**

#### **Subject Description:**

Students explore the history of the modern world from 1750 to 1918, a period of industrialisation and rapid change in the ways people lived, worked and thought. Students refer to significant events, actions, beliefs and values to identify and evaluate the patterns of change and continuity over time. Students evaluate the significance of events and analyse their developments. They sequence events in a chronological framework, and identify relationships between events across different places and periods of time.

#### **Assessment:**

- ❖ Australia and Asia (1750 – 1918): Colonisation and Conflict & The Modern World and Australia: World War I (1914-1918) – Tests
- ❖ World War I: Soldier Database Investigation – Assignments
- ❖ The Making of the Modern World: Industrial Revolution (1750-1914) – Folio of Exercises

### **Geography (Semester Two)**

#### **Subject Description:**

Students will explain how geographical processes change the characteristics of places and analyse interconnections between people, places and environments. They will predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students will analyse alternative strategies to a geographical challenge using environmental, social and economic criteria. They will evaluate a range of sources to collect relevant and reliable geographical information and data which they will record in a range of maps that comply with cartographic conventions. Students will use a range of methods to interpret and analyse maps, data and other information to propose explanations for patterns and trends, to predict outcomes, and to draw reasoned conclusions. They will also investigate environmental, economic and social factors, and predict potential outcomes and consequences.

#### **Assessment:**

- ❖ Geographic concepts (S.P.I.C.E.S.S), All the world is a biome & What are the impacts of feeding our world? – Tests
- ❖ Geographies and Interconnections: Tourism on the move – Assignments
- ❖ Biomes and Food Security: Are we devouring our future? – Folio of Exercises

## 09CA – CAREERS

### **Subject Description:**

In Semester One, students will develop their knowledge and understanding of education, training and employment pathways and options. They will research the way the work environment is changing in contemporary Australia and analyse the implications for current and future work. They will also start to develop a Résumé as well as undertake pre work experience Occupational Health and Safety (OH&S) activities. In Semester Two, students will examine a range of OH&S issues and topics that all employees should be aware of. They will also complete a range of tasks to determine their current general employability skills and determine why they are important in the workplace.

### **Assessment:**

Semester One:

- ❖ Self-Evaluation & Job investigation - Vocational quiz & WIRL Individual career investigation
- ❖ Factors impacting work and work futures: (Globalisation, Automation,, How is work Changing in Australia & Skills employers want) – Work and work future task

Semester Two:

- ❖ OH & S Issues- Personal safety, potential injuries poster, personal protective equipment PowerPoint
- ❖ Job Read Portfolio- Short Activities.

# Year 9 Electives

## ARTS

### 09AT- Art

### **Subject Description:**

Students learn how to use and manipulate a variety of drawing, painting and printmaking media. Students develop a folio of work with an emphasis on good presentation and written commentary relating to critical thinking. They learn methods of analysis to help in interpreting the meanings and messages of contemporary and traditional artwork.

### **Assessment:**

- ❖ Skill Building and Techniques – Folio Work
- ❖ Australasian Art Response
- ❖ Anthropomorphic Task

### 09MU- Music

### **Subject Description:**

Student at this level will expand their existing conceptions and terminology used to describe music through the use of acoustic and electronic instruments across a wide range of musical styles. They will experiment with the manipulation of structural arrangements and instrumentation to create their own versions or interpretations of contemporary music pieces. Students will explore music in the wider context of community through the media and examine the social impact of a variety of music styles. They will use basic recording techniques to capture live music performances and enhance those performances using sound technology and editing techniques.

**Assessment:**

- ❖ Music Terminology and practices- Workbook Collection
- ❖ Music Performance- Group Performance
- ❖ Music Genre- Research Task
- ❖ Sound Technology- Sound Recording Task.

## **09VCD - Visual Communication and Design**

**Subject Description:**

Students learn how to develop and present visual communications that demonstrate the application of methods, materials, media, design elements and principles. Within visual communication fields, students develop design briefs and visualise, generate and develop ideas in response to audience needs. They evaluate, reflect on, refine and justify their decisions and aesthetic choices.

**Assessment:**

- ❖ Skill Building and Technique – Folio of Work
- ❖ Applied Techniques – Final Presentations
- ❖ Terminology and Processes- Research Reports.

## **HEALTH & PHYSICAL EDUCATION**

### **09HE- Health**

**Subject Description:**

Students learn to apply health information to devise and implement personalised plans for maintaining healthy and active habits through examining the relationship between nutrition and stages of growth and development across the lifespan. They also research and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

**Assessment:**

- ❖ Stages of the Lifespan – Multimedia Presentation
- ❖ Nutrition Marketing & Tactics – Advertising campaign project
- ❖ Health Concerns- Written report.

## **HUMANITIES**

### **09BS – Business Studies**

**Subject Description:**

Students will investigate how people manage financial risks and rewards in the current Australian financial landscape. They will identify and explain the indicators of economic performance, examine how Australia's economy is performing, and analyse links between economic performance and living standards. Students will explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in both local and global markets. They will research the way the business environment is changing in contemporary Australia and analyse the implications of this for future enterprises. Students will investigate the viability of business options and use cost-benefit analysis to recommend and justify a course of action. They will also study economic and business trends and make predictions regarding the consequences of economic and business decisions.

**Assessment:**

- ❖ Concepts and skills, Managing financial risks and rewards, The economy & The changing business environment – Tests
- ❖ Buying a car and minimising financial risk – Assignments
- ❖ Resource allocation: Understanding the economy- Folio of exercises

## 09LS: Legal Studies

### ***Subject Description:***

Students will evaluate features of Australia's political system, and identify and analyse the influences on people's electoral choices. They explain the key principles of Australia's system of justice and analyse the role of our court system, with a focus on the High Court. They compare and evaluate the key features and values of different systems of government and look at a range of factors that influence identities and attitudes to diversity. Students evaluate elements that sustain democratic societies and investigate ways they can be active and informed citizens.

### ***Assessment:***

- ❖ Government, democracy and the citizen & Australia's legal system- Tests
- ❖ Jury System: Argumentative essay - Assignments
- ❖ Laws and citizens – Folio of exercises

## **TECHNOLOGY**

### 9AG – Agriculture

### ***Subject Description:***

Students explore Occupational Health and Safety issues on farms and look at local production farming. Students focus on livestock production including the Cows Create Careers program, production uses and health issues related to livestock. Students also investigate soil properties and testing, fencing and farm technologies that have been developed to increase efficiencies.

### ***Assessment:***

- ❖ Farm Safety - Test
- ❖ Beef Cattle - Poster
- ❖ Soils testing - Practical
- ❖ Technology in Agriculture - Presentation

### 09AS- Automotive Studies

### ***Subject Description:***

Students work in small teams or as individuals to gain an understanding of the internal components of two and four stroke internal combustion engines. This knowledge will enable them to dismantle and assemble a small engine. Students will be encouraged to measure and assess serviceability of components at stages of this process.

### ***Assessment:***

- ❖ Practical Work
- ❖ Theoretical Knowledge
- ❖ Assignment- Engine Components

## 09EP– Engineering

### ***Subject Description:***

Students design and manufacture their Can crusher using a variety of different materials as an introduction to engineering practices. They are instructed in the safe use of equipment and machinery used in the engineering industry.

### ***Assessment:***

- ❖ Practical Work
- ❖ Design Folio
- ❖ Application to Task
- ❖ Research Project – Recycling Aluminium

## 09FS – Food Studies

### ***Subject Description:***

Students learn about personal safety and hygiene within the kitchen. They cook a range of foods using a variety of skills and techniques. Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

### ***Assessment:***

- ❖ Occupational Health & Safety - Online test
- ❖ Kitchen skills - Practical work
- ❖ Design Brief
- ❖ Key Food Knowledge - Work booklet

## 09MF - Metal Fabrication

### ***Subject Description:***

Students will be introduced to either Oxy/ Acetylene or Arc/Mig welding techniques. Students will demonstrate the ability to complete 3 welds in different joints. They will design a project of their choice, select appropriate materials, complete a cutting list and accurately cost materials. Construction will be completed within O.H.S requirements and in a timely manner. Students will complete a self-evaluation of their project with emphasis on areas of improvement.

### ***Assessment:***

- ❖ Practical Work
- ❖ Theory Work
- ❖ Design Folio- Individual Design Task

## 09WK- Woodwork

### ***Subject Description:***

Students are introduced to basic furniture construction. They are required to follow directions and a plan to construct a Rosewood folding timber chair that will challenge their precision and skills. Safety features strongly in this unit, specifically the use of hand and power tools used in woodworking. Construction of projects allows students to demonstrate skills learnt.

### ***Assessment:***

- ❖ Practical Work – Mortise and Tenon Joints
- ❖ Theory Work
- ❖ Design Folio: Timber Folding Chair