



# Year 9

**2025**  
Course Guide  
Traralgon



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## Welcome

Our Year 9 program provides students with a unique opportunity to combine strong core academic learning with an engaging personal development program designed to extend and challenge students and encourage them to learn in new ways.

The curriculum is varied and the range of subjects students will study are explained over the following pages. The academic program is engaging and is designed to help students develop personal qualities and attributes to have them well-placed to meet the demands of Senior School. In Year 9, as part of Thinking and Learning, all students are given the opportunity to participate in the Duke of Edinburgh Award.

One of the strengths of our campus is the small team and the strong sense of community we foster. Our students report enjoying this every year as they know all of their teachers exceptionally well, just as the teachers have an excellent knowledge of their students. The ability to foster meaningful relationships with adults and students is a key developmental stage for adolescents and our specialised middle school environment is the perfect setting for this stage in our students' journey.

## Core Skills Program

Our Year 9 core skills subjects form an integral part of our program. Although we acknowledge that Year 9 is a pivotal year for growth and development, we also recognise the need to prepare our students for the academic rigour they will experience in the senior years of secondary school. Students will continue with the following core subjects which will lay the foundation for their VCE studies.

- English
- Mathematics
- Science
- Humanities
- Japanese
- Health and Physical Education
- Christian Studies



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## Curriculum Overview

### Core Program

- English
- Mathematics
- Science
- Humanities
- Language: Japanese
- Christian Studies
- Health and Physical Education
- Thinking and Learning (TL)

### Electives

Students choose one subject each semester from an extensive list. These subjects are aimed at developing specific skills in focused areas of Visual Arts, Performing Arts, Science and Technology, and other developmental areas.

The subjects offered for 2025 are:

- Athlete Wellbeing & Mental Performance
- Drama
- Foodwise
- Forensic Science
- Introduction to Mechatronic Engineering
- Music: Senior Music Skills
- Visual Art
- Visual Art: Digital Art.

Faculty presentations and online instructions will be distributed in due course. Subject selections (both online and hard copy receipts with a parent signature) will be due on **Friday 23 August 2024 at 3:10 pm.**



## Thinking and Learning Units (TL)

A great middle school program is one that is challenging and engaging. It should allow time for students to consider big questions and to identify and explore natural interrelationships between topics and subjects. Through the delivery of our core subjects and our thematic-based "Thinking and Learning" units, we give our students the opportunity to research the historical, geographical, political, social, scientific and health aspects of particular topics. Some of these units will be of a more open-ended nature, giving students the choice of how to research the topic and present their understanding. The aim of these units is to provide self-directed projects where students can demonstrate what they know, imagine and can do as well as contribute in a meaningful way to their local and broader communities. They will develop their own understanding of their place in their communities through independent learning and collaboration. Thinking and Learning Units incorporate cross-disciplinary skills from a variety of subject areas. These skills are interwoven into the following units of study:

- 2035 – Living Independently
- Rights and Freedoms
- Personal Learning Project
- The Duke of Edinburgh Award with an additional focus on Community Service.

Students will be timetabled for one afternoon double period per week for these units. They will complete them as semester-long units and they will all be assessed and recorded as learning outcomes on their reports.

## Personal Development Program (PDP)

The Personal Development Program aims to give students a broad experience that will serve them well in the formation of their outlook on the world. The focus is on being out of the classroom as often as the particular component allows and having students participate in projects of interest and relevance to them. The Personal Development Program is comprised of the following aspects:

- A full pastoral curriculum including units based on:
  - Study Skills and Time Management
  - Acceptance and Resilience
  - Identity and Relationships
  - Careers and Pathways.
- The Outdoor Education Camp which focuses on individual skill acquisition, personal development and resiliency
- The Urban Camp which links their core, thematic and elective units through a research-based independent learning
- Leadership Opportunities such as:
  - Year 9 Tour Guides
  - Student Representative Council Members
  - Bus Prefects
  - Co-curricular Captains
  - Duke of Edinburgh Award.

## Co-curricular Program

We encourage students to be fully involved in the co-curricular opportunities on offer at the school in order to pursue and develop their personal interests and talents.



### **Instrumental Music**

Private classes of instrumental music are held on campus for our students to pursue and they complement the other performing arts opportunities available to our students.

### **Mentor Teachers and Teaching Team**

Pastoral care is organised through a small team of teachers who work alongside the Head of Year to deliver the pastoral program to our Year 9 students.

As the Mentor spends time with students daily, progress can be monitored very effectively, feedback is ongoing for students and any issues can be responded to quickly.

Mentor time is sometimes structured to work through a number of key issues identified as relevant and important for adolescents. So too, Mentors may assist students with planning, study and time management and often this is tied to the themes in Assembly, Chapel or Pastoral sessions. At other times, Mentors create activities that are designed to unite the group and support each student.

**If parents have questions or concerns of any kind, the first contact should be with the Mentor.**

**If the matter is more serious or the Mentor cannot be contacted, please contact the Head of Year 9 and 10 or the Head of Secondary School.**

Our Year 9 program is designed to encourage our students to take risks in their learning and to reflect on the success or otherwise of the risks taken. We offer a program that balances the future academic aspirations of each child with their individual interests, personal growth and development. Our proactive approach to educating about the social and emotional issues that typically arise in adolescence is supported by strong and open communication between home and school through our pastoral structure.



## General Information

### Academic Matters

#### Semester Examinations

All Year 9 students undertake compulsory examinations in English, Mathematics and Science at the end of each semester. This is the first compulsory exam period for students at the school and these exams are held under strict exam conditions. The experience that students gain by undertaking these practice exams is very useful as preparation for VCE and in managing exam situations. Assistance is given to all students to help prepare for exams through Assembly and Mentor Group activities. Individual teachers provide exam revision in class and/or additional learning sessions, for those students who choose to attend, leading up to the exam period. Time for students to reflect on their performance following the exams, in order to determine where improvements can be made in their organisation, study regime and goal setting, is provided through Mentor group.

#### Late Work Policy

Please refer to the policy found in the front of the student diary. This policy is in place to assist students to be organised, meet deadlines and realise that there will be consequences for not being responsible for completing tasks.

#### Parent Student Teacher Interviews (PTs)

Parent student Teacher Interviews occur at the end of Term 1 and the end of Term 3 each year. The timing is designed to enable teachers to give constructive feedback to students during each semester so they may adjust their learning/home study regime for ongoing improvement. We strongly encourage that students be present at these interviews so that all members of the learning partnership receive the same message.

#### Reporting and Communication

The school offers continuous online assessment and parents and students receive feedback at the completion of each assessment via MyStPauls. Digital reports are available at the end of each semester. Other contacts are made through the Subject Teacher, Mentor Teacher, Head of Faculty, Head of Year or Head of Secondary School when necessary. The use of the school diary is encouraged as an effective tool of communication between the school and a fortnightly newsletter, The Grammarian, conveys important and interesting information about the life of the school.

#### Subject Selection into Year 10

There is an effective and supportive program in place early in Term 3 to assist Year 9 students in making careful decisions in relation to subject selection for Year 10. This is designed to help students make good choices, keep their subject options open and support families through this first major decision-making time. Parents are very welcome to be part of this process. Further information will be sent home closer to the time.

#### Computers

Teachers often place work on MyStPauls. Students enrol in the relevant courses so that they can access these materials and also submit work electronically. Students are expected to bring their computers to every class unless otherwise arranged by the teacher. If a student does not have their computer at school regularly, a letter will be sent home to inform parents about this. Parents may also find the MyStPauls portal to be a valuable resource for accessing the Grammarian, the online PSTI booking system, and School Reports. Computers needing repairs can be dropped off at Student Services or IT Services.



## Christian Studies

### Course Description

Christian Studies is a full-year study that encourages students to consider the spiritual dimensions of life. It aims to provide students with experiences fundamental to their search for meaning, value and purpose.

The program explores the significance of titles given to Jesus, faith in a wide spectrum of world views, an introduction and analysis of the Gospel of Mark, and a look back at both the good and bad of Christian history and the Church.

### Areas of Study

During this course, students will examine:

- Titles of Jesus.
- Major Worldviews and Religions.
- Who is Jesus? – The Book of Mark.
- For the Love of God – How the church is better and worse than you ever imagined.





## English

### Course Description

The approach to the English curriculum at Year 9 is multifaceted. The core English program is complemented by an extensive focus on literacy skills in the Thinking and Learning Program (TL). In the English classroom, students explore and analyse a variety of literary and media texts and write for a variety of different purposes and audiences. They plan, draft and edit their writing in order to hone their skills.

The texts encountered in Year 9 English explore complex themes and challenge the students to comprehend their world from a variety of perspectives. The structure of the course enables the students to produce texts in a range of forms throughout the year including persuasive, analytical and imaginative pieces.

The course aims to produce young writers with something to say about the world, and to provide them with opportunities to develop their points of view and share them with others.

### Areas of Study

#### Reading and viewing

- Develop analytical and critical thinking skills through the exploration of a variety of texts, both written and visual.
- Read and understand the opinions expressed in the media and begin to comprehend how writers use language to persuade.

#### Writing

- Develop an ability to write for a variety of audiences and purposes and to experiment with different stylistic features.
- Continue to strengthen core writing skills such as essay planning, paragraph writing, grammar and spelling.

#### Listening and speaking

- Participate in class discussions.
- Participate in formal oral presentations.



## Health and Physical Education

Health and Physical Education (HPE) has a unique and significant contribution to make to education. It plays a very important role within St Paul's as it contributes to the total development of the individual. Learning through physical activity is a distinguishing feature of the course's practical component. Health and Physical Education is concerned with more than sports and games. Its clear goal is to contribute to the development of a student's physical, intellectual, emotional and social maturity.

### Course Description

Health and Physical Education in Year 9 combines an understanding of a healthy lifestyle with the acquisition of physical fitness and skills. Students are given the opportunity to experience a wide range of physical activities to develop and build motor skills, fitness, coordination and cooperation. The theory component of the course develops an awareness of behaviours that contribute to a healthy lifestyle, the design of fitness programs for others, as well as looking at the influences of cultures.

### Areas of Study

#### Theoretical

The course is designed to develop an awareness, knowledge and understanding of behaviours that contribute to a healthy lifestyle.

- Body Image
- Respectful Relationships
- Influence of Drugs and Alcohol
- Mental Health Issues.

#### Practical

The practical element of the HPE program encourages the development of physical, mental and social skills by introducing students to a wide range of sporting and recreational activities. Students experience a range of individual and team activities to improve their teamwork, fitness, skills and personal development. Activities are structured so that all can achieve some success and help in the development of positive self-image with a strong emphasis on participation, respectful conduct and fair play.

Through such participation, students are able to appreciate the benefits of physical activity and a healthy lifestyle.

- Understand the importance of fitness – how to sustain it.
- Participate in physical activities such as swimming, minor games, field games and court games promoting a healthy lifestyle.
- Participate in a range of individual and team activities to improve teamwork, fitness, skills and personal development.
- Develop a positive self-image with a strong emphasis on participation, respectful conduct and fair play.

Sports included:

- Tennis
- Lacrosse
- European Handball
- Hockey
- Touch Rugby
- Orienteering.



## Humanities

Humanities at St Paul's includes the study of History and Geography and aims to encourage students to acquire and develop knowledge, understanding, research skills, analytical and interpretive skills and communication skills. Humanities also aims to encourage students to respect and understand the world around them and to provide them with the skills to allow further study. This is achieved through the study of individuals, societies and environments in a wide context: historical, geographical, political, social, economic, religious, technological and cultural.

### Course Description

This course is designed to develop an understanding of the history of the modern world from 1750 to 1918. Students will look at the nature and extent of the movement of people and the significance this has had on our world. The new ideas and technological developments that helped shape this period of time will be considered as will the effect of European imperialism on Asia and Australia. Students will be challenged to understand the reasons behind World War I and the impact it had on people's lives. Students will also focus on the interconnection between people and places, and different biomes of the world and how these are adapted for food production.

### Areas of Study

During this course students will examine:

- Industrial Relations
- Making a Nation
- World War I
- Biomes and Food Production
- Geographical Interconnections.



## Languages: Japanese

### Course Description

The course for Year 9 Japanese aims to further develop a student's appreciation of the language and culture of Japan. The course places a greater emphasis on students being language users and is designed to enhance communication skills in Japanese. Students will study topics based around everyday life and make comparisons between Australia and Japan. The units of work are based on the course book Obento Supreme. Education Perfect, an online digital platform, is an additional technology used to improve student learning outcomes.

### Areas of Study

#### Listening and Speaking

- Use spoken language to gain information.
- Listen for and use information to complete tasks.
- Deliver oral presentations.

#### Reading

- Review different types of printed material to obtain and use information.
- Access online Japanese material to gain relevant and current cultural information.
- Demonstrate comprehension of dialogues, extracts of text, letters and magazine articles.

#### Writing

- Create individual or shared texts to inform and express ideas.
- Use culturally correct Japanese to quantify objects.
- Create posters and online presentational programs using the appropriate script.
- Give descriptions, using appropriate adjectives and grammar.



## Mathematics

### Course Description

The Year 9 Mathematics course covers the skills, applications and investigations that will prepare students for Year 10 and the VCE but will also develop skills for everyday living and employment. Students will be guided in developing these skills and also in adopting an organised approach to their study, keeping records of their progress and seeking assistance when required.

Students engage in their learning through a variety of tasks and assessments. They are supported in their application of technology, namely the Casio CAS calculator, developing skills applicable in further years of mathematics. Assessments are designed to evaluate student learning in formative and summative tasks, both practical application and topic tests. Students are introduced to the examination process on a semester basis. There are opportunities for students to be challenged beyond standard course outcomes through the Australian Mathematics Competition and other maths extension activities.

### Areas of Study

As outlined in the Australian Curriculum, Year 9 Mathematics consists of the following areas of study:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Quadratics and Graphing
- Linear Graphing
- Trigonometry



## Personal Development Program (PDP)

### Course Description

The Personal Development Program runs through our pastoral time and in allocated blocks of time. Learning opportunities and activities include the following:

A full pastoral curriculum including units based on:

- Study Skills and Time Management
- Acceptance and Resilience
- Identity and Relationships
- Careers and Pathways.

### Careers

The purpose of the Careers program is to begin to inform the Year 9 students of the range of career options available, where to find this type of information and the many possible pathways they may choose in the future.

Students are informed about the world of work and the varied opportunities available to them as careers for the future. They are assisted in understanding their own strengths and in developing a skill set for seeking employment. During the program, students will learn about writing a letter of application and personal resume and participate in a mock interview with a prospective employer.

### City Experience

Many schools, both regional and urban, now run city experience programs at a Year 9 level. These programs encourage the development of confidence and independence in the city environment, as well as offering the opportunity to take advantage of the many and varied activities available within the city of Melbourne. St Paul's has offered a city experience for a number of years and it has proven to be a popular part of the program, even for the few students who already have a good knowledge of the Melbourne CBD.

Students are able to familiarise themselves with the CBD of Melbourne. Specifically, the location and function of major municipal buildings, and cultural and educational centres. The duration of the camp is five days.

- Great Icons Race
- Research Project
- Police Museum
- National Gallery of Victoria
- MCG and Sports Museum
- State Parliament Visit
- Arts Centre Melbourne
- Cultural Dinners
- Queen Victoria Market
- Old Melbourne Gaol
- Homelessness Awareness Tour

The accommodation for the City Experience camp is at a hostel close to the CBD. The cost of the camp includes the charges for each of the activities listed above, as well as the accommodation, and will be charged to your term fees. Students are required to buy their own Myki Cards and may require some incidental spending money for expenses such as lunch, snacks and drinks.

### Outdoor Education

Our Outdoor Education Camp will also take place later in the year. Our staff will accompany the students on the camp, along with an experienced Outdoor Education team. This encourages the development of strong relationships between



teachers and students and a sense of cohesion within the year level. The additional levy for the Outdoor Education Program will be charged to your term fees. Students participate in a four-day experience in the Baw Baw National Park/ Wahalla region where they experience a range of activities including hiking, kayaking and outdoor navigation. This can also contribute to the requirements of the Duke of Edinburgh program.



## Thinking and Learning (TL)

### Course Description

The Thinking and Learning Program prepares students for senior school years and continues their education by taking a multidisciplinary approach and encouraging students to reflect on their own learning. Varying in length, the TL units are delivered according to best-practice, combining the skills, thinking and content from a range of subject areas.

The TL Program incorporates a wide variety of concepts, drawing upon subjects relevant to the particular topic or unit. The subjects that could be incorporated into any particular unit include: English, History, Geography, Christian Studies, Economics, Mathematics, Civics and Citizenship and Health. TL units are developed to provide challenging and interesting topics for students of this age.

Students produce work that demonstrates their individual understanding, flair and interest. Through the Thinking and Learning Program, students develop an awareness of their individual learning preferences, consolidate their thinking skills and refine their processes of self-reflection.

Some aspects of the TL Program are quite directed, while others allow the students to take a greater role in determining the method of learning and presentation, and the path through the topic that they will take. Being able to apply one's individual interests and skills is an important part of success in the senior school years and learning beyond secondary school.

### Areas of Study

- 2035 – Living Independently
- Rights and Freedoms
- Personal Learning Project
- The Duke of Edinburgh Award including a focus on Community Service.

The Year 9 Program and the TL Program in particular utilises formative assessment to ensure that every student understands both the expectations and areas for improvement, with a view to harnessing strengths and addressing weaknesses and bringing about greater understanding and improved learning.

Where applicable, assessment rubrics are used to make the expectations explicit. Assessment rubrics allow the student to see exactly what must be done to meet a specific standard or level of understanding.





## Science

### Course Description

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment, including developing an understanding of the structure and function of the endocrine and nervous systems.

They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. 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. They consider global systems and how human actions can affect these systems, including the greenhouse effect.

Year 9 Science extends students' understanding of scientific concepts and further develops the skills that they have gained in Years 7 and 8. Students formulate questions that can be investigated scientifically. They plan experiments, collect and analyse data and draw conclusions based on knowledge of scientific concepts.

### Areas of Study

#### Biological Sciences

- Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment.
- The nervous and endocrine systems.

#### Chemical Sciences

- All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms.
- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed.
- Chemical reactions, including combustion and the reactions of acids, are important in both nonliving and living systems and involve energy transfer.

#### Earth and Space Sciences

- Global systems and the processes that cause carbon to be cycled.
- Human impact on Earth's cycles and the greenhouse effect.

#### Physical Sciences

- Energy transfer through different mediums and in different forms can be explained using wave and particle models.
- Understand electricity and different types of circuits.
- Explain, compare and evaluate energy efficiency and how electricity is produced from different fuel sources.

#### EPI

- Design an appropriate experiment to investigate a topic.
- Conduct the experiment and collect data.
- Produce a formal report to analyse the results of the investigation and evaluate the methodology used.



## 2025 Elective Selection Form

Year 9 students will undertake one elective subject each semester, a total of two over the year. The electives listed below are available for selection. It may not be possible to give students their two preferred subjects, but every effort will be made to do so.

Students will be required to fill in the form below as well as make their subject selections online. Individual instructions will be provided.

### Elective Choices:

- Athlete Wellbeing & Mental Performance
- Drama
- Foodwise
- Forensic Science
- Introduction to Mechatronic Engineering
- Music: Senior Music Skills
- Visual Art
- Visual Art: Digital Art.

Unit Name	Preference Rank
Elective One:	1
Elective Two:	2
Reserve One:	3
Reserve Two:	4

### Web Preference Selection

Every student will be given an individual instruction sheet for completing this process.

Students can complete this process at home or at school during the school day. The computer must be connected to the internet and to a printer.

The signed Preference Receipt must be returned to the Secondary School Office by **Friday 23 August 2024, at 3:10 pm**. Late submission will mean that students may have their elective placement choices made for them by the Head of Year. No form will be accepted without a parent or guardian's signature.

Please note that whilst every effort is made to accommodate student choices, it may not always be possible.



## Elective: Athlete Wellbeing & Mental Performance

This subject is available for students in the Elite Sports Program, Athlete Development program and others via application. This is a theory-based subject.

### Course Description

Students will learn how positive psychology and aspects of sports psychology can give athletes the information and skills to look after their mental health so that they will be better placed to handle the demands and stresses of high-level sport and school, taking their athletic performance to a higher level.

The St Paul's Athlete Wellbeing & Development subject "provides a curriculum that guides talented juniors to develop these required attributes as they each strive to reach their own pinnacle and to be the best version of themselves." Leesa Gallard (Victorian Institute of Sport Performance Lifestyle Manager).

### Areas of Study

- PERMAH model of Positive Psychology applied to student athletes.
- Benefits and importance of sleep to young athletes.
- Sports Psychology for improved sports performance.
- Developing your own personal brand as an athlete.
- Improving leadership in sport.



## Elective: Foodwise

### Course Description

This course in Year 9 investigates the eating habits of adolescents and provides students with effective tools for the management of food selection and food misinformation. Students extend practical skills developed during Years 7 and 8 Foodies while developing new technical skills and knowledge to adapt recipes to apply current accredited dietary advice. Students continue to explore sustainable food production processes and are introduced to the design process.

### Areas of Study

#### Safety and Hygiene

- Safe and hygienic use of tools and equipment during food preparation.
- Effective and efficient work habits and use of resources.
- Effective communication and interpersonal skills.

#### Preparation, Production and Presentation Techniques

- Extension of technical skills developed in Year 7 and Year 8 Foodies.
- Development and demonstration of organisation skills, technical competencies and presentation techniques during food preparation.
- Functional and sensory properties and complex processes of food.

#### Food and Nutrition

- Adolescent nutritional requirements.
- Factors influencing food choice and the associated consequences.
- Origins of food/ingredients.
- Food selection tools – revision of The Healthy Eating Pyramid, and extensive investigation of the Australian Guide to Healthy Eating and The Australian Dietary Guidelines.
- Packaging and labelling.
- Sustainable food production processes.
- The design process – implementation, production and evaluation of a low-cost meal.



## Elective: Forensic Science

### Course Description

Forensic Science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system. It has become a comprehensive subject incorporating Biology, Chemistry, Physics and Entomology, as well as other aspects of Science. Major topics include processing a crime scene, collecting and preserving evidence, identifying types of physical evidence, organic and inorganic analysis of evidence, hair, fibres, fingerprints and document analysis. The main focus of this course will be to emphasise the evidential value of crime scene and related evidence, and the services of what has become known as the crime laboratory. This course combines basic theory and real laboratory experiments, creating an experiment-based situation for the better understanding of the students.

### Areas of Study

- What is forensic science?
- Types of evidence.
- Finger printing.
- Hair and fibre analysis.
- Blood evidence.
- Case study analysis.



## Elective: Introduction to Mechatronics Engineering

### Course Description

Mechatronics is the study of information technology alongside electronics. In particular, it focuses on programming computers and microcontrollers to automate tasks. In this course, students will first develop their computer programming skills by developing a web page and then programming graphics. Students will then develop their programming skills further by using code to program a microcontroller to receive information from sensors, process the information and send output to various devices in response.

### Areas of Study

#### Web Fundamentals

- Using HTML to create text and graphics on a web page.
- Using CSS to help style a web page.
- Understanding how to use colour theory to enhance the presentation of a web page.
- How to create hyperlinks to parts of a web page.

#### Graphical Programming

- How to use coordinates, colours and shapes.
- How to animate graphics.
- Using functions to organise computer code.
- How to use 'for loops'.
- Introduction to object-orientated programming.
- How to test for key presses and object collisions.

#### Robotics

- Understanding what sensors are and what they do.
- Writing basic programs to receive data from sensors, process the information and send output.



## The Arts: Visual Arts and Performing Arts

The Arts are a form of human expression through activity. They contribute to the School's curriculum by offering a distinctive way of learning where seeing, feeling, hearing, thinking and creating are combined in a powerful form of visual, aural and tactile effective communication.

Through the Arts, students working both cooperatively and individually have opportunities to research, identify and discuss issues; to provide insights, opinions, solutions, and resolutions; and to reflect on, appreciate and evaluate artwork. The Arts are a powerful medium for the exploration of the human condition, our society and our world. In this respect, they are a powerful educational tool for the exploration of different areas of the curriculum.

The Arts at St Paul's are organised in two subject areas: the Performing Arts and the Visual Arts.

### Elective: Visual Arts

#### Course Description

In Year 9 Visual Arts, students will develop confidence in personal art making and gain an understanding of the role of art in the community and other cultures. Students will investigate a range of visual concepts and explore the idea of artists as recorders and social commentators. Visual Art in Year 9 builds on drawing, painting and sculptural skills developed in Years 7 and 8. Students experiment with a variety of drawing mediums and techniques, explore a specific painting style, construct and model small sculptures, research artists for inspiration and learn the basics of critical art analysis.

#### Areas of Study

- Drawing: A variety of drawing materials such as pencils, charcoal, inks, fine liners and mixed media are explored through realistic and abstract drawing exercises.
- Painting: Students trial and experiment with different painting techniques. Develop and refine painting compositions. They will apply the art elements in a painting.
- Sculpture: Students explore 3D materials in sculpture and develop focused practical skills using specific media. They will trial and experiment with different sculpture equipment.

### Elective: Visual Arts – Digital Art

#### Course Description

This course has been designed to broaden students' understanding and appreciation of photography through the development of technical and compositional skills used in image making. Students explore the practical and creative uses of photography using digital cameras and computer manipulation.

#### Areas of Study

##### Photography Skills

- Students learn the basic rules of composition and explore camera controls.
- Magazine portraiture: Students learn how to compose portrait shots and retouch them for a magazine layout.

##### Photographer Research Assignment

- Students research and analyse a photographer's style, techniques and imagery.

##### Digital Darkroom

- Students learn the importance of composition, tone and contrast when composing and editing a landscape photograph.

##### Photojournalism

- Students learn about the ethics of documentary-style images and apply them to a topic of their choice.



## Elective: Drama

### Course Description

The course aims to build on the skills and knowledge in Drama gained in previous years and prepare students for VCE Drama and/or Theatre Studies. Students will be responsible for researching and developing their own solo performance presentation and involvement in an ensemble group performance. Students will participate in a range of practical activities that include mime, movement, transformation of objects and characters, music, poetry, pictures and their own imagination.

### Areas of Study

#### Practical Activities

- Development of dramatic skills through a range of stimuli.
- Individual and group participation.
- Understanding and appreciation of audience.

#### Dramatic History

- Investigation of non-naturalistic drama and associated principles.

#### Solo Performance

- Creating and devising characters.
- Dramatic and stagecraft elements.
- Commitment to role.
- Actor/audience relationship.

#### Ensemble Performance

- Creating and devising characters.
- Dramatic and stagecraft elements.
- Commitment to role.
- Actor/audience relationship.

#### Analysing Dramatic Performance

- Evaluation of individual, group and professional performance.
- Written and verbal techniques to be developed and fostered.





## Elective: Music – Senior Music Skills

### Course Description

This course is designed for students who love performing music and want to improve their performance skills. The course has a significant performance focus, mainly in a small group or ensemble context. Skills in listening, analysis and aural comprehension will also be developed. It is assumed that students undertaking this course play an instrument or sing to a reasonable level of competency.

This course is the most appropriate preparation for students wishing to undertake Unit 1 and 2 Music in Year 11, although it is also suitable as a stand-alone subject for students interested in improving their musicianship skills.

### Areas of Study

#### Group Performance Techniques

- Empathic listening.
- Musical balance.
- Non-verbal communication.
- Planning an effective rehearsal.

#### Solo Performance Techniques

- Over-coming performance anxiety.
- Stylistic performance.
- Solo performance conventions.
- Developing an individual interpretation.

#### Listening

- Listening for various musical styles.
- Listening analytically.
- Listening for particular musical elements.
- Developing pitch discrimination skills.
- Developing rhythmic discrimination skills.
- Developing harmonic discrimination skills.
- Musical analysis skills in a variety of musical styles.

#### Composition

- Small group composition project.

2025 Course Guide  
Traralgon

**Year 9**



**St Paul's**  
ANGLICAN GRAMMAR SCHOOL

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