



Belmont High School

Year 9 SEALP

SUBJECT SELECTION
2025

Guidelines and Subject Descriptions

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Belmont High School

– a centre for learning, excellence and performance –

Our Mission

At Belmont High School, our overriding purpose is to provide an environment that nurtures the wellbeing of all students, and provides successfully for their ongoing learning and variety of academic needs. Our innovative and extensive co-curricular programs challenge and engage all students. Our technology facilities and commitment to students ensures learning environments where students are well equipped for the challenges of the 21st century.

Our motto, “Strive for the Highest”, underpins our approach to working with young people.

Belmont High School is committed to providing appropriate educational opportunities for our academically gifted students through the specifically designed program known as SEAL (Select Entry Accelerated Learning).

This program complies with the guidelines that were established for SEAL schools, and BHS continues to be a member of The Academy of Accredited SEAL Schools (TAASS).

BHS teachers receive professional development in the education of gifted and talented students and, they work continuously to refine and improve their programs and skills.

Rationale

- The program is directed to students who are capable of outstanding academic achievement.
- Research evidence and experience suggests that it is difficult to provide adequate extension and enrichment in the regular classroom.
- The program provides enrichment and extension material involving higher cognitive processes such as generalising, comprehending, dealing with abstractions and recognising relationships & patterns.
- A greater emphasis is placed on learning methods involving independent learning and wide research.

Structure of the program

We have specifically designed this program to run for the full six years of secondary schooling for our students. In very rare cases, a student may have the option of completing their six years of schooling in five years.

Note: Continued good academic performance is necessary for students to remain in the program. The school reserves the right to place students in more appropriate settings if academic performance in the program is not satisfactory.

ASSESSMENT AND REPORTING

Assessment for the Victorian Curriculum Standards requires a mix of summative assessment of learning to determine what the student has achieved, formative assessment to inform the next stage of learning that will occur, and ongoing assessment that focuses on teacher feedback alongside student reflection and self-assessment.

It is a constructive process which looks back as needed to make judgments about progress, but is primarily designed to help the student learn more effectively and the teacher to contribute to student learning. It provides students with an opportunity to display the knowledge, skills, understanding and attitudes they have developed and motivates them by recognising what they have accomplished. When it then is shared between teachers, assessment also contributes to better understanding of each student's development over time, and how best to ensure they will improve.

Seen in this way, assessment is not an end in itself, but rather a means of educational improvement.

RATIONALE BEHIND STRIVE DEVELOPMENT

The STRIVE program focuses on providing students with Life Long Skills. Both Mainstream and SEALP year 9 students participate in this subject. It aims to develop independent thinkers who will be able to use formal methods of inquiry and apply their learning to the outside world. Activities such as the camp and community service will be crucial contributors to this growth. STRIVE provides students with the foundation to make a seamless transition through later years whilst promoting a genuine sense of community.

Aims

STRIVE aims to:

- Take learning beyond the classroom.
- Give students the opportunity to develop and explore their own interests and passions.
- Provide students with life-long skills
- Enrich student welfare and self-esteem via enhanced pastoral care.
- Promote students to become better citizens.
- Extend their capacity of thinking skills to be more critical, competent and creative.
- Encourage students towards a greater sense of responsibility and the ability to manage themselves in relating to others.
- Provide a foundation for Years 10, 11 & 12
- Through participation in a Career Education program students will consider where their strengths and abilities lie. The students take part in activities that will assist to make decisions about future pathways to a career, make the transition to Year Ten and gain knowledge about the world of work and employment opportunities. Activities include: excursions to tertiary institutions, guest speakers, and mock interviews with Belmont Rotary and the Morrisby Career Interviews. Parent participation in the pathway planning process is important. We conduct parent information evenings in Term 3. Interviews are conducted with House Leaders to discuss Year Ten/VCE subject selections and individual interviews are encouraged with the school's careers counsellor, Mr Nick Masters.

Year 9 SEALP Subject Structure

Year 9 SEALP students will undertake a mix of Core Year 9 SEALP subjects and Year 10 Electives

Core Subjects:

- English
- Mathematics
- Science
- Humanities
- Italian/Indonesian
- HAPE
- Strive

Year 10 Electives:

- 2x Yr 10 Electives (*refer to the Yr 10 Handbook on the BHS website – Curriculum/handbooks for the Year 10 Elective descriptions*)

Year 9 Electives

- 1x Yr 9 Electives (*refer to the Yr 9 Handbook on the BHS website – Curriculum/handbooks for the Year 10 Elective descriptions*)

9 SEALP Subjects Descriptions

9 ENGLISH

Number of Semesters: Two

Periods/Fortnight: 10 periods

Course Aims

- Students will study and respond critically to texts created for a wide range of purposes and audiences.
- Students will read classic, contemporary and popular literary texts, media and multimedia texts and develop more critical and analytic ways of reading and responding to them. Students will use vocabulary to talk explicitly about the style and tone of a text. Students will analyse how different texts are likely to be interpreted by different groups, and why.
- Students will be able to speak in a variety of formal and informal situations, exploring different perspectives on complex ideas and issues. They will make informed judgments about the most effective way to engage an audience. They will listen critically and examine the subtle ways in which spoken language influences audiences.

Course Content

Students study a number of print and non-print texts. They focus on set texts. Responses will require students to look at issues and themes raised in these texts. Each student will keep their work in a well-organized workbook.

Students will develop their skills in a range of writing styles and strategies using samples, discussion, drafting and work-shopping. They will be taught the elements of written English appropriate to this level and will review basic skills as required. Year 10 students are expected to be aware of the need for precision in their work and be able to achieve error-free writing as a result of the drafting and editing process.

Speaking and listening skills will be components of many activities involving texts and writing. They will also be developed as a set of skills essential to effective participation in work and the community.

These activities reflect the requirements of the Australian Curriculum Standards and will develop skills essential for VCE studies.

Assessment

Assessment of student performance is carried out over many different types of tasks at frequent intervals. Assessment may be by short answer activities, detailed written responses, oral responses, teacher observation, self-assessment, group work, peer assessment or projects.

CONTACT PERSON: MS MANN

MATHEMATICS

Number of Semesters: Two

Periods/Fortnight: 10 periods

Course Aims

This unit is designed for SEALP students intending to undertake Year 10 Mathematical Methods or Year 10 General Maths in the following year.

Course Content

- **LINEAR ALGEBRA AND GRAPHS:** Linear and Literal Equations, Transposition and Substitution in Formulae, Linear Inequations, Linear Graphs, Simultaneous Linear Equations
- **GEOMETRY:** Circle Geometry, Similar Triangles and Congruence
- **TRIGONOMETRY:** Trigonometric Ratios, Applications to Right Angled Triangles, Elevation and Depression, Bearings, 3D Applications, Unit Circle Properties and Relations, Radian Measure, Pythagorean Identity.
- **EXPONENTIALS AND LOGARITHMS:** Index Laws, Negative Powers, Fractional Powers and Surds, Index Equations, Exponential Functions and Graphs, Logarithmic Form and Laws, Log Equations
- **QUADRATIC EQUATIONS AND GRAPHS:**
Solution of Quadratic Equations by Factorisation and Formula, Applications
Sketching Quadratic Graphs using Transformations, finding Intercepts and Turning Points.

Assessment

Skills practice and standard applications will be assessed by topic tests and/or summary sheets and/or assignments. Projects, problem solving or modelling tasks will assess mathematical skills in unfamiliar situations. Assessment will be completed in class.

Students will need a Scientific Calculator for this class. This is retained from previous years.

SCIENCE

Number of Semesters: Two

Periods/Fortnight: 8 periods

In their third year SEALP students study science for 10 periods per fortnight. The course content is predominantly at a Year Ten level. Skills are developed to prepare students for VCE Sciences.

The main topics are-

- Power to the people- covering Climate Science and energy sources.
- Genetics and Evolution- Inheritance and adaptations.
- Rockets in Motion- The Physics of movement.
- Nanotechnology- developments in materials science.

CONTACT PERSON: MR ROD STOTT

HUMANITIES

Number of Semesters: Two

Periods/Fortnight: 6 periods

Students investigate how the Australian economy is performing and the way economic performance is measured. Students explore the concept of supply and demand and how this impacts price and study the roles and responsibilities of participants in the Australian economy. Lastly, students consider the performance of the Australian economy and how this might be measured in different ways and impacted by global events.

In the unit, 'Geographies of Interconnections' students focus on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections change global environments. Students investigate environmental change in Australia and around the world. They examine the causes and consequences of climate change and investigate the impact of this on a local, national and global scale. Students also focus on investigating global, national and local differences in human wellbeing between places. Students finish the unit exploring the relationship between economic performance and living standards as well as the reasons why these differ across regions within and between economies.

In Semester Two students study the subject of History. Students investigate significance and consequences of this event and how Australian society was affected by significant global events and changes at this time. Students look at both World Wars and conflicts that have occurred in the last half of the twentieth century.

CONTACT PERSON: MS AMIE REUSCH

PHYSICAL EDUCATION

Number of Semesters: Two

Periods/Fortnight: 5 periods

All students study Physical Education as a core subject in Year 9.

The course is structured using the Victorian Curriculum as a guide for learning and assessment activities.

Course Content

Students will participate in four different Term based Units per semester;

- Term 1. **Personal Trainer** - Students design, implement & evaluate personalised plans for improving or maintaining their own and others' physical activity & fitness levels.
- Term 2. **Pass and move** – Students develop, implement & evaluate movement concepts & strategies involved in invasion sports and game.
- Term 3. **Balance and movement** – Students evaluate their own and others' movement compositions and provide and apply feedback in order to enhance performance situations; Gymnastics/ Dance
- Term 4. **Serve it up** – Students transfer their understanding from previous movement experiences to create solutions to movement challenges within Striking, Fielding and Net Games.

Some activities will be run in the local Geelong community and will involve a cost for transport and admission to use the facilities, for example, Table Tennis, AeroSport Centre for Gymnastics.

Assessment

- **Practical** – Students are required to participate in all practical sessions; strategic planning, coaching cooperation, skills fitness & safety.
- **Theory** – theory classes will be **held regularly** throughout the semester to support the practical sessions. For example some activities may include; PowerPoint presentation, brochures, laboratory reports, and other forms of formative worksheets.

Guest speakers may also be engaged to instruct the students in class time.

INDONESIAN

Course Aims

In Year 9 SEALP Languages, the students are working towards completing units which focus on the communicative approach, using a range of texts. At the end of Year 9 SEALP Language, the students communicate fluently both orally and in writing in all the topics explored during the course of the year. The students will also be familiar with the grammatical patterns which are part of the language and they will need to apply these consistently while communicating.

Students consider the connections between language and culture, and make comparisons with their own language and culture.

Course Content

In Year 9 SEALP Indonesian students will study the language and culture around the following topics: Sports and Hobbies, Weather and the Environment, and Travelling in Indonesia, Ceremonies and Celebrations, Exchange programs, Health, and Village /City life. Students are provided with opportunities for both prepared and spontaneous language use in the target language. Skills in Speaking and Listening, Reading and Writing are all designed to make connections between language and culture.

Year 9 SEALP topics:

- Olahraga dan Hiburan (Sport and Entertainment)
- Cuaca dan Lingkungan (Weather and the Environment)
- Berlibur di Indonesia (Travel in Indonesia)
- Perayaan dan Upacara (Celebrations and Ceremonies)
- Pertukaran Siswa (Exchange Students)
- Semoga Cepat Sembuh (Get Well Soon)
- Desa dan Kota (Villages and Cities)

Assessments include:

- Group and activity participation
- Peer and teacher assessment
- Common Formative Assessments
- Common Assessment Tasks

Contact Person:

Ms L. Purdy

ITALIAN

Italian: Compulsory

Duration: Full Year Course

Periods per fortnight: 6 periods

Course Aims

Based on the Victorian Curriculum, the students complete units of work where they practise and produce grammatical structures and patterns based on the four modes of speaking and listening, reading and writing through a variety of texts-types. At the end of Year 9, the students will have completed their last Year 9 topic (Term 1) and three Year 10 topics. The students will need to demonstrate consistent ability in applying skills and knowledge of content for effective communication.

Course Content

Students' vocabulary and grammar usage increases as they experiment with different forms of communication. They learn to construct more extended texts such as use connecting words like 'firstly' (*prima*) 'then' (*poi*) 'lastly' (*infine*). They use the present perfect, imperfect and future tenses, the conditional tense, as well as the possessive, reflexive, demonstrative and relative pronoun forms. They extend their use of language structures, which include the use of verbs (irregular and reflexive) and increase their range of adjectives and adverbs, comparatives and superlatives.

The students continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in Italian. They further develop and experiment with pronunciation, intonation and supporting gestures to convey emotions or create emphasis in texts.

Students use Italian to interact and communicate in order to access, exchange and present information as well as express feelings and opinions. They learn to create imaginative and creative experiences as well as interpret, analyse and create a range of texts and experiences. They use Italian more fluently and monitor their accuracy and use against their knowledge of grammar. They explore intercultural experiences more deliberately, noting the influence of technology, media and globalisation on language use and communication.

Assessment

The students will be given CFAs as well as CATs, during and at the end of each term.

Contact Person:

Ms A GREGORY

STRIVE

Number of Semesters: One

Periods/Fortnight: 5 periods

Strive is an innovative subject developed specifically to meet the needs of Year 9 students. It focuses on developing independent thinkers and provides them with essential Life Long Skills. Learning themes include: Term 1 – Strive into your future; Term 2 – Strive into Pathways; Term 3 – Strive into the Community; Term 4 – Strive onwards. Ultimately, students engage in various activities, workshops and motivational guest speakers throughout the year to enhance their community engagement, develop career pathways; further develop positive social skills, increase student engagement and mapping of individual pathways.

The subject takes learning beyond the classroom and gives students the opportunity to develop and explore their own interests and passions. Strive provides the foundation for students to become better citizens, to develop a greater sense of responsibility and the ability for greater self management.

CONTACT PERSON: MS WOODHART

Year 9 Electives

5ppf Art/Technology Electives

Preference Number	Subject	Preference Number	Subject
	Visual Communication		Drama (semester only)
	Painting and Drawing		Drama (whole year)
	Living in a Digital World		Systems
	Games Programming		Metal
	Music		Wood
	Guitar		Food
	Art		Fibre
	Ceramics		Barwon Valley Volunteer Program
	Science – Inquiry Lab		

Year 10 Electives

Subject (10PPF)	
2D ART YR 10	FORENSIC SCIENCE YR 10
3D ART YR 10	GEOGRAPHY YR 10
ACCOUNTING AND BUSINESS YR 10	HEALTH AND HUMAN DEVELOPMENT YR 10
BIOLOGY YR 10	HISTORY YR 10
BUILT ENVIRONMENT YR 10	INDONESIAN YR 10
CERAMICS YR 10	LEGAL STUDIES YR 10
CHEMISTRY YR 10	JEWELLERY DESIGN YR 10
COMPUTER SOFTWARE DESIGN YR 10	MEDIA STUDIES YR 10
DIGITAL PHOTOGRAPHY YR 10	METALWORK YR 10
DRAMA YR 10	MUSIC PERFORMANCE YR 10
ENGLISH LANGUAGE YR 10	PHYSICS YR 10
ENGLISH LITERATURE YR 10	PSYCHOLOGY YR 10
ENVIRONMENTAL AND MARINE STUDIES YR 10	ROCK GUITAR YR 10
EXERCISE SCIENCE AND FIRST AID YR 10	SPORT, FITNESS AND MOVEMENT YR 10
FIBRE YR 10	SYSTEMS YR 10
FOOD - TASTES OF THE WORLD YR 10	VISUAL COMMUNICATIONS YR 10
FOOD FOR ALL OCCASIONS YR 10	WEB AND APPLICATIONS YR 10
	WOOD YR 10

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