Guide to Courses
Year 9 2015
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## SUMMARY

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July 25
Year Level Subject Selection Assembly

July 30
Online Subject Selection Opens

August 14
Online Subject Selection Closes

NB: Completion and submission of subject selection forms does not imply satisfactory completion of Year 8 and promotion to Year 9.
The Curriculum Program at Year 9 is delivered via a combination of core and elective units. The core units undertaken by all students are delivered in homeroom groupings. Student well being is a major priority and thus enhancing student ‘connectedness’ within our community is important. By enhancing the sense of belonging through improving quality relationships (student to student and student to teacher and teacher to parent) we will build upon each student’s sense of worth and thus impact upon student engagement in their learning. We also desire for every student to feel valued, affirmed and respected and above all feel safe within their school environment.

Each core subject will deliver the same learning STANDARDS to all students in the key learning areas of English, Mathematics, Science and Humanities based on the new AusVels and Religious Education, and Sport based on the Victorian Essential Learning Standards (Vels).

Students will also study six semester elective units in Year 9. The choices will be made from two different groupings, identified as Group A and Group B.

**Group A** electives enable students to choose a total of four semester units in Year 9 from the following Learning Areas: The Arts (Visual or Performing), Health & Physical Education, Technology, Science and English—each unit will be delivered over six periods per 10 day cycle for one semester.

**Group B** electives enable students to choose a further two units from a broad range of subjects that will enable consolidation or enhancement in the areas of student interest or need. Each unit will be delivered over eight periods per 10-day cycle for one semester.
Curriculum Program

In Year 9, the Health and Physical Education unit ‘Youth Health’ is compulsory. This unit was developed in conjunction with the Victorian State Government’s ‘Turning the Tide’ initiative, which focused on providing important information to students in the areas of drug education and harm minimisation. It is a very significant curriculum program for adolescent students and thus will be delivered to all Year 9 students. Undertaking this study will meet the minimum Health and Physical Education Learning Area requirement.

Within the elective options, prerequisites are minimal to enable students greater freedom of choice. Every effort will be made to meet students’ preferred choices. Please note, however, that specialist rooms are limited with a maximum number of units able to operate at one time. It is also required that a sufficient number of students select a unit before it will operate. Please note that some Elective Units will incur an additional levy charge.

Special Provision
Students will be considered eligible for Special Provision if their work is adversely affected due to serious illness or factors relating to personal environment. Some students may also complete other tasks if circumstances warrant. Parents are encouraged to contact the Well-being Coordinator and/or Learning Coordinator if their child is experiencing difficulties at school or in the home environment.

Promotion
There is an expectation that all students will satisfactorily meet the learning standards of every unit of study. Subject teachers and/or homeroom teachers with specific concerns about the readiness of a student to progress to Year 10, either academic and/or social, will raise these issues with the Well-being Co-ordinator or Learning Co-ordinator. Parent consultation will follow.

A student promotion review will automatically occur when a student achieves less than the expected standard in five or more units over the academic year. Special consideration may apply.
PLAY PROGRAM

Gifted and talented are terms that are often loosely used to describe enrichment programs. Stemming from the Learning section of the School Improvement Framework, our aim is to address all of these aspects through an accelerated program that commenced in 2013. Students who are highly able in a specific field of study or across several learning areas will be invited to participate.

The Personalised Learning Accelerated Years (PLAY) program will cater for students in years 7 to 9 and provide a seamless link to our Barak pathways model introduced last year to enable students in years 10 -12 access greater options to study VCE and VET accelerated units. The program draws upon best practice research as well as local data and utilises 3 key strategies.

The first strategy of the PLAY program will address in class extension, tiered assessment, online units and blended co-teaching. Pedagogy plays a critical role in 21st Century education. What we do in and out of the classroom is critical for engaging and challenging learners. The new AusVELS complements such provision. Our new Learning spaces, ICT and refurbishments are also significant to this vision.

The second strategy we are also exploring is pre testing of core units and withdrawal periods for students to undertake subject based extension tutorials plus philosophy tutorials to utilise higher order thinking skills and critical analysis.

The final strategy in the trilogy is the development of faculty based co-curricular clubs and mapping these to learning outcomes.

The acronym is deliberate as students in years 7 to 9 should enjoy what they do and be challenged at their own level through PLAY. This is an exciting learning initiative at the college and we welcome any further input into the program.
## Homework and Study

The College expects students at the Year 9 level to complete on average a minimum of five hours of homework per week.

The College Planner App is to be used daily to record all homework tasks. A schedule of homework times should be developed for each day, taking into consideration family and sporting commitments. Homework could involve completing tasks not completed in class or designated assignment tasks. Study involves reviewing notes for increased depth of knowledge and consolidation, preparation for topics tests and examinations and in particular wider reading.

It is also recommended that an appropriate study environment be created with all necessary requirements such as pens, paper, ruler and calculator close at hand.

## IMPORTANT

Subject Selection is to be completed Online and **one printed** copy of the **Subject Selection Confirmation Sheet** is to be returned to your Homeroom Teacher.
ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Folio work
- Research tasks
- Tests
- Scriptural analysis
- Presentations
- Group work
- Semester Examinations

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

RELIGIOUS EDUCATION

All Year 9 students will undertake the following subjects for the full academic year.

The Year 9 Religious Education program is designed to assist students in developing their knowledge of beliefs and practices of the Catholic Christian tradition. The approach to each topic reflects the key principles that underpin the Melbourne Archdiocesan Religious Education Framework, *Coming to Know, Worship and Love*. The Archdiocesan textbook, *To Know, Worship and Love*, supports the Religious Education Curriculum at Year 7 - 10.

Students will study:

**SEMESTER 1**  
Hope and Healing; Prophets of Justice; and Catch the Wave ‘CYSMA’ Program

**LEARNING STANDARDS**

- Explore the challenges that loss and grief pose in our lives through reflection on the Christian messages of hope and healing.
- Recognise the images in society which highlight the contrast between good and evil.
- Explore biblical prophecy in particular the life and message of Amos.
- Research a modern day prophet and relate their message to justice issues in today’s world.
- Describe the key Church teachings found in the Nicene Creed.
- Explore the relevance of Jesus for young people today.
- Explore discipleship for young people in a contemporary context and devising Youth ministry experience.

**SEMESTER 2**  
Mary, the First Disciple; Personhood; and Catholic Church in Australia

**LEARNING STANDARDS**

- Explore how Mary witnessed a life of discipleship in her time and today
- Explore the development of the Catholic Church in Australia.
- Explore the Church’s teaching on the dignity of the human person.
ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Response to Literature
- Writing
- Speaking and Listening
- Semester Examinations

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

ENGLISH

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students engage with a variety of texts; interpreting, creating, evaluating, discussing and performing. These include various types of media texts, including newspapers, film and digital texts, fiction, nonfiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Year 9 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics.

Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.
ASSESSMENT

There will be a variety of tasks undertaken from the following:

- Research Task
- Essay
- Document Analysis
- Analysis of Historical Data
- Collage, Poster OR Powerpoint
- Semester Examinations

A focus of the tasks will be on locating resources, using primary and secondary sources as evidence, analysis of historical data, evaluate sources and using a variety of methods to present information.

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

HUMANITIES - History

SEMESTER 1

The course provides a study of the history of the making of the modern world from 1750 to 1918. It examines industrialisation; rapid change in the ways people lived, worked and thought. It also looks at the era in relation to ideologies such as nationalism and imperialism, and the colonisation of Australia as part of the expansion of European power. The final study focuses on World War I 1914-1918, the ‘war to end all wars’. The course will provide opportunities for students to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

LEARNING STANDARDS

- Overview – Making of the modern World from 1750 – 1918
- Depth Study 1 – The Industrial Revolution
- Depth Study 2 – Australia and Asia (making a nation)
- Depth Study 3 – World War 1

ACHIEVEMENT STANDARDS

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Identify and select different kinds of questions about the past to inform historical inquiry
- Evaluate and enhance these questions
- Identify and locate relevant sources, using ICT and other methods
- Identify the origin, purpose and context of primary and secondary sources
- Process and synthesise information from a range of sources for use as evidence in an historical argument
- Evaluate the reliability and usefulness of primary and secondary sources
- Identify and analyse the perspectives of people from the past
- Identify and analyse different historical interpretations (including their own)
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced
- Select and use a range of communication forms (oral, graphic, written) and digital technologies
ASSESSMENT

There will be a variety of tasks undertaken from the following:
- Topic Tests
- Information Report
- Case Studies
- Research Tasks
- Internet activities
- Semester Examination

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

HUMANITIES—Economics

SEMESTER 2

Economy & Society: The students will investigate civics and citizenship education through learning about Australia’s political and legal systems and their importance to the democratic process. The students will also examine how the economy works and how government policy can affect our economy.

LEARNING STANDARDS
- Describe the origins and nature of Australia’s federal political system.
- Describe the election processes in Australia and how to vote.
- Describe the roles and responsibilities of courts at state and federal levels.
- Evaluate a change in the law.
- Explain how citizens influence government policy.
- Analyse how democratic values are reflected in aspects of Australia’s political system.
- Describe how market, government policies, enterprise innovation affect the economy, society, and environment in terms of employment, economic growth, use of resources, exports, and ecological sustainability.
- Analyse how goods and services are produced and how market works.
- Predict the effect on prices of surplus and shortage and impacts on consumers and producers.
ASSESSMENT

Assessment will be based on the completion of a variety of tasks including:

- Workbook Activities
- Homework Tasks
- Problem Solving and Reasoning Activities
- Topic Tests
- Semester Examinations

Contributions to class discussions and completion of class work will also be considered.

CORE CURRICULUM

MATHEMATICS

Year 9 Mathematics builds on the mathematical skills and practice undertaken in Year 8 with content covering the three strands: **Number and Algebra**, **Measurement and Geometry** and **Statistics and Probability**. Within each content strand students aim to demonstrate proficiency in **Understanding, Fluency, Problem Solving** and **Reasoning**.

Core units of study:

- Indices
- Pythagoras’ Theorem and Trigonometry
- Algebra (Manipulation of Algebraic Expressions)
- Proportion and Rates
- Linear Algebra (Equations and Graphs)
- Measurement (Area & Perimeter of Sector; Surface Areas, Volumes of Prisms)
- Quadratics (Solving Equations; Factorising)
- Probability
- Statistics

ACHIEVEMENT STANDARDS

- Application of the index laws to numbers and the expression of numbers in scientific notation.
- Extending and applying the index laws to variables, using positive integer indices and the zero index.
- Finding the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment.
- Sketching linear relations.
- Expansion of binomial expressions.
- Interpretation of ratio and scale factors in similar figures.
- Ability to explain similarity of triangles.
- Recognition of the connections between similarity and the trigonometric ratios.
- Calculation of areas of shapes and the volume and surface area of right prisms and cylinders.
- The use of Pythagoras’ Theorem and Trigonometry to find unknown sides of right-angled triangles.
- Using comparison techniques for collecting data from primary and secondary sources.
- Understanding the position of the mean and median in skewed, symmetric and bimodal displays to describe and interpret data.
- Calculation of relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities to those outcomes.
- Construction of histograms and back-to-back stem-and-leaf plots.
- Solving quadratic equations using factorisation and the null factor law.
ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Practical Reports
- Topic Tests
- Research Presentations
- Semester Examination

Contributions to class discussions and completion of class work will also be considered

CORE CURRICULUM

SCIENCE

All Year 9 students will undertake the following subjects for the full academic year. Students will study:

The Science content includes the three strands:
- Science Understanding
- Science Inquiry Skills
- Science as a Human Endeavour

These 3 strands are interrelated and its content is delivered in an integrated way.

By the end of Year 9, students will be able to:
- explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions.
- describe models of energy transfer and apply these to explain phenomena.
- explain global features and events in terms of geological processes and timescales.
- analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter.
- describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives.
- design questions that can be investigated using a range of inquiry skills.
- design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety.
- analyse trends in data, identify relationships between variables and reveal inconsistencies in results.
- analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence.
- evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

SEMESTER 1

- Study of diseases and the immune Response
- Energy transmissions.
- Ecosystems

SEMESTER 2

- Inside the atom – atomic structure; radioactivity.
- Dynamic earth
- Control and Coordination Sustainability
CORE CURRICULUM

SPORT

All students in Year 9 participate in Sport on a Thursday afternoon. During this time the students will either participate in weekly EISM sport or participate in House or Social Sport.

EISM Sports:

**Term 1 Boys**
- Softball
- Basketball A & B
- Hockey
- Tennis A & B

**Term 1 Girls**
- Cricket
- Basketball A & B
- Softball
- Tennis A & B
- Volleyball A & B

**Terms 2 & 3 Boys**
- Football
- Table Tennis A & B
- Soccer
- Badminton

**Terms 2 & 3 Girls**
- Football
- Soccer
- Netball A & B

**Term 4 Boys**
- Cricket
- Volleyball A & B
- Touch
- Indoor Soccer A & B
- Netball

**Term 4 Girls**
- Ultimate Frisbee
- Volleyball A & B
- Badminton
- Hockey

Social Sports include:

**Archery**
- Indoor Sports
- Inline Hockey
- Squash

**10 Pin Bowling**
- Gymnastics
- Aerobics Class
- Bike Riding

Participation in activities, behaviour and willingness to be part of a team will play a role in selection to these EISM activities.

Students may wear full sports uniform to school on Thursdays when they are participating in Sport.
BLOCK A ELECTIVES

Year 9 students will undertake four units from within this block. They will select three units of choice and the fourth unit undertaken will be Youth Health which is compulsory for all students at Year 9.

When making your choices, please rank your selections in excess of three units. Reserve units will need to be indicated on your selection form. We will make every effort to ensure you gain your first choices, however, due to some constraints in timetabling this may not be possible.
ENGLISH
Creative Writing

The Creative Writing elective aims to engage students with the beauty and excitement of language, its variety across the genres and its ability to evoke a response from readers.

Students will be challenged to interpret, create, evaluate and discuss a variety of literary texts and styles including poetry, short stories, theatre, television and film scripts and memoirs.

Through the main assessment of Writing Folio pieces, students will explore themes of human experiences and relationships, ethical and global dilemmas within real world and fictional settings and represent a variety of perspectives.

A focus on narration, point of view, voice, characterisation and tone will also allow students to experiment with their crafting of writing. Students will also begin to investigate and use devices such as allusion, metaphor, evocative language and parody adding sophistication to their writing.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Oral Presentations
- Journal Writing
- Classwork
- Writing Folio

Contributions to class discussions and completion of class work will also be considered.
Everyone needs to be able to speak with confidence. Autocratic, authoritarian schools and workplaces are a thing of the past. Hence life is not easy for those who cannot be heard or who cannot listen.

This unit aims to teach and develop skills in speaking, listening and writing - for many different occasions in life. In particular, this unit emphasises strategies for preparing and presenting oral presentations in English, and in other subjects, for forthcoming years, thus ensuring that students become confident, competent public speakers.

The course involves the study of the speeches presented by famous orators both current and historical. Students are assessed through a variety of written and oral tasks.
It is a requirement of this course that students be available for all off campus activities. Students are responsible for completion of school work missed during these activities.

This unit is an introductory course utilising education in the outdoors. The aim is to develop personal and interpersonal skills to allow students to competently and sensitively interact with each other in outdoor and wilderness environments. Major emphasis is to be placed upon safety, first aid and personal development within a range of challenging activities. Students will incorporate the theory and practical aspects of the course to develop self-sufficiency and group cohesion on an extended multi-day hike. Other activities include canoeing, bike riding, navigational bush craft and initiative activities.

The Hike is a physically and mentally challenging activity

**LEARNING STANDARDS**

- Students will be able to develop skills in preparing and executing a bushwalk.
- Students will be able to demonstrate skills in a range of aquatic activities.
- Students will develop safe canoeing and paddling techniques.

Please note there is an additional Levy for this subject of approximately $435.00.
HEALTH & PHYSICAL EDUCATION
Youth Health—Compulsory Unit

LEARNING STANDARDS

This unit offers a basic introduction to health and well being and examines the various determinants that can impact on our health. Students will examine current Australian youth health statistics and compare these, as well as investigate the various health facilities available to each.

The subject will also examine the types of risk taking behaviour youth may become involved with such as body piercing, sexual relations, tattoos, drugs and alcohol and aims to provide students with practical methods to minimise the harm of potentially dangerous situations.

Many other topics such as body image, eating disorders, emergency procedures and decision-making strategies will compliment this practical subject for youth.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Topic Tests
- Major Research Project and Presentation
- Examinations

Contributions to class discussions and completion of class work will also be considered.
This unit caters specifically for girls to maximize their participation in physical activity. It caters for the students who have a particular interest in sport, who want to improve their health and fitness profile and those who want the knowledge and skills to maximise their sporting performance.

Students will develop an understanding of sports injuries, exercise anorexia and motivation to participate in physical activity.

Students will participate in fitness profiling and a variety of games and sports. Emphasis will be upon participation, improving fitness levels and developing life-long physical activity habits.

**LEARNING STANDARDS**

- Explain how the body systems work together to allow physical activity.
- Explain strategies for preventing, assessing, treating and rehabilitating sports injuries.
- Perform proficient motor skills in a range of sports and physical activities.
- Analyse personal physical fitness and describe strategies to improve fitness.

**ASSESSMENT**

- Written Assignment
- Participation
- Tests
- Examination

Contributions to class discussions and completion of class work will also be considered.

There is a practical component to this subject and it is expected students will participate in all activities.
PERFORMING ARTS
To Do or Not To Do

This highly entertaining unit focuses on mime, humour and slapstick through a study of very funny and famous comedians such as Chaplin, and Laurel & Hardy in Silent Movies. Students also prepare, rehearse and perform a variety of structured improvisations of court cases for Socio Drama. The unit then concludes with scripted drama and director’s workshop wherein students rehearse, block and apply stagecrafts for a filmed performance.

LEARNING STANDARDS

Creating and making
- Within and across areas of specialisation, students create arts works devised from a range of abstract ideas and/or stimuli, demonstrating development of a personal style.
- Justify and refine the content and aesthetic qualities of their works.
- Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures.
- Vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style, and demonstrate proficiency and technical competence in the use of skills, techniques and processes.
- Effectively use a range of media, materials and technologies.

Exploring and responding
- Critique a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
- Critically analyse, interpret and describe the stylistic, technical, expressive and aesthetic features of works created by a range of artists.
- Describe ways that their own and others’ arts works communicate and challenge ideas and meaning.
- Use appropriate arts language and refer to specific examples in the arts works they are analysing.
- Comment on the impact arts works, forms and practices on other arts works and society in general.
BLOCK A ELECTIVES
PERFORMING ARTS
Act 1, Scene 1

This unit focuses on extended dramatic activity, incorporating significant group and class performances, both scripted and improvised. Students get to explore the various ways that they can create a variety of exciting characters. It also includes workshopping some Shakespeare and other important playwrights. Students work on theme-based performances and design theatre posters, programmes and tickets. Theatre technology is an interesting part of this course with students invited to design and use, lighting, props, costume and sound. This unit assists with developing confidence and creativity as well as being useful for those who wish to pursue Drama further.

LEARNING STANDARDS

Creating and making
- Within and across areas of specialisation, students create arts works devised from a range of abstract ideas and/or stimuli, demonstrating development of a personal style.
- Justify and refine the content and aesthetic qualities of their works.
- Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures.
- Vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style, and demonstrate proficiency and technical competence in the use of skills, techniques and processes.
- Effectively use a range of media, materials and technologies.

Exploring and responding
- Critique a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
- Critically analyse, interpret and describe the stylistic, technical, expressive and aesthetic features of works created by a range of artists.
- Describe ways that their own and others’ arts works communicate and challenge ideas and meaning.
- Use appropriate arts language and refer to specific examples in the arts works they are analysing.
- Comment on the impact arts works, forms and practices on other arts works and society in general.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Ensemble Performance
- Performance Analysis
- Stage Crafts Task
- Workbook

Contributions to class discussions and completion of class work will also be considered.

Block A Electives

Performing Arts—Dance

This unit explores how dance has been used throughout the ages as: ritual, an art form, social recreation, popular entertainment and therapy as well as a means to education. It shows how it can be exploited as a tool to express emotions, develop social unity and communicate ideas. “To dance is to live to live is to dance”.

Learning Standards

Creating and making

- Within and across areas of specialisation, students create arts works devised from a range of abstract ideas and/or stimuli, demonstrating development of a personal style.
- Justify and refine the content and aesthetic qualities of their works.
- Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures.
- Vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style, and demonstrate proficiency and technical competence in the use of skills, techniques and processes.
- Effectively use a range of media, materials and technologies.

Exploring and responding

- Critique a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
- Critically analyse, interpret and describe the stylistic, technical, expressive and aesthetic features of works created by a range of artists.
- Describe ways that their own and others’ arts works communicate and challenge ideas and meaning.
- Use appropriate arts language and refer to specific examples in the arts works they are analysing.
- Comment on the impact arts works, forms and practices on other arts works and society in general.

Assessment

Assessment across the year will include a range of tasks such as:

- Group Performance using Dance Elements
- Ensemble Performance
- Exploration of a Dance Style and Solo Performance
- Workbook

Contributions to class discussions and completion of class work will also be considered.
BLOCK B ELECTIVES

PERFORMING ARTS
Music Performance and Styles

This Unit explores performance practice and musicological development of various musical genres. Music language skills, compositional conventions and practices, and will be explored. Aural and theory skills will be further developed. Emphasis is given to contemporary performance practices and composition using ICT.

LEARNING STANDARDS

Creating and making
Students apply decision making skills to find the most effective way to implement ideas, design, create and make arts works devised from a range of stimuli, demonstrating development of a personal style. They evaluate, reflect on, refine and justify their work's content, design, development and their aesthetic choices. They effectively use a range of traditional and contemporary media, materials, equipment and technologies. They maintain a record of how ideas develop in the creating, making and presenting of their arts works.

Exploring and responding
Students observe, research and critically discuss a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of arts works created by a range of artists and made in particular times and cultural contexts. They describe and discuss ways that their own and others' arts works communicate and challenge ideas and meaning.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Aural and Theory Comprehension
- Musicology
- Composition
- Performance
- Topic Tests

Contributions to class discussions and completion of class work will also be considered.

Assessment across the year will include a range of tasks such as:

- Aural and Theory Comprehension
- Musicology
- Composition
- Performance
- Topic Tests

Contributions to class discussions and completion of class work will also be considered.
BLOCK A ELECTIVES

SCIENCE
Forensic Science

This unit focuses on an awareness of the role of Science in crime prevention and the development of simple Forensic Science techniques used during the investigation of a crime scene. It includes the study of crimes, DNA profiling, cost of crime to society and detailed analysis of evidence left at a crime scene.

LEARNING STANDARDS

- Describe the different techniques involved in fingerprint analysis.
- Relate the structure of blood to its function and investigate the role of blood in the identification of criminals.
- Learn about the role of DNA fingerprinting and its use in the identification of criminals.
- Describe a variety of other techniques involved in criminal investigations. Such as Fibre Analysis, Hair Identification and Chemical Analysis.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Practical Reports
- Crime Scene presentation
- Topic Tests

Contributions to class discussions and completion of class work will also be considered
TECHNOLOGY—Food
Meal Planning and Entertaining

This unit offers an opportunity for students to develop their interest and skills in the designing and preparing of various types of meals. Topics to be studied include meal patterns, managing food resources and the many courses of a meal. Students will prepare meals for a variety of occasions, culminating in a Dinner Party to be held at home.

LEARNING STANDARDS

Investigating and designing
- Prepare a design brief for variety of client groups to satisfy these needs.
- Develop solutions to the design brief.
- Identify a range of criteria for evaluating their products.

Producing
- Carry out a range of processes accurately, consistently safely and responsibility using a variety of complex tools and equipment.
- Explain decisions about the suitability of the materials and techniques used.
- Produce a production plan with logical sequences of production stages.
- Make products and explain any modifications.

Analysing and evaluating
- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements.
- Draw conclusions of the impact of their design on others.

ASSESSMENT

Assessment across the year will include a range of tasks such as:
- Set Activities
- Practical Activities
- Practical tests
- Folio: Dinner party at Home

Contributions to class discussions and completion of class work will also be considered.
BLOCK A ELECTIVES

TECHNOLOGY—Information Technology
Computer Pix and Webs

This unit develops creative skills in digital image animation and editing using a range of software products.

Students will also gain skills in the design and construction of web pages, and will incorporate the image manipulation skills previously learned. Students will also look at copyright issues and the social and ethical impact of the Internet.

LEARNING STANDARDS

Investigating and designing
- Use ICT for visualising thinking
- Use ICT for creating
- Use ICT for communicating

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Folio of tasks
- Topic tests
- Assignments

Contributions to class discussions and completion of class work will also be considered
TECHNOLOGY—Textiles
Dress to Impress

A unit where students will find themselves creating more than they thought they could.

Students will explore current fashion outlooks, investigate the fabrics used to produce them and create designs adaptable to their own image. Upon completion of the unit students will have produced a range of fashionable clothing from both recycled and emerging fabrics. The practical skills and techniques students gain will enable them to produce independently, as well as establishing a foundation for future Textiles studies. This unit is highly recommended for students with BIG IDEAS about fashion.

LEARNING STANDARDS

Investigating and designing
- Prepare a design brief for variety of client groups to satisfy these needs.
- Develop solutions to the design brief.
- Identify a range of criteria for evaluating their products.

Producing
- Carry out a range of processes accurately, consistently safely and responsibility using a variety of complex tools and equipment.
- Explain decisions about the suitability of the materials and techniques used.
- Produce a production plan with logical sequences of production stages.
- Make products and explain any modifications.

Analysing and evaluating
- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements.
- Drawing conclusions of the impact of their design on others.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Design ideas Folio
- Production 1
- Production 2
- Analysis and Evaluation

Contributions to class discussions and completion of class work will also be considered.
BLOCK B ELECTIVES

TECHNOLOGY
Wood, Plastics and Metal—Product Design

In this unit, students will undertake a series of exercises that teach them how to read and prepare working drawings and realise the designs as finished products in sheet metal, timber and acrylic. Students will apply Australian Standards conventions in the preparation of documentation which will be drawn by hand and computer. They will learn to use a variety of hand tools and equipment including pan-break folder, guillotine, spot welder, soldering iron and dovetail jig.

Students will design, develop and produce products using a variety of processes and combination of materials.

LEARNING STANDARDS
Investigating and designing
• Develop solutions to the design briefs.
• Prepare working drawings to Australian Standards conventions.
• Identify a range of criteria for evaluating their products.

Producing
• Carry out a range of processes accurately, consistently safely and responsibly using a variety of complex tools and equipment.
• Explain decisions about the suitability of the materials and techniques used.
• Produce a production plan with logical sequences of production stages.
• Make products and explain any modifications.

Analysing and evaluating
• Evaluate the finished product using the previously established criteria.
• Critically analyse the product and make appropriate suggestions for improvements.
• Draw conclusions of the impact of their design on others.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

• Drawing Folio
• Production Activities
• Evaluation Report
• Safe Work Procedures

Contributions to class discussions and completion of class work will also be considered
**VISUAL ARTS**

**Drawing & Print-Making**

In this course students investigate experimental processes and techniques to produce artworks in a folio of drawings, paintings and prints. They observe artworks from a range of cultural and historical contexts and learn to discuss and analyse artworks in order to understand how artworks comment on the society in which they are produced. This theory work will in turn have an influence on the pieces they produce.

**LEARNING STANDARDS**

- Develop skills in producing artworks through drawings, lino printing and mixed media.
- Make art works that explore themes, ideas and artistic styles.
- Present art works appropriate to chosen styles and forms.
- Analyse and interpret the content, structure and aesthetic qualities of artworks.

**ASSESSMENT**

Assessment across the year will include a range of tasks such as:

- Drawing Folio
- Painting Folio
- Printmaking Folio
- Homework Drawings
- Analysis of Artworks

Contributions to class discussions and completion of class work will also be considered.
VISUAL ARTS
Media—Film Making

In this subject students will work with video cameras and video editing software to write, film and edit their own films. Students study various advertising campaigns, and develop an advertising campaign for a selected charity. They produce advertisements using created images, which they import into computer manipulated audio content and still or moving images. They study television current affairs journalistic techniques, and script and reproduce rival fifteen minute video current affairs programs. They study storyboarding and use it to develop a short video advertisement. Selected groups videotape and edit some of the advertisements.

LEARNING STANDARDS

- Make and present media productions that explore themes, issues and ideas.
- Structure and present media texts appropriate to chosen styles and forms.
- Analyse and interpret the structure, content and aesthetic qualities of media texts.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Advertising Campaign
- Current Affairs Production
- Storyboard Advertisement
- Video Advertisement Production
- Topic tests

Contributions to class discussions and completion of class work will also be considered.
MULTIMEDIA
Interactive Digital Media

This course is for students who are interested in Website Design, Interactive Graphics and computer generated animation. The course will involve designing on paper, through to the use of digital camera, scanners and software, such as Adobe Photoshop, Illustrator and Flash and Dreamweaver.

LEARNING STANDARDS

- Make and present art works that explore themes, issues and ideas.
- Use the design process to develop and present visual communications appropriate to a design brief.
- Develop technological skills required to produce graphic design works.
- Analyse & evaluate the purpose and content of visual communications.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Photoshop Skills Task
- Advertisement
- Package Design
- Design Analysis
- Topic tests

Contributions to class discussions and completion of class work will also be considered.
ART PHOTOGRAPHY
Introduction

This unit is designed for students who have not previously studied photography. Students develop basic photographic skills enabling them to produce a folio of traditional black and white photographic works. They learn how to operate an SLR camera and about practices within the darkroom. Using this knowledge they conduct their own photo-shoots, develop their own negatives and produce their own photographs. Students will explore a range of drawing techniques in a variety of styles, using diverse media to develop skill in the production of hand drawn artworks.

LEARNING STANDARDS

- Develop skills in Photography and Drawing.
- Make and present artworks that explore themes, ideas and artists’ styles.
- Analyse and interpret structure, content and aesthetic quality of selected artworks.
- Appreciate the characteristics and role of art in different cultural contexts.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Art Photography Folio
- Analysis of Photographs
- Homework Drawings
- Topic tests

Contributions to class discussions and completion of class work will also be considered.
Year 9 students will undertake four units from within this block. They will select three units of choice and the fourth unit undertaken will be Youth Health which is compulsory for all students at Year 9.

When making your choices, please rank your selections in excess of three units. Reserve units will need to be indicated on your selection form. We will make every effort to ensure you gain your first choices, however, due to some constraints in timetabling this may not be possible.
This unit aims to provide students who are talented athletes with the knowledge to maximise their sporting performance. Discover what happens in the human body as you compete in a biathlon, exercise circuit and a variety of games. Fitness tests will be conducted and you will participate in a variety of team sports. You will also research the effect of various training methods and how ergogenic aids impact on the body.

**LEARNING STANDARDS**

- Explain how the body systems work together to produce skilled movement.
- Explain strategies for preventing, assessing, treating and rehabilitating sports injuries.
- Perform proficient motor skills in a range of sports and physical activities.
- Analyse personal physical fitness and describe strategies to improve fitness.

**There is a practical component to this subject and it is expected students will participate in all activities.**
HEALTH & PHYSICAL EDUCATION
Super Coach

This unit will focus on giving students an exposure to coaching skills and duties. The course will look at styles and characteristics of coaches, including motivation of the athlete, catering for different athletes and providing feedback, along with planning coaching sessions. The practical component will involve putting theoretical aspects into practice. Students will participate in several popular team sports and will focus on coaching techniques. In the second half of the unit, students will be working with younger students and will be able to actually take on coaching roles.

LEARNING STANDARDS

- Demonstrate an ability to teach sport skills.
- Design programs to encourage participation skills, evaluate and suggest improvements.
- Demonstrate knowledge of Sport Psychology.

There is a practical component to this subject and it is expected students will participate in all activities.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Research Assignment
- Peer Coaching
- Topic Tests
- Practical Application of Skill
- Examination

Contributions to class discussions and completion of class work will also be considered.
Our Planet, Our Future

This unit investigates the importance of living in a sustainable way to ensure that our planet is around for future generations. Topics covered include forests, mountains, tourism and coastal environments. Study areas include mapping skills, environmental laws, sustainability and fieldtrips to Toolangi State Forest and Phillip Island.

LEARNING STANDARDS

- Explain the operation of a major natural system and its interaction with human activities.
- Explain the consequences of this interaction and develop a policy to address a related issue.
- Analyse developmental issues
- Formulate and evaluate comprehensive policies

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Assessment Tasks
- Topic Tests
- Visual Display
- Fieldwork Reports
- Topic Tests

Contributions to class discussions and completion of class work will also be considered.
BLOCK B ELECTIVES

LANGUAGES OTHER AN ENGLISH (LOTE)
Italian

Students who intend to study a language beyond Year 9 must select LOTE - Italian or Japanese for both Semester 1 and Semester 2. These should be placed in their first three choices on the subject selection form.

LEARNING STANDARDS

- Communicating in a language other than English.
- Intercultural knowledge and language awareness.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Assessment Tasks to assess: Language Skills; Reading; Writing; Listening and Speaking
- Topic Tests

Contributions to class discussions and completion of class work will also be considered
LANGUAGES OTHER AN ENGLISH (LOTE)
Japanese

Students who intend to study a language beyond Year 9 must select LOTE - Italian or Japanese for both Semester 1 and Semester 2. These should be placed in their first three choices on the subject selection form.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Assessment Tasks to assess: Language Skills; Reading; Writing; Listening and Speaking
- Topic Tests

Contributions to class discussions and completion of class work will also be considered.

LEARNING STANDARDS

- Communicating in a language other than English.
- Intercultural knowledge and language awareness.
PERFORMING ARTS
Rock Band

This subject is for students who sing or can play a musical instrument. This course will involve the students working together in small groups to prepare songs for a performance by the end of the semester. Student will learn how to manage their own rehearsals, operate amplification equipment appropriate to their performance, and primarily improve their own instrumental technique. Collaboration, the cornerstone of every successful rock band will be a key skill developed. Students will also participate in the theoretical study and comparison of musical styles/genres, and a self-evaluation of their performance work.

LEARNING STANDARDS
Creating and Making:
- application of knowledge and understanding of aspects of particular styles when realising plans for their own music works
- use of combinations and manipulation of elements of music to realise ideas
- selection and application of appropriate music skills, techniques, processes and technologies to communicate specific expressive qualities
- exploration, through discussion, of how content and expressive aspects of particular music works can be communicated to an audience
- contribution to discussion about selection of aesthetic qualities to communicate stylistic and/or cultural influences on music works

Exploring and responding:
- knowledge of ways that elements of music have been varied to structure a work; for example, how melodies are used in different sections
- contribution to discussion, using appropriate language, that compares the use of specific elements of music and/or compositional devices in music works from a range of cultures, traditions and/or styles
- self-evaluation of the impact of their own performance practices on a specific audience

ASSESSMENT
Assessment across the year will include a range of tasks such as:

- Performance
- Socio Drama
- Stage Crafts
- Workbook

Contributions to class discussions and completion of class work will also be considered.
PERFORMING ARTS
Theatre Troupe

This unit focuses mainly on the teacher and whole class writing and performing a play for a Drama Festival. The students get to write, design costumes, find songs, do make-up, work with lighting and sound for their show. The whole class then spends a day at the Karralyka Centre rehearsing their work before performing at night to friends and family. It is a wonderful, exciting project. Other parts of the course include work on voice, body language and stagecraft.

LEARNING STANDARDS

Creating and making
- Within and across areas of specialisation, students create arts works devised from a range of abstract ideas and/or stimuli, demonstrating development of a personal style.
- Justify and refine the content and aesthetic qualities of their works.
- Individually and in groups, design and produce arts works influenced by the style of particular artists or cultures.
- Vary the content, structure and form of their arts works to suit purpose, audience and/or the conventions of a specific style, and demonstrate proficiency and technical competence in the use of skills, techniques and processes.
- Effectively use a range of media, materials and technologies.

Exploring and responding
- Critique a range of contemporary, traditional, stylistic, historical and cultural examples of arts works in the disciplines and forms in which they are working.
- Critically analyse, interpret and describe the stylistic, technical, expressive and aesthetic features of works created by a range of artists.
- Describe ways that their own and others’ arts works communicate and challenge ideas and meaning.
- Use appropriate arts language and refer to specific examples in the arts works they are analysing.
- Comment on the impact arts works, forms and practices on other arts works and society in general.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Ensemble Performance
- Stage Craft
- Workbook

Contributions to class discussions and completion of class work will also be considered.
Horticulture and Viticulture

This unit focuses on the classification of plants (and other living things) into different groups, the way we classify and how botanists go about it. This unit also looks at the structure of plants and how these functions assist the plant. Students will explore these through practical experiments and the development and maintenance of a garden plot.

LEARNING STANDARDS

- Establish and maintain a garden plot and maintain a weekly journal of all activities.
- Explain the biological basis of classification of organisms into major groups.
- Relate the structure and organisation of different cells to their function.
- Explain how plants obtain, transport and use nutrients.
- Describe the reproductive organs and reproductive methods of plants.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Garden Skills
- Assignment
- Topic Tests
- Practical Reports

Contributions to class discussions and completion of class work will also be considered.
SCIENCE
Science, Technology and Design

This unit uses a hands-on approach to investigate a number of applications of Science and Technology. Students will investigate bridge construction and will be set the challenge to design a bridge using readily obtainable materials. They will investigate the different types of simple machines using various Lego kits. An introduction to robotics will involve the use of Lego Robolab. Students will also construct and test a simple electric motor. A study will be made of Space travel and rocket flight through the construction and flying of a model rocket.

LEARNING STANDARDS

- Design and construct a working model of a bridge and identify the various bridge types.
- Identify simple machines and their applications by dismantling an old appliance.
- Construct and use Lego Mindstorm kits to solve simple problems.
- Investigate the history of space exploration including rocket flight.
- Construct and fly a model rocket.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Construction Report
- Topic Tests
- Practical Reports

Contributions to class discussions and completion of class work will also be considered.
TECHNOLOGY—Textiles and Food

My House Rules

Fast track yourself to the end of school; you’ve got your licence and you’re ready to move on. Friends, places to live, housemates, budgets, home decorating, cooking for one or hosting a party, where do you begin? Start with applying your food and textiles technology skills as you prepare for living on your own. Using the latest technology you will produce a variety of nutritious two course meals for the busier lifestyle and use your creativity to make a trendy beach or shopping bag.

LEARNING STANDARDS

Investigating and designing
- Prepare a design brief for variety of client groups to satisfy these needs.
- Develop solutions to the design brief.
- Identify a range of criteria for evaluating their products.

Producing
- Carry out a range of processes accurately, consistently safely and responsibility using a variety of complex tools and equipment.
- Explain decisions about the suitability of the materials and techniques used.
- Produce a production plan with logical sequences of production stages.
- Make products and explain any modifications.

Analysing and evaluating
- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements.
- Draw conclusions of the impact of their design on others.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Storyboard—Investigation & Design
- Food Production
- Textiles Production
- Workbook

Contributions to class discussions and completion of class work will also be considered
TECHNOLOGY—Information Technology
Game Design and Programming

Programming for games development is the focus of this elective. Students will learn the fundamental concepts and terminology of software application development and develop skills in designing and writing simple games. The course introduces students to important programming constructs and methodologies. Students will develop their problem solving abilities and develop an understanding of the components and social issues that make up today’s computer games.

To assist in successfully completing this subject, students are advised to install on a home computer the latest version of Gamemaker and Visual Basic software. This will be available for FREE on disk or it can be downloaded from the manufacturers website. Further details will be given by the subject teacher.

LEARNING STANDARDS

- Use ICT for visualising thinking
- Use ICT for creating
- Use ICT for communicating
Students will explore a number of food models and use the information gathered when preparing a variety of interesting dishes. They will investigate modern food trends in Australia and the influences of other cultures on our eating. Students are given the opportunity to investigate food patterns and traditions of another country of their choice. Frequent practical sessions will reinforce knowledge that is covered and enable students to experience varied foods from other countries and develop skills in food preparation and service.

**LEARNING STANDARDS**

**Investigating and designing**
- Prepare a design brief for variety of client groups to satisfy these needs.
- Develop solutions to the design brief.
- Identify a range of criteria for evaluating their products.

**Producing**
- Carry out a range of processes accurately, consistently safely and responsibility using a variety of complex tools and equipment.
- Explain decisions about the suitability of the materials and techniques used.
- Produce a production plan with logical sequences of production stages.
- Make products and explain any modifications.

**Analysing and evaluating**
- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements.
- Draw conclusions of the impact of their design on others.

**ASSESSMENT**

Assessment across the year will include a range of tasks such as:

- Written Reports
- Assignment
- Production—Food
- Topic Tests

Contributions to class discussions and completion of class work will also be considered.
VISUAL ARTS—Art
Drawing and Sculpture

Throughout this unit students gain skills in working with sculptural mediums. They gain basic hand building skills in working with clay, paper mache, wire and plaster. They will observe artworks that have been produced by famous sculptors to gain an understanding of the aesthetics they can achieve in their own works. These skills enable them to produce a folio of three-dimensional objects.

LEARNING STANDARDS

- Develop skills in sculptural construction using a variety of techniques.
- Make artworks that explore themes, ideas and artistic styles.
- Present artworks appropriate to chosen styles and forms

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Analysis of Artwork
- Drawing Folio
- Painting Folio
- Sculpture Folio
- Homework Drawings

Contributions to class discussions and completion of class work will also be considered.
VISUAL ARTS
Visual Communication and Design

Students are introduced to the elements and principles of design that are the basis of the visual language in Visual Communications. They learn about the principles involved in technical drawing. Initially they use freehand techniques to produce these works, following this they produce works with the aid of technical drawing instruments such as set squares and T-squares. This design process is introduced, giving students experience in generating & developing creative solutions to design problems. Students engage in graphic, product & architectural design tasks.

LEARNING STANDARDS

- Make and present visual communications that explore themes, issues and ideas.
- Use a visual communication production process to develop & present an example appropriate to a design brief.
- Analyse and evaluate the purpose and content of visual communications.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Design Folios—Instrumental Drawings, Graphic Design, Product Design
- Visual Analysis & Evaluation
- Topic tests

Contributions to class discussions and completion of class work will also be considered
BLOCK B ELECTIVES

TECHNOLOGY—Wood, Plastics and Metal Toys by Design

Experience the pleasure of designing and constructing your own personal working toys.

This unit focuses on investigating, designing, producing and evaluating various types of toys. Students are encouraged to be creative in their designs as well as developing the necessary skills required to safely produce a range of toys for themselves and others. The materials used will include wood, metals and plastic integrated with mechanisms to make the toys mobile. Students will self evaluate their products and compare them with commercially produced toys.

LEARNING STANDARDS

Investigating and designing
- Prepare a design brief for variety of client groups to satisfy these needs
- Develop solutions to the design brief
- Identify a range of criteria for evaluating their products

Producing
- Carry out a range of processes accurately, consistently safely and responsibly using a variety of complex tools and equipment.
- Explain decisions about the suitability of the materials and techniques used.
- Produce a production plan with logical sequences of production stages.
- Make products and explain any modifications

Analysing and evaluating
- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements
- Draw conclusions of the impact of their design on others.

ASSESSMENT

Assessment across the year will include a range of tasks such as:

- Design Folio
- Product Production
- Evaluation
- Safe Work Procedures

Contributions to class discussions and completion of class work will also be considered.
### Summary of Electives

**Block A - Semester Electives**

Students are to choose **three units from Block A**. It is recommended that students undertake a range of units from Health & Physical Education, Performing Arts, Technology and Visual Arts. It will be necessary to select an additional reserve unit. **NOTE:** Youth Health is a compulsory unit in Year 9 and accounts for the Health and PE Unit.

<table>
<thead>
<tr>
<th>Health &amp; PE</th>
<th>English</th>
<th>Performing</th>
<th>Science</th>
<th>Technology</th>
<th>Visual Arts</th>
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</thead>
<tbody>
<tr>
<td>HYH09 Youth Health - Compulsory</td>
<td>ECW09 Creative Writing</td>
<td>PTD09 To Do or Not to Do</td>
<td>SFS09 Forensic Science</td>
<td>TMP09 Meal Planning &amp; Entertaining</td>
<td>VDP09 Drawing, Painting &amp; Print Making</td>
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<tr>
<td>HGP09 Girls Only PE</td>
<td>EPS09 Speaking with Confidence</td>
<td>PAI09 Act 1, Scene 1</td>
<td>TDT09 Dress to Impress</td>
<td>VME09 Media Film Making</td>
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<td>HOE09 Outdoor Education</td>
<td>PCM09 Creative Movement</td>
<td>TSS09 Product Design – Wood</td>
<td>VMM09 Multimedia Web Design</td>
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<td>VAP09 Art &amp; Photography - Introduction</td>
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**Block B - Semester Electives**

Students choose ANY two units from this Block (one per Semester). Students who intend to study a language beyond Year 9 must select LOTE – Italian or Japanese for both Semester 1 & 2.

<table>
<thead>
<tr>
<th>Health &amp; PE</th>
<th>Humanities</th>
<th>LOTE</th>
<th>Performing Arts</th>
<th>Science</th>
<th>Technology</th>
<th>Visual Arts</th>
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<tbody>
<tr>
<td>HPP09 Peak Performance</td>
<td>HOP09 Our Planet Our Future</td>
<td>LI109 Italian Sem 1</td>
<td>PAA09 Theatre Troupe</td>
<td>SHV09 Horticulture &amp; Viticulture</td>
<td>TMH09 My House Rules - Textiles &amp; Food</td>
<td>VAD09 Art – Drawing &amp; Sculpture</td>
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<td>LI209 Italian Sem 2</td>
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<td>HSC09</td>
<td>LI109 Japanese 1</td>
<td>PRB09 Rock Band</td>
<td>STD09 Science, Technology &amp; Design</td>
<td>TIC09 International Cuisine - Food</td>
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<td>LI209 Japanese Sem 2</td>
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Please ensure your selections are submitted by the specified due date. Students who enter their selections after the due date further risk not receiving their first preferences.