English
Each semester students will be required to complete a number of learning experiences towards achieving the AusVELS Level 6. In English there are three strands of learning. Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

The Three Strands are:

**Language:** knowing about the English language
In the Language strand, students develop their knowledge of the English language and how it works. They learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, skills, attitudes, feelings and opinions.

**Literature:** understanding, appreciating, responding to, analysing and creating literature
The Literature strand aims to engage students in the study of literary texts or personal, cultural, social and aesthetic value. These texts include some that are recognised as having enduring social and artistic value and some that attract contemporary attention.

**Literacy:** expanding the repertoire of English usage
The Literacy strand aims to develop students’ ability to interpret and create texts with appropriateness, accuracy, confidence, fluency and efficacy for learning in and out of school, and for participating in Australian life more generally.

**Course Outline**
Students will complete a number of units of work; such units will include literature-based studies, film study, poetry, various writing genres and language/issues analysis.

**Assessment**
Within each unit of work there will be a number of written and/or oral assessment tasks which will be common across the year level. Students will sit an end of year exam in this subject.
Mathematics

Students will engage in activities which develop their knowledge of facts and technical skills; depth of conceptual understanding; logical reasoning skills; and use of correct mathematical terminology and language. Students will be assessed against each of the strands in the AusVELS.

Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics.

**Number and Algebra**

Students build on their understanding of the number system to describe relationships and formulate generalisations. They recognise equivalence and solve equations and inequalities. They apply their number and algebra skills to conduct investigations, solve problems and communicate their reasoning.

**Measurement, chance and data**

Students develop an understanding of size, shape, relative position and movement of two-dimensional figures in the plane and three-dimensional objects in space. They investigate properties and apply their understanding of them to define, compare and construct figures and objects.

**Statistics and Probability**

Students develop an ability to critically evaluate chance and data concepts and make reasoned judgements and decisions, as well as building skills to critically evaluate statistical information and develop intuitions about data.

**Understanding**

Students make connections between related concepts and progressively apply the familiar to develop new ideas. Students describe their thinking mathematically and interpret mathematical information.

**Fluency**

Students are fluent in mathematics when they calculate answers efficiently, recognise robust ways of answering questions and choose appropriate methods to solve problems. Fluency is also involved in recall of definitions and regularly used facts and manipulation of expressions and equations to find solutions.

**Problem Solving**

Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively. Students formulate and solve problems when they use mathematics to represent unfamiliar or meaningful situations, when they design investigations and plan their approaches, when they apply their existing strategies to seek solutions, and when they verify that their answers are reasonable.

**Reasoning**

Students develop the ability to explain their thinking, deduce and justify strategies used and conclusions reached and adapt the known to the unknown. Students also develop the ability to prove that something is true or false.

**Assessment**

Student’s knowledge of the facts and skills and their ability to apply the same to the areas listed above will be assessed using a variety of tasks including: topic tests, research/investigative/modelling projects, and assignments. Students will sit an end of year exam in this subject.
Science
Each semester students will complete a number of activities and tasks to achieve the standards as required by AusVELS. In Science, students are expected to develop a range of skills and understandings that will, in turn, underpin their ability to succeed at higher levels of study in this Domain.

Topics covered within this subject will include:
- Matter
- Chemical change
- Waves
- Nuclear energy
- Geology
- Ecology
- Classification of organisms
- Natural selection and evolution
- Homeostasis
- Electricity

Skills acquired by students will include:
- Hypothesis formulation and experimental design
- Accurate reporting of findings
- Research and referencing
- Recognition of the importance of intellectual honesty
- Respect for peers
- Understanding of the role that science plays in the wider community

Assessment
Each semester there will be a number of different tasks which may be common across the year level. They will include topic tests, practical investigations, research reports and solving of rich questions. Students will sit an end of year exam in this subject.

Languages Other Than English
Two languages are available to study at Year 9 in 2015: Japanese and French. Only one language may be chosen at Year 9, however students may study two languages from Year 10 onwards (with appropriate background or study).

Language and level selection
Japanese and French may be studies at Beginner level (little to no previous experience in the language) or Intermediate level (at least years 7 and 8 in the language). All languages are available for study through to VCE level, regardless of the level commenced at Nossal.

Listening, Speaking, Reading and Writing
The courses for all languages share a common approach to developing the four main strands of listening, speaking, reading and writing, as well as cultural study and the development of intercultural awareness and meta-linguistic skills. A communicative approach is used, with a focus on real-life situations and authentic texts wherever possible.

Assessment
Students are assessed in the four areas of listening, speaking, reading and writing. As well as regular tests on vocabulary and grammar, students complete writing tasks, role-plays and research projects and work individually, in pairs and small groups. Students also sit end-of-year exams in this subject.
The Humanities
The Humanities take as their subject matter human behaviour. The study of Humanities is inclusive of Geography, History and Economics.

Geography
Geography is the study of the physical and human environments. It provides students with the knowledge and skills to observe and describe places on the surface of the Earth, and to analyse and provide explanations for human and physical phenomena and their complex interactions. This is achieved through theoretical, practical and fieldwork studies and addresses Level 6 standards within the AusVELS.

Students will develop various skills in recognising, representing and interpreting landform shapes and becoming familiar with geographical tools and terminology. Students will develop identification, descriptive and analytical skills in using topographic maps as an aid to their studies.

Assessment will be based upon a selection of:
• Practical work activities
• Extended written responses
• Tests
• Fieldwork activities
• Individual research

History
History is the study of the past from ancient civilisations to today’s news. It provides students with knowledge, skills and behaviours to understand themselves and their world, to apply their understanding in their present lives and to consider the futures they desire.

The course is designed to address Level 6 standards within the AusVELS, assisting in the development of important skills such as research and investigation, interpretation and analysis as well as promoting understanding and tolerance through the principles of civics and citizenship.

Assessment will be based upon a selection of:
• Interpretive exercises based on a selection of primary and secondary sources
• Extended written responses
• Research projects
• Tests

Economics
Economics is the study of how different societies allocate scarce resources to satisfy the wants and needs of its members. Economics is concerned with human social behaviour and how humans address the requirements for survival and sustainability.

The course is designed to address Level 6 standards within the AusVELS, assisting in the development of students to develop financial literacy; to act rationally and ethically when making economic and personal financial decisions; appreciate the complexity of economic decision making and better understand the economic decisions made by others.

Assessment will be based upon a selection of:
• Analysis and interpretation of data
• Research topics
• Tests

Students will sit an end of year exam in the subject of Humanities.
Health and Physical Education
Health and Physical Education has two dimensions. These include:

Movement and Physical Activity
This dimension focuses on the important role that physical activity, sport and recreation play in the lives of Australians. The course promotes involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. The course provides a broad overview of a variety of sports, and allows for individual creativity through movement.

Health Knowledge and Promotion
This dimension examines physical health and personal development across varying stages of the lifespan. It focuses on nutrition, physical, social and emotional wellbeing of individuals, families and communities.

Assessment
Students will be assessed on physical proficiency, participation and theoretical tests, research projects and assignments.