FOUNTAIN GATE
SECONDARY COLLEGE

Year 9 2026 Subject Selection Guide

RESPECT • RESPONSIBILITY • ENDEAVOUR • HONESTY

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Assistant Principal Introduction

Year 9 marks an exciting and important stage in every student's learning journey. It's a year where students begin to make real choices about the subjects they study and start exploring future pathway options. As students move into this next phase of school life, they will be encouraged to take greater responsibility for their own learning and decision-making.

In 2026, all Year 9 students will study the core subjects of:

- English
- Mathematics
- Science
- Health & Physical Education
- Humanities
- Thrive (our personal development, wellbeing, careers and pathways program)

In addition to these core areas, students will be able to choose from a range of elective subjects, allowing them to explore interests, discover strengths, and prepare for possible senior school pathways.

We have designed the Year 9 program to ensure students:

- Experience meaningful learning both inside and outside the classroom
- Begin thinking about future careers and educational pathways
- Develop important life skills such as teamwork, resilience, and independence
- Build a strong sense of community and contribute to local groups
- Participate in City Experience Week, which focuses on real-world learning and personal growth

The Year 9 timetable for 2026 will be built based on student subject selections. Because of this, it may not be possible to change subjects later unless there are exceptional circumstances.

That's why it's essential to take the time to carefully consider your options and discuss them with your parents/guardians, teachers, and Year Level Leaders. We're here to support you every step of the way as you shape your learning journey.

Christine Muir
Assistant Principal – Years 7, 8 & 9

Year 9 School Staff

The following College staff may be of assistance when planning your course. We encourage you to contact any of our staff members. Please call the College on 8762 6839.

Assistant Principal – Year 11 & 12	Carys Freeman
Assistant Principal – Teaching & Learning	Christine Davey-White
Assistant Principal – Years 7, 8 & 9	Christine Muir
Year 9 Leading Teacher Learning & Wellbeing	Izayah Ropata
Year 9 Year Level Coordinator	Greg Ritchie
Year 9 Year Level Coordinator	Fatima Naushad
Careers Development Practitioner & Pathways Leader	Nancy Huez-O'Rourke

The Course Selection Process

Monday 21st July Year 8 into Year 9 Subject Selection Information Assembly	Students will be provided with information about their Year 8 into Year 9 subject options, and the process for selecting them.
Tuesday 29th July Subject Selection Information Evening (5:30pm to 8:00pm)	A showcase of our Year 9-12 subject offerings, with information to support students' subject selections.
Monday 4th August – Friday 8th August Subject Selections in Thrive Classes	Thrive teachers will provide further information about 2026 subjects, and support students to complete their pathway options.

Year 9 Program Overview

At Fountain Gate Secondary College, Year 9 students can be part of one of the following programs:

- **High Achievers' Program (HAP)**
- **Rugby Academy**
- **Standard Program**

Most students will be placed in the Standard Program.

All programs support future pathways into **VCE General** or **VCE Vocational Major** in the senior years.

How to Apply for HAP or Rugby Academy

If students would like to be considered for the High Achievers' Program or the Rugby Academy, they should **indicate this when making their subject selections in Thrive.**

Students must also apply via web link:

- **hap.fgsc.school**
- **rugby.fgsc.school**

Please scan the **QR code** to access the **'How to apply instructions'**

hap.fgsc.school

rugby.fgsc.school

Subject Allocation

Once students are placed in a program, their subjects are based on:

- The required **Core subjects**
- Their **indicated preferences** for electives

Students are placed in **English** or **English as an Additional Language (EAL)** based on eligibility and data.

Maths classes are also determined using student performance data.

This means students may be in mixed classes for English and Maths with peers from other Year 9 groups.

Core Subjects

Core subjects give students essential skills and knowledge that prepare them for life beyond school and for further education. All students study the following core subjects:

- **English** or **EAL** *(based on eligibility and data)*
- **Mathematics** *(based on data)*
- **Science**
- **Humanities**
- **Health & Physical Education**
- **Thrive**

Guided Choice Subjects – Technology & The Arts

Students must choose **one subject from each of the following learning areas**:

Technology:

- Systems Engineering
- Digital Technology
- Product Design
- Food Technology

The Arts:

- Art
- Dance
- Drama
- Media
- Music
- Photography
- Visual Communication Design

These electives help students build skills in specialised areas and support future subject choices in senior school.

Free Choice Electives

In addition to the core and guided choices, students will choose **two more subjects** from the following:

1. **AUSLAN**
2. **One subject from Technology**
3. **One subject from The Arts**

Important Notes for Rugby Academy Students

Students in the **Rugby Academy** will have Rugby classes in place of additional electives. However:

- They must still **select electives from Technology and The Arts** when making their initial subject choices.
- These selections will be used **only if their application for the Rugby Academy is not successful**.

Need Help Choosing?

Students and families are encouraged to speak with the Careers & Pathways Team at Fountain Gate Secondary College for support with subject selection and planning future pathways.

Year 9 Thrive – Personal Growth, Career Education and Wellbeing

Year 9 Thrive is a subject designed to support the holistic development of students in the Year 9 cohort, with a strong focus on building resilience, self-confidence, and a growth mindset. It helps students navigate adolescence while laying a strong foundation for future success—both in school and beyond.

The program enhances students' academic performance, social skills, and emotional wellbeing through a blend of:

- Personalised learning
- Mentorship opportunities
- Extracurricular and real-world experiences

A key component of Thrive is the exploration of individual character strengths, helping students better understand themselves and how to apply their strengths in everyday life, learning, and future decision-making.

Thrive also includes a dedicated Career Education focus, where students will:

- Explore a variety of career options and pathways
- Develop an understanding of the skills, qualifications, and personal attributes required for different industries
- Begin goal setting and career planning
- Engage with tools and activities that link their interests and strengths to potential future opportunities

Through Thrive, students build essential life skills such as communication, collaboration, self-management, and decision-making, while developing positive relationships and a strong sense of community.

Year 9 Thrive is more than just a subject—it's a foundation for self-discovery, lifelong learning, and success beyond the classroom.

Careers & Pathways at Fountain Gate Secondary College

At Fountain Gate Secondary College, we are committed to providing comprehensive career education and planning support for students from Years 7 to 12. Our program is designed to help students explore their interests, understand their strengths, and plan their future career paths effectively. We have a team of qualified Career Practitioners who can support staff, students, and families with various services and opportunities.

Career Education Services

At Fountain Gate Secondary College, our comprehensive careers program provides targeted career education and planning support for students from Years 7 to 12, ensuring they have the knowledge, skills, and confidence to navigate their future career pathways effectively.

Years 7 and 8:

- **Career Self-Exploration Workshops:** Students participate in workshops focused on self-discovery, which helps them identify interests and potential career paths early on.
- **Careers E-Portfolio:** Students develop a digital portfolio to consolidate career planning resources and track their career exploration journey.

Year 9:

- **My Career Insights-Morrisby Assessment:** All Year 9 students complete the Morrisby assessment, a comprehensive diagnostic tool that provides insights into their strengths and career preferences. The assessment includes a one-on-one counselling session with a qualified and accredited career practitioner.
- **Careers E-Portfolio:** The digital portfolio is a centralised platform for students to organise and update their career-related documents and action plans.
- **Mock Interview Program:** Students participate in simulated job interviews with industry professionals to practice essential interview skills and build confidence.

Years 10 to 12

- **Annual Career Action Plan:** Each student develops and refines a personalised Career Action Plan, reviewed annually with a qualified Careers Practitioner. These sessions provide opportunities to assess progress, adjust goals, and ensure alignment with pathway aspirations.
- **Careers Counselling:** Targeted counselling sessions support students in making informed subject selections, post-secondary education choices, and training pathways.
- **Mock Interview Program:** Students participate in simulated job interviews with industry professionals to practice essential interview skills and build confidence.
- **Individual Pathways Meetings:** Tailored meetings provide ongoing guidance to help students navigate course selections, tertiary applications, and vocational pathways.

Additional Careers Education Support:

- **VCE VET Programs:** Facilitating internal and external VCE VET programs that equip students with practical skills, industry-recognised qualifications, and valuable applied learning experience aligned with their career interests.
- **Work Experience & Structured Workplace Learning:** Coordinating work experience placements and structured workplace learning for Year 10 and VCE-VM students, providing them with valuable industry exposure and practical experience to complement their academic studies.
- **Incursions** & **Excursions:** Organising industry visits, guest speakers, workshops, and tertiary tours to expand students' awareness of diverse career options and educational pathways.
- **VTAC Application Support:** Assisting students with post-secondary planning, including guidance on tertiary options and support throughout the Victorian Tertiary Admissions Centre (VTAC) application process.
- **Course** & **Subject Selection Interviews:** Guiding course selection interviews ensure students choose subjects that align with their career interests and aspirations.
- **Weekly Careers Newsletter:** Sharing up-to-date information on tertiary courses, immersive experiences, TAFE and university open days, and other career-related opportunities.
- **Careers** & **Pathways Resource Centre:** Offering a drop-in centre where students can access career resources and seek personalised guidance from the Careers and Pathways team.

Our team of qualified Career Practitioners are dedicated to empowering students with the tools and resources they need to achieve their career goals and successfully transition beyond secondary school.

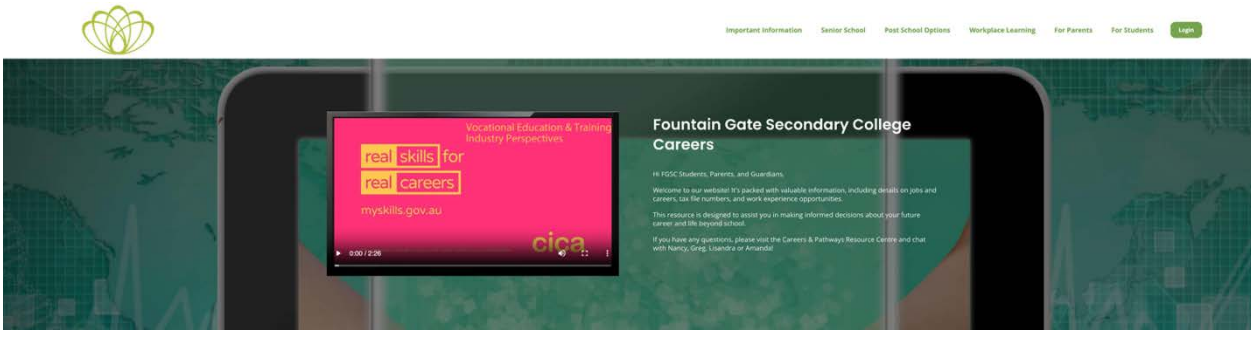
Career Tools

We aim to provide the latest information to help you navigate about your future career and life beyond school.

This site can locate Universities, TAFEs, and other courses across Australia, provide information about VCE, search for job vacancies, and more.

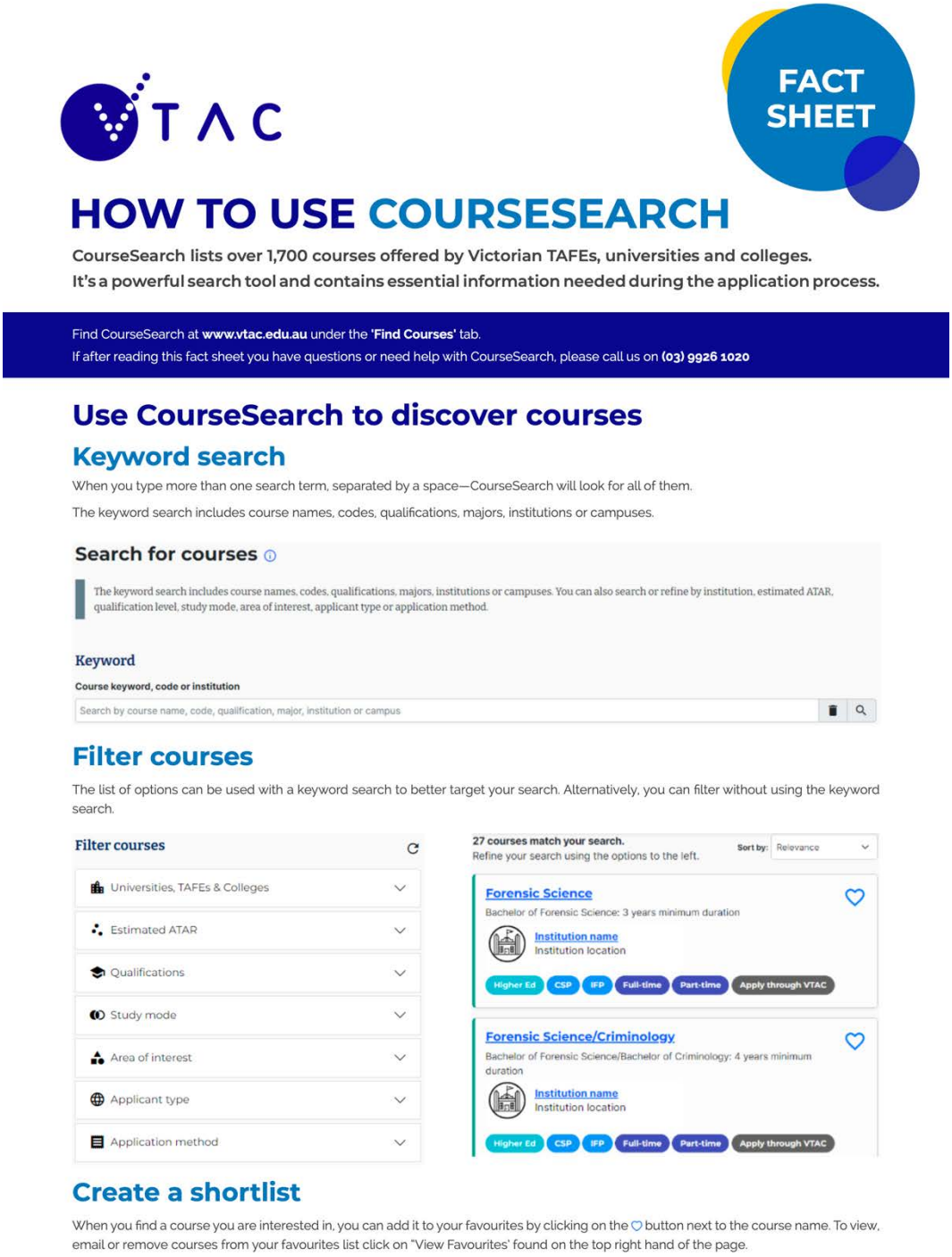
https://fgsccareers.com/

As the team is extremely popular at peak times, students are encouraged to make an appointment in advance to ensure they see someone promptly.



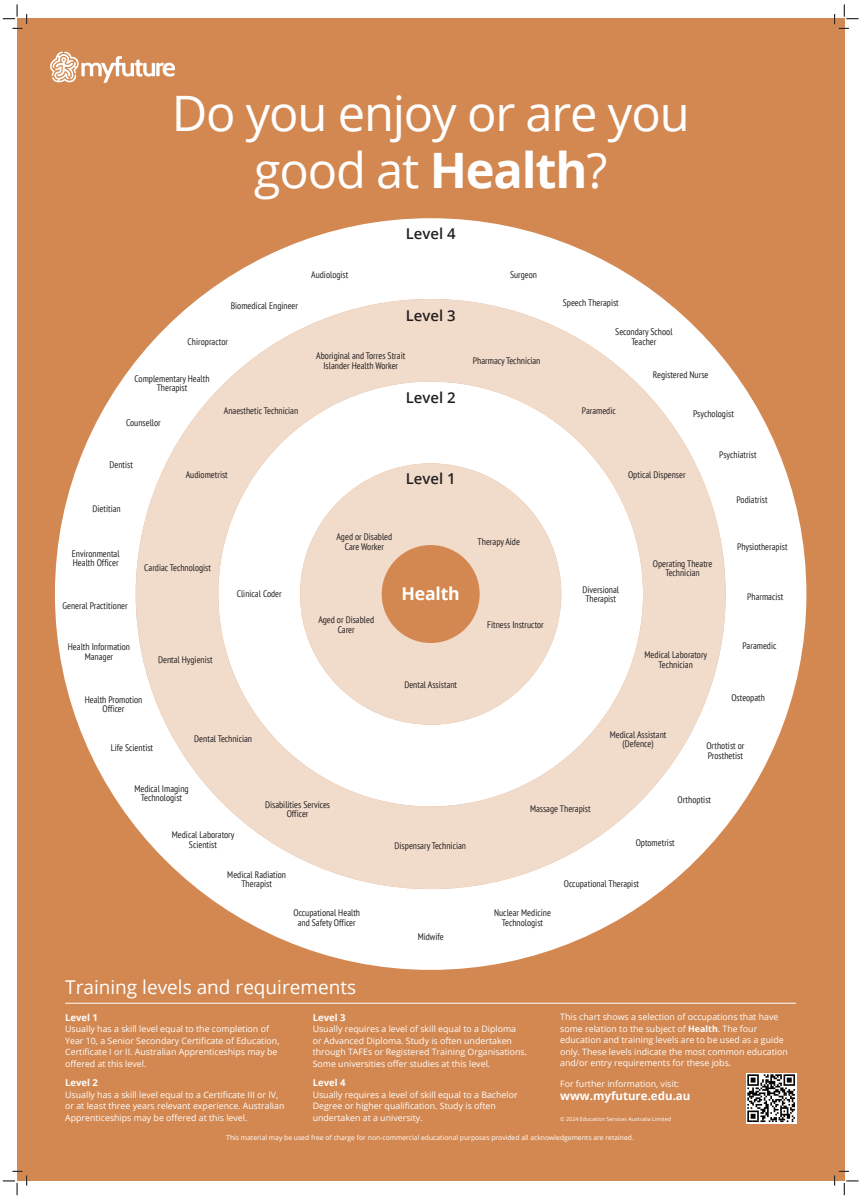
VTAC Course Search

The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application processes for places in tertiary courses, scholarships and the Special Entry Access Scheme at universities, TAFEs, and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supports documentation to the relevant authorities at institutions.



Careers Targets

Click the Careers Targets, and you can select from the following areas of interest to view a range of career pathways to which this subject area could lead you.



Art Automotive Biology Business Studies Chemistry Community Services Computing & IT Construction Economics Electro Technology Engineering English Entertainment Environmental Science Food Studies Geography Health History Home Economics Hospitality Industrial Arts Languages Maths Media Studies Metal Work & Engineering Music Outdoor Education Performing Arts Psychology Physical Education Physics Retail Rural Studies Social Science Textiles & Design

Useful Websites

Career Tools

A platform that allows students access to various exciting and innovative career resources and activities. The Career Tools platform encourages the sharing and collaboration of students' goals, career-based activities and quizzes and a Career Action Plan to help students research and map their future career journey.

https://fgsccareers.com/

MyFuture-Career Information

MyFuture provides various information on career planning, training options, and profiles for different occupations. It is a good starting point for discussing careers.

https://myfuture.edu.au/

VCAA

VCAA is the body that administers and regulates the delivery of VCE (General), VCE-VM, VPC and VCE VET programs. Information available via VCAA includes:

- Study Designs
- Administration and Assessment Policies
- Example
- Exams

www.vcaa.vic.ed.au

VTAC

The Victorian Tertiary Admissions Centre (VTAC) is the central office that administers the application processes for offers in tertiary courses, scholarships and the Special Entry Access Scheme at universities, TAFEs and independent tertiary colleges in Victoria. VTAC receives and forwards student application information and supporting documentation to the relevant authorities at TAFE, University, and tertiary institutions.

www.vtac.edu.au

Subject – Helping you plan for Senior School Success

Subject mapping is a helpful guide that shows how the subjects you choose in Years 9 and 10 can lead to future study options in VCE, VCE-VM, or VCE VET in Years 11 and 12. It's designed to support students and families in making informed choices based on interests, strengths, and career goals. By understanding how junior subjects connect to senior pathways, students can feel more confident about their learning journey and be better prepared for life after school—whether that's university, TAFE, an apprenticeship, or entering the workforce.

	Year 9	Year 10	VCE Subject	VET Options
Learning Area: English	English (General)	English (General)	Vocational Major - Literacy English Literature ***(Admission Test Required)***	All VCE VET Certificates require a minimum literacy standard
	English (Enrichment)	English (Enrichment)	English Literature ***(Admission Test Required)***	All VCE VET Certificates require a minimum literacy standard
	English EAL	English EAL	Bridging EAL **(based on eligibility)** English EAL ***(based on eligibility)***	All VCE VET Certificates require a minimum literacy standard
Learning Area: Mathematics	Mathematics (General)	Essential or Mathematics (General)	Vocational Major – Numeracy Foundation Mathematics	All VCE VET Certificates require a minimum numeracy standard
	Mathematics (General) or Mathematics (Enrichment)	Mathematics (General) or Mathematics (Enrichment)	General Mathematics Mathematical Methods ***(Admission Test Required)***	All VCE VET Certificates require a minimum numeracy standard
	Mathematics (Enrichment)	Mathematics (Enrichment)	Mathematical Methods ***(Admission Test Required)*** Specialist Mathematics ***(Admission Test Required)***	All VCE VET Certificates require a minimum numeracy standard

	Year 9	Year 10	VCE Subject	VET Options
Learning Area: Science	Science (General)	Science (General)	Biology Chemistry Health & Human Development Physics Psychology	VCE VET Elective: Health Services VCE VET: Certificate II in Health Support Services VCE VET: Certificate III in Health Services Assistance
	Science (General)	Science Biology	Biology	N/A
	Science (General)	Science Chemistry	Chemistry	N/A
	Science (General)	Science Physics	Physics	N/A
	Science (General)	Science Psychology	Psychology	N/A
	Science (Enrichment)	VCE Health & Human Development VCE Psychology VCE VET Health Support Service ***(invitation only)***	Biology Chemistry Health & Human Development Physics Psychology	VCE VET Elective: Health Services VCE VET: Certificate II in Health Support Services VCE VET: Certificate III in Health Services Assistance

	Year 9	Year 10	VCE Subject	VET Options
Learning Area: Humanities	Humanities (General)	Humanities (General)	Accounting Business Management Economics Geography History Legal Studies Philosophy	VCE VET Elective: Business Enterprise VCE VET: Certificate II in Workplace Skills VCE VET: Certificate III in Business
	Humanities (General)	Humanities Business & Economics	Accounting Business Management Economics	VCE VET Elective: Business Enterprise VCE VET: Certificate II in Workplace Skills VCE VET: Certificate III in Business
	Humanities (General)	Humanities Geography	Geography	N/A
	Humanities (General)	Humanities History	History	N/A
	Humanities (General)	Humanities Civics & Citizenships	Legal Studies	N/A
	Humanities (General)	Humanities Philosophy	Philosophy	N/A
	Humanities (Enrichment)	Accounting Business Management Geography History – Modern Legal Studies VCE VET Workplace Skills ***(invitation only)***	Accounting Business Management Economics Geography History - Modern Legal Studies Philosophy	VCE VET Elective: Business Enterprise VCE VET: Certificate II in Workplace Skills VCE VET: Certificate III in Business

Learning Area: The Arts	Dance	Dance	Dance	VCE VET: Certificate II & III in Dance VCE VET: Certificate II in Creative Industries
	Drama	Drama	Drama	VCE VET: Certificate II in Creative Industries
	Music	Music	Music	VCE VET: Certificate II in Creative Industries VCE VET: Certificate III in Music Performance
	Media	Media	Media	N/A
	Art Photography	Art Advanced Photography	Art – Making & Exhibiting	N/A
	Visual Communication & Design	Visual Communication & Design	Visual Communication & Design	N/A
Learning Area: Technology	Digital Technology	Digital Technology	Applied Computing	VCE VET Elective: Information Technology VCE VET: Certificate III in Information Technology
	Food Studies	Food Studies	Food Studies	N/A
	Product Design & Technology	Product Design & Technology	Product Design & Technology	VCE VET: Certificate II in Building & Construction VCE VET: Certificate II in Engineering Studies
	Systems Engineering	Systems Engineering	Systems Engineering	VCE VET: Certificate II in Engineering Studies VCE VET: Certificate II in Electrotechnology (Career Start)
Learning Area: Health & PE	Health & Physical Education (General) Rugby Program (Application Process)	Health & Physical Education Rugby Program (Application Process)	Health & Human Development Physical Education	VCE VET Elective: Health Services VCE VET: Certificate II in Health Support Services VCE VET: Certificate III in Health Services Assistance VCE VET: Certificate III in Sport, Aquatics & Recreation
	Health & Physical Education (Enrichment)	Health & Physical Education	Physical Education Health & Human Development	VCE VET: Certificate III in Sport, Aquatics & Recreation

FOUNTAIN GATE
SECONDARY COLLEGE

Core Subjects

English
English as an Additional Language (EAL)
Mathematics
Science
Humanities
Health & Physical Education

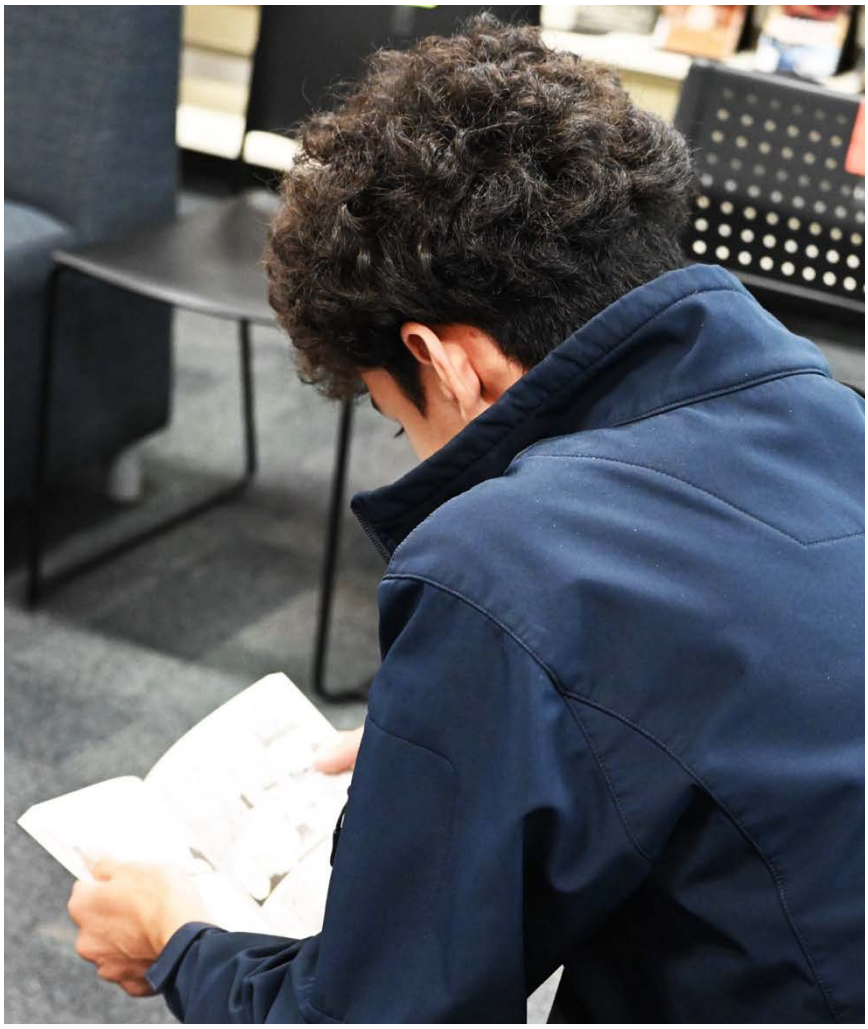
English

Description

In Year 9 English, students develop their analytical skills through the study of a variety of texts. These analytical skills are further consolidated through their study of media texts. Students also complete narrative writing tasks and present persuasive speeches.

What you will learn:

Summary of Skills:	**Assessment Areas:**
• How to use purposeful vocabulary • How to convey a message through writing • How to write analytically • How to articulate opinions and ideas	• Narrative Writing • Argument Analysis • Book Club Review • Persuasive Speech • Analytical Text Response Essay



	Term 1: **Narrative Writing**	**Term 2:** **Argument Analysis**	**Term 3:** **Frameworks of Writing**	**Term 4:** **Text Response**
Specific concepts	• Forms of writing. • Narrative Arc. • Authentic voice. • Writing for audience.	• Identifying contention and arguments in persuasive writing. • Analysing how argument is developed and sequenced. • Determining how audiences are targeted and catered for. • Understanding how the author is impacted by the issue.	• Expository and Persuasive writing structure. • Forms of writing. • Authentic voice. • Writing for audience.	• Identifying authorial choices and messages in a text. • Analysing how ideas are conveyed literally and implicitly. • Determining the purpose of character, plot and setting.
Ways you'll learn	• Reading and annotating mentor texts. • Purposeful planning. • Peer, self and teacher feedback. • Redrafting based on feedback. • Reflecting on writing practice.	• Reading and annotating media texts and sample paragraphs. • Planning analytical paragraphs. • Collaborative tasks. • Peer, self and teacher feedback. • Redrafting based on feedback.	• Reading and annotating mentor texts. • Purposeful planning. • Peer, self and teacher feedback. • Redrafting based on feedback. • Reflecting on writing practice.	• Reading and annotating chapters and sample essays. • Essay planning. • Collaborative tasks. • Peer, self and teacher feedback. • Redrafting based on feedback.
How you'll show your learning	• Creating narratives based on prompts • Planning writing for different audiences and using a range of voices • Forming authorial messages in your writing • Using purposeful literary devices	• Creating analytical paragraphs that analyse an author's development of argument • Planning paragraphs using a template • Answering short answer questions • Reading and annotating texts • Having analytical discussions with peers	• Creating expository and persuasive writing pieces • Planning writing for different audiences and using a range of voices • Forming authorial messages in your writing • Using purposeful literary devices	• Creating essays that analyse an author's ideas and choices • Planning essays using a template • Answering short answer questions • Reading and annotating texts • Having analytical discussions with peers

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
Literacy	English Literature

VCE VET Certificates
• All VCE VET Certificates require a minimum literacy standard.

EAL Structure
(English as an Additional Language)

EAL classes at Years 9 and 10 are combined to allow students to be grouped according to their English language proficiency. Students are placed into different levels based on how well they understand and use English: Students are assessed and placed into one of the following levels:

New Arrival Program

- For recently arrived students who are new to learning English.

CL

- Students are beginners, focusing on basic English skills.

C1

- Students use formulaic language and basic grammatical structures.

EAL Classes within the year level structure

C2

- Students demonstrate stronger language skills in familiar settings.

C3

- Students begin to use English in a wider range of contexts.

C4

- Students apply their language skills in complex academic and social situations.

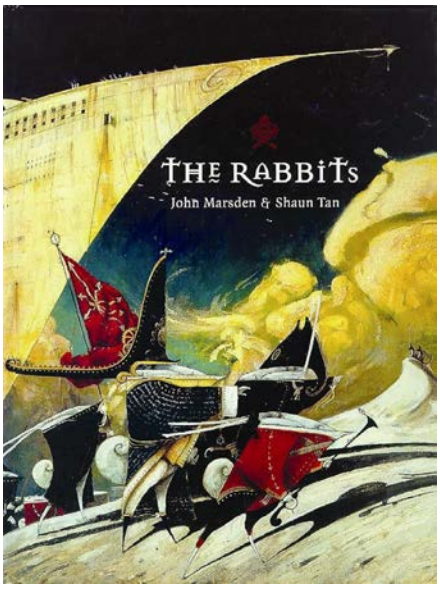
International students are placed in a level based on their IELTS test or equivalent results, and sometimes extra testing is used to help find the best class for them.

EAL (English as an Additional Language)

Description:

Year 9 English as an Additional language is suitable for any student who has resided in Australia for less than five years, or has emigrated from another country and requires additional support in grasping standard Australian English.

What you will learn:	**Assessment Areas:**
Reading Strategies, sentence structures, vocabulary enrichment, text structures, varying language for purpose, analytical skills, presentation strategies and critical media skills.	Reading journals, fable creation, fable presentation, argument analysis essay and argument presentation.



	Term 1:	Term 2:	Term 3:	Term 4:
Specific concepts	• Journaling for reading comprehension • How to interpret and analyse a mentor text • Students study either an abridged version of Shakespeare's Macbeth, or the Level 5 Pearson Reader 'World Folktales'.	• Fable writing based on mentor text 'The Rabbits' • Connection between language and visual content	• Students consolidate their reading skills through another reading journal of an authentic non-fiction text • Students engage with Australian voices in literature	• To analyse and present arguments
Ways you'll learn	• Clarifying unknown vocabulary • Asking questions about what we have read • Summarising what we have read, and making inferences about events within the novels • Finding key quotes and explaining their importance • Identifying some basic literary devices • Formulating inferences about what we have read	• Modelled sentence structures • Glossaries to enhance vocabulary • Introduction of visual literacy to create and interpret meaningful images • Writing non-fiction texts that explore a basic narrative arc	• Clarifying subject-specific vocabulary • Connecting between the mentor texts, our own lives and our Australian context • Summarising what we have read, and making inferences about events within the novels • Making evaluative statements about the development of character and narrative	• Annotate model texts, examining language used, contentions and supporting arguments • Write an analytical essay in response to a presented argument • Consider the non-verbal aspects of communication • Practise presentations, enact feedback • How you'll show your learning • Argument analysis essay • Argument presentation
How you'll show your learning	• A journal of responses to class reading, focusing on taught skills.	• Creation or retelling of a fable, with images to enhance meaning	• A journal of responses to class reading, focusing on taught skills.	

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE English as an Additional Language Units 1 - 4	
VCE-VM Vocational Major	**VCE General**
Literacy	English Literature

VCE VET Certificates
• All VCE VET Certificates require a minimum literacy standard.

Mathematics

Year 9 Mathematics builds a strong foundation in the six curriculum strands: Number, Algebra, Measurement, Space, Statistics, and Probability. Students develop problem-solving skills, mathematical fluency, and the ability to apply concepts to real-world contexts.

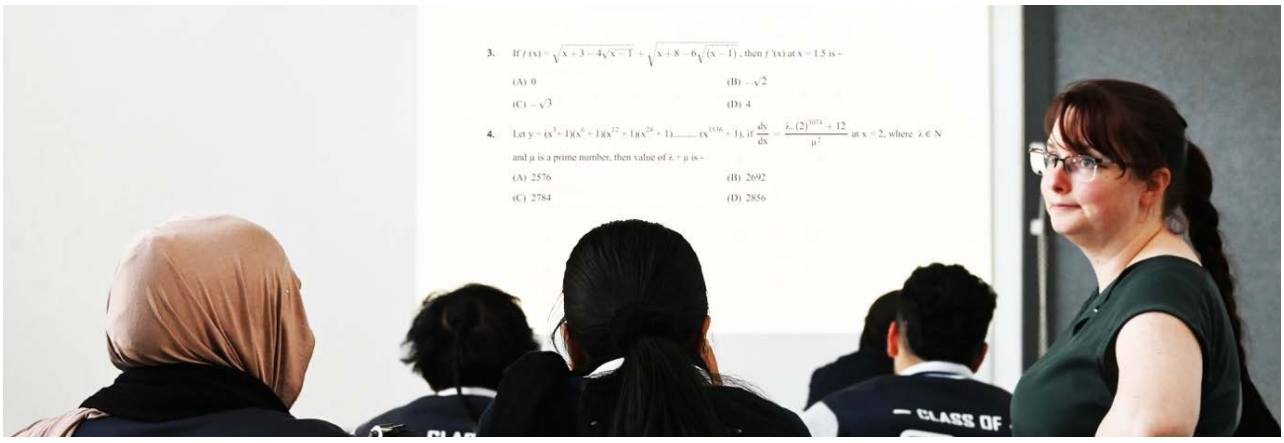
What you will learn in each strand:

- **Number:** Work with integers, fractions, percentages, rates and recurring decimals. Use estimation and mental strategies in context.
- **Algebra:** Simplify expressions, expand and factorise, solve equations, and model relationships with tables, graphs, and rules.
- **Measurement:** Solve problems involving length, area, surface area, and volume. Use correct units, conversions, and scale.
- **Space**: Investigate 2D and 3D shapes, apply congruence and similarity, and solve problems using Pythagoras' Theorem and trigonometry.
- **Statistics:** Collect and analyse data using graphs (e.g. histograms, box plots), and describe data using mean, median, mode, and range.
- **Probability:** Model chance with experiments and calculations using Venn diagrams, two-way tables, and probability trees.

Specific concepts you will learn per term:

Term 1	Term 2
• Probability and Data • Simple interest and Compound interest • Linear and quadratic graphs • Change in parameters on graphs	• Indices, Scientific Notation and Significant figures • Linear Graphs and Coordinate Geometry • Modelling Rates and Ratios
Term 3	**Term 4**
• Algebra Skills (Simplifying, Expanding, Factorising) • Solving linear Equations • Quadratic Relationships	• Geometry and Constructions • Right-Angled Triangles (Pythagoras' Theorem and trigonometric ratios) • Measurement (surface area and volume)

Ways you'll learn	**How you'll show your learning**
• Each term there is a theme-based Visuals and digital tools (e.g. Desmos) • Hands-on activities, group work, class discussions • Real-world problems and modelling • Practice through checklists and worksheets task.	• Solving problems and explaining your thinking clearly. • Creating and interpreting graphs and data displays. • Accurately identifying and applying formulas. • Completing regular formative tasks and quizzes.
Assessment Areas:	**Future**
Each term there is a theme-based assessment task.	Year 9 forms a critical foundation for future study in mathematics, with a strong focus on problem-solving, reasoning, and the application of skills to real-world contexts. It prepares students for further mathematical learning in Year 10 and beyond, supporting success in a wide range of academic and vocational pathways.



Mathematics Enrichment Program

Students undertaking the Enrichment Mathematics program **will follow the same core subject selection guide as the mainstream Year 9 Mathematics course.**

In addition, they will engage in extension work designed to deepen their conceptual understanding and problem-solving skills.

This extension work includes topics such as:

Term 1	Term 2
• Compound interest and its applications • Representing and analysing data using box plots and scatter plots	• Working with fractional indices and surds • Exploring parallel and perpendicular lines in coordinate geometry
Term 3	**Term 4**
• Solving simultaneous linear equations • Factorising and sketching quadratic trinomials • Simplifying and solving problems involving algebraic fractions	• Applying Pythagoras' Theorem to solve three-dimensional problems • Using congruence to construct mathematical proofs • Developing algorithmic thinking through structured problem-solving tasks

The Enrichment program is ideal for students who are confident in mathematics and eager to explore more challenging content in preparation for Specialist Maths and Mathematical Methods in senior years.

Science

Year 9 Science

(Includes High Achievers Program HAP)

Description

Year 9 Science builds deeper understanding of the natural world through practical investigations and evidence-based learning. Students explore biology, chemistry, physics, and Earth science while developing skills in data analysis, scientific modelling, and critical thinking about real-world issues.

What you will learn

Students extend their science knowledge through four key strands:

Science Understanding:

Biological Sciences	• Learn how body systems (like the nervous and endocrine systems) work together to maintain balance (homeostasis). • Understand reproduction and how it helps species continue. • Explore evolution and how it supports the survival of species over time.
Chemical Sciences	• Discover the structure of atoms and how they're organised in the periodic table. • Investigate different types of chemical reactions and the energy involved in them. • Learn how chemical changes affect the world around us.
Earth and Space Sciences	• Study the science behind climate change and the carbon cycle. • Explore how space exploration has expanded our understanding of the universe. • Learn about the origins of the universe through the Big Bang theory.
Physical Sciences	• Understand how energy moves through waves (like sound or light). • Learn how energy is transferred in different situations. • Apply Newton's laws to explain how and why objects move.

Science as a Human Endeavour:	• Understand how science evolves through evidence and review. • Examine the links between science, technology, and society. • Explore how scientific information shapes decision-making.
Science Inquiry Skills:	• Develop questions and testable hypotheses. • Plan and conduct ethical, reproducible investigations. • Collect and analyse data to identify patterns. • Evaluate evidence and communicate findings clearly.

Assessment Tasks:

Each strand includes a major assessment task that allows students to apply their understanding through practical and creative applications of science:

Biological Sciences	**Task:** Scientific Investigation – Cardiovascular and Respiratory Changes during Physical Activity **Description:** Students investigate how physical activity affects the body's systems. Students collect data, apply scientific concepts, and evaluate physiological responses. **Assessment Format:** Practical investigation and scientific report.
Chemical Sciences	**Task:** Conservation of Mass **Description:** Students perform acid-base and precipitation reactions to investigate the Law of Conservation of Mass. Students will measure reactants and products, analyse results, and explain findings using scientific reasoning. **Assessment Format:** Practical investigation and written report.
Earth and Space Sciences	**Task:** Geological Features Model and Presentation **Description:** Students select a geological feature to research and m its formation over time. They present their findings and explain key processes and timescales. **Assessment Format:** Model construction, research draft, and class presentation **Description:** Students perform acid-base and precipitation reactions to investigate the Law of Conservation of Mass. Students will measure reactants and products, analyse results, and explain findings using scientific reasoning. **Assessment Format:** Practical investigation and written report.

Physical Sciences	**Task:** Heat Transfer and Electrical Circuits. **Description:** Students complete a two-part task. First, they respond to theory-based questions on heat transfer and electricity generation. Then, they construct and analyse series and parallel circuits in a hands-on investigation. **Assessment Format:** Written theory task and practical investigation.

Future School Pathways:
Year 9 Science provides essential skills and knowledge for VCE subjects such as Biology, Chemistry, Physics, Environmental Science, and Psychology, supporting future STEM pathways and informed citizenship.

Humanities including High Achievers Program HAP

Description:

In Year 9 Humanities, students examine the human-related systems and processes that have shaped the world. Through the Humanities, students investigate people's interconnections with society, groups and other individuals and with built and natural environments.

Four specific strands (topics) are covered in Year 9 Humanities, which consists of the following:

- Civics and Citizenship
- Geography
- History
- Business and Economics

What you'll learn	Assessment Areas:
Skills are learnt through four specific strands, which consists of the following: • **Civics –** Students investigate contemporary civics and citizenship issues; evaluating democratic institutions and systems; participating in civic processes; and communicating. • **Geography –** Students ask questions; using geographical methods; collecting, recording and representing information and data; using geospatial technologies and digital tools; interpreting and analysing data and information; evaluating and decision-making; proposing strategies or responses; and communicating conclusions. • **History –** Students develop and apply historical questions, identify and explain the features, content and context of historical sources, and evaluate the information about interpretations and perspectives they contain as evidence. They also analyse the short- and long-term factors that contributed to continuity and change • **Business and Economics –** Students develop and modify questions to investigate contemporary economic and business issues. They locate, select and analyse information and data from a range of sources for relevance and reliability.	• Inquiry tasks • Case studies and short answer questions • Source analysis tasks

Term 1 Year 9 Students will learn about Civics and Citizenships (Government, democracy, and the citizen)	**Term 2** In Term 2, Year 9 Students will learn about Geography (Biomes, Food Security & The Interconnected World)
Students will show their learning through various ways such as: • Class discussions • Collaborative work • Inquiry tasks • Creating posters, infographics and presentations • Written work	Students will show their learning through various ways such as: • Class discussions • Collaborative work • Inquiry tasks • Map making and interpretation • Constructing diagrams • Written work
Term 3 In Term 3, Year 9 Students will learn about History (World War One)	**Term 4** In Term 4, Year 9 Students will learn about Business and Economics (Understanding the global economy, strategies to manage financial risks, and the changing work environment)
Students will show their learning through various ways such as: • Class discussions • Collaborative work • Inquiry tasks • Source analysis • Timelines and infographics • Poster design • Written work	Students will show their learning through various ways such as: • Class discussions • Collaborative work • Inquiry tasks • Case studies • Market simulations • Business pitches • Written work

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
VM Work Related Skills	• VCE Accounting • VCE Business Management • VCE Economics • VCE Geography • VCE History • VCE Legal Studies

VCE VET Certificates
BSB20120 Certificate II in Workplace Skills BSB30120 Certificate III in Business

Health and Physical Education

Description:

Physical education and Health education are semester-based subjects where students engage in one semester of each subject. Students will study either PE Semester 1 and Health Semester 2, or vice versa – depending on their timetable.

In Year 9 Physical Education, you will cover areas including the roles and responsibilities of sport coaching, ethical considerations, minor and major games, and contemporary issues.

In Year 9 Health, you will explore topics such as drug and alcohol education, risk-taking behaviours, gender norms, identity, and discrimination.

What you'll learn	Assessment Areas:
In Physical education you will cultivate the confidence to design, conduct, and evaluate successful sporting sessions. Additionally, you will deepen your understanding of a diverse range of sports through active participation and effective game management. In Health education students attain comprehensive education on drugs, alcohol, relationships, identity, and community wellbeing, focusing on informed decision-making, risk assessment, and respectful behavior. It uses real-life scenarios, role-playing, and discussions to explore legal and illegal substances, consent, peer pressure, discrimination, and the emotional, social, and legal implications of risky behavior. Students are encouraged to build resilience, understand their rights and responsibilities, access support services, and critically evaluate influences such as media, cultural norms, and societal expectations.	**Physical Education:** 1. **Unit One: Sports coaching assessment –** Students design a lesson plan to teach a component of a coaching session to their peers and evaluate their performance based on feedback from their peers. 2. **Unit Two: Contemporary issues in sports assessment** 3. Students evaluate their understanding of contemporary issues in sport through research, practical participation, and evaluation. 4. Health Education 5. **Unit One: Drug Research –** Students research a chosen drug and describe the drug, its impact on health and wellbeing, statistics of its use and what support services are available. 6. **Unit Two: Identity and Gender –** Students present a poster on an identity or gender and discuss societal norms, how people are discriminated against based on gender and identity and its impact on an individual. Students also identify strategies to support minority groups and describe where people can go for help and support.

Unit One: Physical Education	**Unit Two: Physical Education**
• Sports Coaching • Three sessions with a minimum of one theory lesson • How you'll show your learning: Various exposure to different methods of coaching with associated theory sessions to accompany the practical sessions	• Specific concepts: Contemporary Issues in Sports • Ways you'll learn: Three sessions with a minimum of one theory lesson • How you'll show your learning: Various exposure to different types of major and minor sports with associated theory sessions to accompany the practical sessions.
Unit One: Health Education	**Unit Two: Health Education**
• Specific concepts: Risk Taking Behaviours • Ways you'll learn: Research, collaboration and explicit teaching to the impact of different drugs and alcohol on the body and strategies to support people including harm minimisation. Students will be learning about sexual health and develop an understanding of consent, safe sex, the law and where to go for support in relation to sexual health. Students will be learning about risks and identifying consequences for actions and ways to minimise risk in different situations. • How you'll show your learning: Posters, PowerPoints, research tasks and a booklet that has all content covered in the unit of work.	• Specific concepts: Identity and Gender • Ways you'll learn: Research, collaboration and explicit teaching about what identity is, the role of gender and the impact of this in how we identify ourselves in society. • How you'll show your learning: Posters, PowerPoints and a booklet that has all content covered in the unit of work.

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
	Year 11 Physical Education VCE Unit 1 & 2 Year 11 Health and Human Development VCE Unit 1 & 2 Year 12 Physical Education VCE Unit 3 & 4 Year 12 Health and Human Development VCE Unit 3 & 4

VCE VET Certificates
Year 11 VCE Vet Health Services (First Year) Year 11 VCE VET Sport and Recreation (First Year) Year 12 VCE Vet Health Services (Second Year) Year 12 VCE VET Sport and Recreation (Second Year)

FOUNTAIN GATE
SECONDARY COLLEGE

Guided Choice Subjects :

(Technology)

Digital Technology
Food Technology
Product Design
Systems Engineering

Guided Choice Subjects – Technology

Digital Technology

Description:

In Year 9 Digital Technologies, students tackle a range of real world problems using software development, 3D design and cybersecurity principles. They learn to break down challenges by defining functional and non-functional requirements. They outline what solutions need to do (functional) and how they should perform (non-function) – like speed, security, and user-friendliness. Here, students begin to think critically about user experience (UX) and design. They explore coding algorithms and how to evaluate different approaches. This year lays the groundwork for software development by introducing modular programs, where they build code in smaller, reusable sections.

- **Prerequisite:** None
- **Software & tools:** Adobe Suite, Spline.Design, TinkerCad, Code.org
- **Cross-curricular links:** Mathematics (logic & algorithms), English (technical writing), Design (prototyping & design process)

What you will learn:

- Hardware and Networks.
- Data visualisation.
- App development (Javascript).
- Cybersecurity and privacy measures.

Term 1:

- Adobe Photoshop and Design
- Adobe Dreamweaver and Web Development

Term 2:

- Code.org app development
- Cybersecurity & Network issues
- Spline.design 3D development

Assessment Areas:

1. T1 Business Design Workbook (Photoshop, Dreamweaver)
2. T2 Business App Development Workbook (Code.org, Spline, Cybersecurity)

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
	10 Digital Technology VCE Year 11 Applied Computing VCE Year 12 Software Development

VCE VET Certificates
ICT20120 Certificate II in Applied Digital Technologies ICT30120 Certificate III in Information Technology

Design Technology

Food Technology

Description:

- Year 9 Food Technology provides exploration of advanced cooking techniques and global flavours. Students' knife skills will be advanced in both knife safety and advanced food preparation methods, tackling tasks like ***julienning (fine slicing)*** vegetables and ***tempering (heat treatment process)*** chocolate. Students will delve deeper into culinary science and develop their understanding of how different ingredients react during cooking. This knowledge will empower students to experiment with innovative recipes and create dishes that are both delicious and visually appealing.
- This course also fosters a greater awareness of dietary needs and cultural influences on food. Students will explore the cuisines of different regions and become familiar with unique flavours and cooking styles. Through planning, teamwork, and presentations, they will develop communication and collaboration skills in the kitchen environment. After completing year 9 Food Technology students will have taken a significant step towards becoming a more independent and creative cooks, ready to take on new culinary challenges.

What you will learn:

- **Cooking Techniques:** Practice a variety of cooking methods and develop practical skills in the kitchen.
- **Nutrition:** Understand the fundamentals of nutrition and how to create balanced, healthy meals.
- **Food Safety:** Learn essential food safety and hygiene practices to ensure safe food preparation.
- **Meal Planning:** Gain skills in planning designing, preparing meals and evaluating it .

First Term:

- **Specific concepts covered this term:** food safety, personal cooking hygiene practices, a variety of cooking skills, design/development of recipes, and project design practices and principles.

Second Term:

- **Specific concepts covered this term: meal** planning, a variety of cooking skills analysis food trends and consumer preferences, combination/interaction of ingredients and menu planning/development.

Ways you'll learn : Working individually and in groups to review, evaluate, and modify recipes to create a variety of different dishes related to the themes of the lessons.

Term 1: **Concepts Include**	**Term 2:** **Concepts Include**
Students will explore a variety of different media to develop their understanding of, and produce written work addressing, the factors which influence cooking techniques and nutritional value of meals. Students will be introduced to, and practice, a variety of different culinary skills/techniques.	Students will explore a variety of different media to develop their understanding of, and produce written work addressing, the factors which influence food safety and meal planning. Students will further refine their culinary skills through practice in creation of a variety of different recipes.
Term 1: **How you'll show your learning this term**	**Term 2:** **How you'll show your learning this term**
Completion of theoretical course work, development of cooking skills and techniques, and the production of food items following recipes.	Completion of theoretical course work, development of cooking skills and techniques, and the production of food items following recipes.

Assessment Areas:

- **Assessment 1:** Pantry Staples Master Chef Challenge – demonstrate your culinary skills in the creation of a meal using common items found in many pantries.
- **Assessment 2:** Deconstructing a Big Mac – demonstrate your learning of nutrition and meal planning by examining common, and popular food items.

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
	VCE Food Studies

Design Technology

Product Design Technology

Description:

In Year 9 Product Design & Technology, students create designed solutions in response to an intended end user's needs or opportunities. In partaking in the design process, students consider the sustainability of their ideas, designed solutions and processes. They communicate and document their projects and work both independently and collaboratively during the production process and adjust plans when necessary. They select and use appropriate technologies skillfully and safely to produce quality designed solutions suitable for the intended purpose.

The course covers topics related to the use of woods, plastics and metals to the design and manufacture of a variety of products. Through theoretical study and practical projects, students gain skills in critical thinking, problem-solving, and collaboration. Additionally, students will gain practical experience in the use of a variety of different materials, tools and techniques.

What you will learn:

- Occupational Health and Safety as applied to specific tools and equipment used in the making of products.
- Application of Design based thinking for the development of products.
- Sustainable practices in the sourcing and use of materials.
- How to safely use a variety of hand tool and power tools
- The role of Computer Aided Design (CAD) in product design.
- The creation and interpretation of diagrams for the purpose of creating a product. This will include both concept drawings, drafting of technical diagrams.

First Term:

- **Specific concepts covered this term:** Health and Safety relating to the tools being used during this terms projects. Practical application of tools and techniques relating to woodwork, design-based thinking including idea generation, concepting, drafting and production of products. Sustainability as related to sourcing resources and using products.

- **Ways you'll learn these concepts include:** Students will design, create and evaluate products following design-based thinking principles. You will gain practical experience with tools and equipment related to woodwork. You will also complete a variety of theoretical exercises relating to occupational health and safety in the design and creation of products, and the safe use of woodwork tools/equipment.

- **How you'll show your learning this term:** working individually and in small groups to produce a portfolio of work relating to the design and manufacture of an individual woodwork-based project product. You will also complete a variety of different exercises to develop your skills in the use of tools, creation of diagrams and application of theory.

Second Term:

- **Specific concepts covered this term:** Health and Safety relating to the tools being used during this terms projects. Practical application of tools and techniques relating to Computer Aided Design (CAD), plastics and 3D manufacturing. Design based thinking including idea generation, concepting, drafting and production of products. Factors influencing the design and manufacturing of products using additive 3D manufacturing.

- **Ways you'll learn these concepts include:** Students will design, create and evaluate products following design-based thinking principles. You will gain practical experience with tools and equipment related to plastics and CAD manufacturing. You will also complete a variety of theoretical exercises relating to the sustainability of plastics as a material and the factors influencing additive manufacturing.

- **How you'll show your learning this term:** Working individually and in small groups to produce a portfolio of work relating to the design and manufacture of an individual CAD based project product, which incorporates a variety of materials. You will also complete a variety of different exercises to develop your skills in the use of tools, creation of diagrams and application of theory.

Assessment Areas:

- **Assessment 1:** Use of woodworking skills to produce a Habitat Box and assess the environmental impact of it manufacture.
- **Assessment 2:** Creation of a product using a variety of materials (wood, metals plastics, etc) to meet an identified need/opportunity, using Computer Aided Design (CAD).

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
Product Design Systems Engineering	

VCE VET Certificates
VET Engineering Studies VET Building and Construction VET Electrotechnology

Design Technology

Systems Engineering

Description:

- In Year 9 Systems Engineering, students learn and explore the entry-level Mechanical principles and Electronics concepts. They perform basic calculations and apply engineering concepts to create Engineering solutions using the VEX Robot kit, 3D Printing technology, and a Micro bit programming kit.
- The course covers topics in Mechanical and Electro-technological Systems. Students gain critical thinking, problem-solving, and collaboration skills through theoretical study and practical projects, preparing them for further Year 10 studies and VCE studies in engineering and technology.

What you will learn:

- Mechanical Advantage and Classical Simple Machines (Gears, Levers and Other Mechanisms)
- Interpretation and creation of Engineering diagrams and sketches
- Computer Aided Design (CAD) and 3D modelling/printing
- Elementary Electronics, including circuit design, electronic components and Ohm's law.
- Introduction of coding of electronic circuits (Micro bits platform)
- How to develop a project from initial design to testable prototype to a final evaluated design.

First Term:

- Specific concepts covered this term: Mechanical Advantage, Simple Machines, CAD and 3D printing
- Ways you'll learn these concepts include: Practical building, testing and evaluating a variety of classical machines, performing calculations, and utilising CAD software to design 3D models.
- How you'll show your learning this term: working individually and in small groups to produce testable models of simple machines using the VEX technology platform. You will also design and produce a variety of solutions to design challenges using both practical materials and digital platforms.

Second Term:

- **Specific concepts covered this term:** Fundamentals of electricity, electronic components, Ohm's Law, and coding of electronic devices (Micro bit platform)
- **Ways you'll learn these concepts include:** Performing calculations to explore the applications of Ohm's law, investigation of a variety of electronic components, coding of both physical and digital electronic circuits.
- **How you'll show your learning this term:** working individually and in small groups to produce testable models of electronic circuits (both physical circuits and digital simulations). You will also design and produce a variety of solutions to design challenges using both practical materials and digital platforms.

Assessment Areas:

- Assessment 1: Design and Production of a Gear Box using Computer Aided Design and 3D printing
- Assessment 2: Development of a coded solutions to a variety challenges using the Microbit platform

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE-VM Vocational Major VCE General:

VCE Systems Engineering

VCE Product Design

VCE Physics

VCE VET Certificates

VET Engineering Studies

VET Electrotechnology

VCE	
VCE-VM Vocational Major	**VCE General**

VCE VET Certificates

FOUNTAIN GATE
SECONDARY COLLEGE

Guided Choice Subjects :

(The Arts)

Art
Dance
Drama
Media
Music
Photography
Visual Communication Design

Guided Choice Subjects – The Arts

Art

Scope of Study:

In Year 9 Art, students will explore and experiment with various art materials, techniques, and processes. They will build practical skills across multiple art forms, including drawing, painting, collage, and mixed media. Students will investigate a range of artists and analyse artworks from diverse cultures and historical periods, with a focus on Aboriginal and Torres Strait Islander artists. Throughout the creative process, students will document their ideas, reflections, and artistic development in their Visual Arts Journal, supporting personal expression and the development of their own visual language and style.

What you will learn:

Students will build their understanding of how artists use the art elements and principles, along with various materials, techniques, and processes, to communicate ideas, meaning, and feelings in their artworks. With a specific focus on the Surrealist art movement, students will create inspired collages using magazines and mixed media techniques. They will also study the Archibald Prize, exploring portraiture through experimentation with materials such as black Indian ink, acrylic paints, masking fluid, and fine liners. In addition, students will explore Aboriginal and Torres Strait Islander art, learning about the significance of Indigenous symbols, stories, and traditions.

Assessment tasks:

CAT 1: Archibald Prize Portrait

- Observational drawing
- Mixed media portrait paintings
- Experimenting with materials, techniques and processes (ink, paint pens, watercolours, markers, acrylic paints, ink, coloured pencils)

CAT 2: Art Movements – Surrealism Collage

- Conceptual drawing
- Collage techniques (cut & paste, layering and photomontage)
- Sustainable 3D installations

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
	VCE Art Making and Exhibiting VCE Visual Communication Design VCE Media

Dance

Scope of Study:

In Year 9 Dance, students are introduced to a range of dance styles and begin building their understanding of style-specific techniques. They explore safe dance practices and develop research skills to investigate both safety and the wider dance industry. Students view and respond to works by local choreographers and begin engaging in the creative process of developing cohesive compositions. They apply movement creation processes, explore motifs, and use choreographic devices to structure their work, while also analysing form and intention. Please note, this subject includes both practical and theoretical components.

What you will learn:

How to use motifs, choreographic devices and form to create a dance work, as well as applying and analysing style specific dance techniques to a learnt work.

Assessment Areas:

CAT 1: Learnt Work and Performance

- Take part in practical workshops with professional choreographers and Industry arts
- Regular technique classes in two dance styles
- Learning and performing dance works.
- Working with the Australian Ballet over 5 weeks to create a dance work
- Attending and analysing live dance performances
- Strength and conditioning classes
- Safe Dance practices
- Perform a taught dance work

CAT 2: Choreographic Composition

- Developing choreographic techniques
- Working collaboratively on a dance work
- Taking part in the creation of dance design (costume, lighting and make up)
- Taking part in a live performance

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
	VCE VET Dance VCE Dance

Drama

Scope of Study:

In Year 9 Drama students are introduced to a performance style and the conventions which tie into that style. Students focus on expressive skills and explore the playmaking process by devising a group and solo or duo performance. This unit also works on the methods behind analysing students work and the works of professional drama performers. Please note that this unit has both practical and theoretical components.

What you will learn:

- Performance Styles including Epic theatre
- Expressive Skills
- Transformation of Character
- Use of Dramatic Elements and theatrical Conventions
- Rehearsal and Refinement and team work and collaboration.

Assessment tasks:

- CAT 1: Devising Ensemble- This creative and **performance** task will explore an aspect of theme as well as communicate an argument to an audience.

- CAT 2: Devising Mono or Duologues - This creative and performance task will explore a monologue, or a duologue based on 'The Hero's Journey'.

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
	VCE Drama

Media

Scope of Study:

In Year 9 Media, students use the media production process to create print and film-based media focusing on specific genres. Students will learn how to create short films by gaining an understanding of the codes and conventions and desired audience. They will work through the pre-production stages such as research, script writing and storyboarding.

What you will learn:

Students will learn about post-production when using Premiere Pro to edit their footage and Adobe Photoshop to edit their print media. Students also discuss, analyse, interpret, and evaluate both print and film-based media.

What you will do

- Learn how to edit
- Learn how to use green screen
- Learn how to make digital content
- Make a short film
- Learn how to animate
- Create a comic or magazine of your choice
- Use a variety of industry level equipment such as cameras, tripods, audio microphones and editing software.

Assessment tasks:

- CAT 1: Breaking News/Short Film
- CAT 2: Print Media

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
	VCE Media

Music

Scope of Study:

Year 9 Music allows students to explore the origins of music and develop their own contemporary style through independent inquiry and practical tasks. Students rehearse and perform music both in groups and independently, while deepening their understanding of modern music genres and how they have evolved. They apply this knowledge to refine their practical and digital music skills, composing and presenting original works. The subject introduces students to current music industry practices, providing insight into the roles of musicians, producers, and sound engineers. Assessment tasks include song analysis, performance, composition and recording and mixing demos.

What you will learn:

Students examine the origins of music and discover their own contemporary style in this independent inquiry setting. They perform music in groups as well as in a solo environment. This subject will encourage you to learn about the evolution of modern styles and then to use this knowledge to refine your practical and digital music skills by creating and presenting your own works.

- Students examine the historical development of melody, harmony and rhythm.
- Inks between world music and modern-day genres.
- Refine your reading and writing skills for sheet music, tabs, and lead sheets.
- How to compose a drumbeat.
- How to selected and position and use Microphones, amps, mixing desks and audio interfaces.
- Lean/advance your instrumental skills

Assessment tasks:

CAT 1: Stylistically Inspired Performance

- Music reading skills
- Instrumental techniques
- Examination of genre

CAT 2: Original Music Creation/Recording (using a Digital Audio Workstation)

- Application of instrumental skills
- Harmonic and melodic design
- PA equipment management
- Recording and mixing tacks

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
	VCE Music VCE VET Music

Photography

Scope of Study:

In the Year 9 Photography course, students engage in two fundamental units: 'Elements and Principles' and 'Composition'. Students take a variety of photographs exploring composition guidelines used by photographers to enhance their images. By studying these guidelines along with the elements and principles of art, students gain knowledge and understanding of how to improve their photographic compositions, resulting in well-structured and accomplished photographs. They also learn to explore the dial modes on DSLR cameras to take artistic control over their images. Photoshop is utilised for post-processing their digital images. Students are exposed to a wide range of photographers and respond to their artworks through visual analysis.

What you will learn:

Students will learn to control Depth of Field using Aperture Priority, capture movement with Shutter Priority, and create ghostly images using long exposure techniques. They will also explore composition guidelines like Sub Framing, simplifying backgrounds, isolating subjects, and the Rule of Thirds to enhance their photographs. Additionally, students will experiment with various lighting techniques to understand how light affects the mood and quality of their images. The course will also cover post- processing techniques in Photoshop, allowing students to refine their photos, correct imperfections, and apply creative effects to achieve professional results.

Assessment tasks:

CAT 1: Elements and Principles

Photoshoots include:

- Camera Skills AUTO
- Camera Skills AV Mode
- Camera Skills TV Mode
- Ghost Photography (Slow Shutter Speed)
- Elements and Principles Scavenger Hunt
- Flat lay lettering design

CAT 2: Photography Composition

Photoshoots include:

- Frame -within-a-frame
- Isolate the subject
- Rule of thirds
- Forced Perspective
- Hard and soft light
- Still life

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
	VCE Art Making and Exhibiting VCE Visual Communication Design VCE Media

Visual Communication Design

Scope of Study:

In Year 9 Visual Communication Design, students will explore media, methods, and materials to create visual communications across the four fields of design practice: Messages, Objects, Environments, and Interactive Experiences. Students will respond to a design brief and apply the design process to develop original concepts that meet a client's needs. They will build skills in drawing, digital design, and layout, while learning how to visually communicate ideas effectively using design elements and principles.

What you will learn:

Students learn and develop manual, technical and digital drawing methods using a wide variety of media such as graphite, graphic markers, water colours, fine liners and the Adobe Suite (Illustrator). Throughout the design process students will improve their visual literacy skills while analysing a range of contemporary designers.

Assessment tasks:

1. CAT 1: Promotional Design

- Observation, technical and presentation drawings
- Zine Design
- Product Design – three-dimensional shop front, poster and package design

2. CAT 2: Environmental Design

- Observation and technical drawings
- Presentation with graphic markers and watercolour paints and inks
- Landscape Designs – watercolour and coloured pencil rendering

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
	VCE Visual Communication & Design (VCD)

FOUNTAIN GATE
SECONDARY COLLEGE

Free Choice (Electives)

Auslan

Rugby Academy

Guided Choice Subjects – Auslan

Duration: One Semester
Level: Level 3 (Continuing)
In Year 9 Auslan, students will build on the skills developed in Year 7 and 8 (Levels 1 and 2). This course focuses on expanding your ability to understand and express more complex ideas using Auslan. You'll take part in more meaningful conversations, ask and respond to questions, and learn how to translate between spoken English and Auslan.

What You'll Learn:

- **Transport signs**
- **Food signs** – including breakfast, junk food, restaurants, and picnics
- **Around the House**
- **School-related signs**
- **Nature** – focusing on birds
- **Holiday signs** – planning, camping, and activities
- **Conversational skills** – developing fluency and confidence

Assessment Task:

- **Translation and Presentation Project**

Future Pathways:

- **VCE Auslan** – available in senior years

This subject is ideal for students who enjoy languages, want to improve communication skills, or are considering pathways in interpreting, teaching, or community services.

Guided Choice Subjects – Rugby Academy

Description:

The Rugby Academy is select entry upon application and interview for year 9, 10 and 11 students. Students improve overall fitness, strength and rugby skills. Students must be maintaining a high level of academic and behavioural standards at the school.

Rugby Academy students have Rugby trainings scheduled into their weekly timetables, where they participate in sessions aimed at developing their overall rugby skills, player values and athletic performance.

What you will learn:
Within Year 9 Rugby you will participate in trainings aimed at improving overall knowledge and specific skills of rugby's various formats, including union, league and touch rugby.
An emphasis is put on developing athletic and physical qualities that are important for rugby players, including strength, aerobic power, speed and agility.
Students receive guidance around sports nutrition, strength and conditioning training methods with accredited S&C staff and will have the opportunity to represent Fountain Gate SC in regional and state rugby competitions.

Term 1:
Rugby specific trainings, strength and conditioning, fitness testing.

Term 2:
Continuation of rugby specific trainings, strength and conditioning. Opportunity to represent Fountain Gate Secondary College in interschool rugby events.

Term 3:
Continuation of rugby specific trainings, strength and conditioning. Opportunity to represent Fountain Gate Secondary College in interschool rugby events.

Term 4:
Nutrition in sport, recovery, injury prevention. Participating in classroom and gym sessions learning about youth athlete development. Fitness testing.

Assessment Areas:

1. Assessment of Fitness Components relevant to rugby
2. Athlete Development Program

Future School Pathways:

This leads to the following VCE-VM (Vocational Major) or VCE General pathways:

VCE	
VCE-VM Vocational Major	**VCE General**
	VCE Health and Human Development VCE Physical Education VCE VET Sport & Recreation (Rugby)

FOUNTAIN GATE
SECONDARY COLLEGE

RESPECT • RESPONSIBILITY • ENDEAVOUR • HONESTY