YEAR 9 HANDBOOK

2023 - 2024

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College Promotions Policy

The Promotions Policy at Lara Secondary College recognises that students must demonstrate a strong academic foundation, in order to successfully manage the next year level. As a result, the policy aims to ensure all students reach their maximum academic ability in every subject, in order to be promoted to the next year level. Parents and students need to be aware that students in **Years 7 - 10** will need to reach above 50% as an assessment task average for each subject. Students who do not obtain above the minimum assessment task average for **at least 60%** of their semester subjects may not be promoted to the next year level.

In order to be promoted from **Year 11 into Year 12 VCE**, the College encourages all students to focus their academic results on 'quality not quantity'. For this reason students in Year 11 must achieve above 50% as a School Assessed Coursework (SAC) average and **satisfactorily complete 9 of the 12 Units** attempted over the course of Year 11, in order to automatically proceed to Year 12.

Academic Grades	
HD	is equivalent to a score of 90 - 100% and indicates a **High Distinction** performance on the task
D	is equivalent to a score of 80 - 89% and indicates a **Distinction** performance on the task
HC	is equivalent to a score of 70 - 79% and indicates a **High Credit** performance on the task
C	is equivalent to a score of 60 - 69% and indicates a **Credit** performance on the task
P	is equivalent to a score of 50 - 59% and indicates a **Pass** performance on the task
UG	is equivalent to a score of below 50% and indicates the work was of such a poor standard that it has **not met the minimum requirements** of the task
Assessment Codes	
NYD	**Not Yet Delivered** The teacher has not set or given the assessment task to date **(Used on Progress Reports ONLY)**
NS	**Not Submitted** Work was not submitted or the student was absent WITHOUT an acceptable reason
NA	**Not Assessed** Late enrolment into the subject
ABS	**Absent** The student was absent with a legitimate reason (Medical/Wellbeing) approved by the school
*	**Improved Grade**

	Scores with an asterisk (*) indicate the student has achieved an improved grade. Students will have the opportunity throughout the year to improve their initial grade for a specific topic.	
MOD	**Modified** This Assessment Task has been modified for the student who does not have the ability to be assessed using the current task as it would be too difficult	
EN	**Enhanced** Work is indicated as enhanced for students who have the ability to be assessed at a more challenging level using the current task	

Parent / Student Teacher Interviews

Parent Teacher Interviews are conducted in Terms One, Two and Three and can be booked through Compass;

- Interviews are 10 minutes in duration. If you know that you will need longer to discuss something with the Pathways or subject teacher, please phone to arrange an alternative time;
- Speak to your child. Find out if there are concerns that he/she wishes you to raise with the Pathways or subject teacher;
- Students should also attend the interviews;
- Parent Teacher Interviews are a good chance to meet your student's teachers. Even if students are progressing well, it is valuable to meet with teachers and the Pathway teacher as it helps to develop a good relationship that can be built on throughout the year;
- You can get information about study designs and when major assessments are scheduled;
- Discuss ways to assist your student to make improvements to their learning;
- Privacy and confidentiality are assured;

Exam Policy

As exams form an integral part of assessment in Units 3 & 4, it is essential that students are adept at preparing and sitting exams to help maximise their success. Consequently, the College has a policy where students from Year 7 onwards sit exams at the end of each Semester.

Year 7 & 8 Students:
Students in Year 7 & 8 will undertake a Mid-Year and Final Year Examination in Mathematics and English. Each exam will be approximately 1 hour in duration.

Year 9 Students:
Year 9 students will undertake a Mid-Year and Final Year Examination in English, Mathematics, Humanities and Science. Each Examination will be between 1 to 2 hours in duration depending on the subject content requirements.

Year 10 – 12 students:

Year 10 – 12 students will undertake a Mid-Year and Final Year Examination in all their subjects. Each Examination will be between 2 or 3 hours depending on the subject content requirements. Year 10 students will be expected to undertake a 2 hour English Examination and Year 11 & 12 students will be expected to undertake a 3 hour English Examination.

Year 9 Program Overview

Core Subject	Sessions per Week
English	4
Maths	4
Humanities	3
Science	3
Health & Physical Education (HAPE)	2
Thinking & Living Class (TLC – Pastoral)	1
Electives – choice from Arts/Tech/LOTE (1 x Semester)	3
Total No Sessions per Week	20

TLC/Connections

The Year 9 Connections Program involves students working in small focus groups on a range of challenges and various community and/or environment based projects. In Terms One and Three, there will be specific TLC sessions that are dedicated to Connections Program based learning. Term One will involve one lesson of TLC with the theme of 'Physical Challenge' which will prepare students for our Amazing Race excursion to Melbourne at the end of the term. Three lessons of Term Three will focus on the theme of 'Fundraising' which will involve planning and organising an activity day at the end of the term.

In Terms 2 and 4, we will have a more extensive Connections Program that the students will work on for the entire week after the semester exams are completed. Students will be involved in projects that will enhance relationships with the Lara Community. They will also be working towards developing programs of interest that relate to future career pathways.

Year 9 Elective Program:

Drama

Media

Music

Studio Arts

Visual Communication Design

Indonesian

Digital Technology

Food Studies

Product Design Technology

Science, Technology, Engineering, Mathematics (STEM)

Course Outline

In this unit, students participate in a variety of teamwork and trust-building activities to establish a strong group dynamic. Students then develop, produce and present a whole class performance on stage, in front of a live audience using costume, lighting and sound elements.

Scriptwriting is explored throughout the unit, both as an individual project and during classroom performances. The use of dramatic elements, playmaking techniques and stagecraft *(i.e. costume, sound, lighting)* is also highlighted. No experience in drama is required, although effort and commitment is key!

Areas of Study: Topics
- The Elements of Drama – A Practical Exploration
- Characterisation – Expressive and Performance Skills
- Developing and Presenting a Performance in a Professional Context
- Analysing and Evaluating Performance
- Scriptwriting Project

Assessment Tasks
- Performance Presentation *(multiple presentations)*
- Analysis of Performance
- Scriptwriting Project

Related VCE Subjects
- VCE Drama Units 1-4
- VET Subjects – CERT III in Acting and other associated Creative Arts Courses

Course Outline

Students explore the creative capabilities of photo, music and video editing software. They use technology as a compositional tool whilst adding music and audio effects to moving images.

Students manipulate selected software and hardware to capture, record, edit and refine their creative products. Students form small media production teams to create short films which explore themes relevant to the age group. They analyse the impact media products have on selected audiences.

Areas of Study: Topics
- Narrative sequences
- Editing skills
- Understanding sound design in cinema
- Productions in teams

Assessment Tasks
- Submission of portfolios during the semester
- Digital submissions in the form or edited film sequences
- Digital presentations
- Written analysis of films studied

Related VCE Subjects
- VCE Media
- VET Media (Certificate III Screen and Media)
- VCE Art Making and Exhibiting
- VCE Visual Communication Design

Course Outline

Students are required to select an instrument, including voice, for solo and ensemble (group) performance. No previous musical experience is necessary, although it is highly recommended that students participate in instrumental music lessons at school or through private music tuition.

Students will also analyse music from various films and discuss techniques used by composers to convey mood and emotion. They will then apply these techniques to compose a short score for a film. They will use the theory covered throughout the Semester to support them in this process.

This subject gives students the opportunity to explore music creation through performance as well as composition and will support their development as a Musician.

Areas of Study: Topics
- Music in Film
- Music Composition
- Music Performance

Assessment Tasks
- Film Music Analysis
- Film Score
- Music Performance (end of semester concert)

Related VCE Subjects
- VCE Music Performance
- VET Music Industry
- VET Music Performance
- VCE Drama

Course Outline

In this unit, students explore the visual arts practices and styles as inspiration to develop a personal style, explore, express ideas and themes in art works. They manipulate materials, techniques, and technologies and processes in a range of art forms. Students maintain a visual diary to record the development of ideas, use of art elements, principles and techniques and processes. They create final artworks in various artforms such as painting, drawing and photoshop.

Areas of Study: Topics
- Visual Conventions and Art History
- Pop Art Portrait
- Printing Techniques
- Ceramic

Assessment Tasks
- Painting
- Mixed Media
- Ceramic

Related VCE Subjects
- VCE Art Making and Exhibiting
- VCE Visual Communication Design
- VCE Media
- VET (including VET Media)

Year 9 Visual Communication Design

Course Outline
The art of visual communication design involves the use of creative thinking and practical skills to present ideas. In this unit, students will explore the elements of design to engage and communicate. They maintain a design folio to record their development of ideas and use of various media such as Photoshop, Illustrator and InDesign.

Areas of Study: Topics
- Design elements and principles
- Working to a design brief
- Manual and digital drawing methods

Assessment Tasks
- One point and two point perspective
- Promotional Poster Design
- Branding

Related VCE Subjects
- VCE Visual Communication Design
- VCE Art Making and Exhibiting
- VCE Media
- VET (including VET Media)

Course Outline

In Year 9 Indonesian, students will develop their Indonesian language skills and their cultural knowledge of Indonesia. This subject will develop students' global awareness and broader understanding of Australia's position in the Asia-Pacific region. The study of the Indonesian language, besides providing students with the ability to communicate with 250 million people in the world's fourth most populous nation, also promotes cultural awareness and understanding of different attitudes and values beyond Australia's borders. Studying Indonesian has enormous benefits for students academically and personally, improving their literacy across the curriculum and their self confidence amongst many other benefits. Students also cook a number of traditional Indonesian dishes in Year 9 Indonesian, which provides students with opportunities to enhance their real-world application of studying Indonesian. Indonesian language studies in school will be complemented with opportunities to attend excursions to Indonesian restaurants and the Indonesian Consulate in Melbourne to further develop students' understanding of Indonesian culture in Australia. Studying Indonesian also significantly increases students ATAR score in Year 12 and increases their employability in all sectors in an ever-increasing global economy and workforce.

Areas of Study: Topics
- Personal worlds
- Environment and weather
- Indonesia as a tourist destination
- Significant Indonesian national holidays

Assessment Tasks

Language is assessed through the macro-skills:
- Writing
- Reading
- Listening
- Speaking

Related VCE Subjects
- VCE Indonesian

Course Outline

In Year 9 Digital Technologies, students explore a range of digital devices and emerging technologies and their applications to our world. Students will develop their skills in programming, learn coding syntax and algorithm design with the introduction of Python language. They will learn to store and manipulate data in a database for real-life purposes as well as analyse and develop data visualisations for a wide range of areas such as sport, retail sales data, UNICEF statistics and ABS census data. Students will focus on the problem solving methodology to design, develop and evaluate digital solutions to cater for real world situations. This course aims to expose students to a range of technologies and provide them with the digital skills and problem-solving strategies that can be applied to many different career pathways.

Areas of Study: Topics
- Interact with digital systems, for e.g. smart devices for task automation
- Identifying trends by analysing and visualising data such as marketing and sales
- Use a programming language to design a video game.

Assessment Tasks
- Digital system design - setting up network
- Presentation - market trend data
- Video game design
- End of semester Examination

Related VCE Subjects
- Applied computing
- Data Analytics
- Software Development
- Mathematics
- Science
- Business Management

Year 9 Food Studies

Course Outline

In Year 9 Food Studies, students will explore and develop their practical skills and use their theoretical ideas related to food preparation, healthy eating and sustainable food practices. Students will embark on a journey that starts with the food fundamentals of hygiene and safety through diving into the food based challenges presented to them in the Food Studies kitchen.

This course combines the relationship between foods and food preparation techniques. Additionally, it provides a good grounding for Year 10 and into VCE Food Studies.

Areas of Study: Topics
- Hygiene and Safety requirements
- Healthy eating
- Food sustainability
- Practical skill development

Assessment Tasks
- Application of Safe Work Practices
- Design Process research and product development tasks – Healthy Burger and Sustainable Boost Juice
- Practical assessments

Related VCE Subjects
- Food Studies
- Health & Human Development
- Chemistry
- Studio Art
- VET Hospitality
- VET Kitchen Operations

Year 9 Product Design & Technology: Wood

Course Outline

By undertaking this elective, you will be introduced to the knowledge and skill development in Product Design and its production (design, technical drawing and manual skills together with hand and power tool competencies will be implemented). Throughout this course you are encouraged to engage in various forms of critical thinking such as problem solving, decision making and investigation to present information. You will be introduced to the safe use of Medium Level Power Tools, and will then apply these skills to safely create two products. The development of these skills will assist in the progression to the subject at Year 10.

Areas of Study: Topics

- The importance of health and safety within the Product Design and Technology classroom
- The successful completion of multiple Design Briefs using real world experiences
- The basic principles of Product Design
- An understanding of the properties and different uses of a range of materials.
- Production - including basic Hand and Medium Level Power tool use
- The successful completion of several joinery techniques
- Technical Drawing – Isometric and Orthographic Projection

Assessment Tasks

- Written Design Briefs
- Research and Design Folio
- Evaluation Reports
- Completion of self-designed Product

Related VCE Subjects

- Product Design and Technology
- Visual Communication and Design
- Visual Arts

Year 9 STEM

Course Outline

STEM is the study of science, technology, engineering and mathematics. It covers a wide range of disciplines and skills, which are increasingly in demand in our rapidly changing world.

STEM develops creative thinking skills and the ability to work in a team. Students within the STEM class look closely at Mars exploration and the challenges and solutions that have led to key technological advancements. Students develop their interpersonal communication skills by working in teams to code EV3 robots to complete challenges on Mars and fly drones through a maze.

The skills and knowledge developed in STEM are important for all stages of our learning, jobs and everyday lives. Students in STEM will develop their knowledge of the Engineering Design Process and look at novel solutions to solving real world problems. Students will be building, testing and evaluating the design of different prototypes and structures that are created. Students utilise their communication and coding skills throughout this process.

Areas of Study: Topics
- The Engineering Design Process
- Mars Exploration
- EV3 Lego Robotics and coding

Assessment Tasks
- Theory and research
- Building structures, testing and evaluating designs
- Coding and robotics

Related VCE Subjects
- VCE Sciences – Biology, Chemistry, Physics
- VCE Information Technology
- VET Information Technology
- VET Engineering
- VCE Mathematics – Further, Methods, Specialist