Guide to Courses
Year 9 2016
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**July 21**

Year 9 2016 Subject Selection Assembly

**July 22**

Year 9 Guide to Courses available Online

**July 29, 2015**

Online Subject Selection for Year 9 2016 subjects opens

**August 13, 2015**

Online Subject Selection for Year 9 2016 subjects due
Curriculum Program

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).

In Year 9, the Health and Physical Education unit ‘Youth Health’ is will also be delivered to all students. 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.

Students will also study four semester elective units in Year 9. Each unit will have an allocation of 8 periods per cycle.
Curriculum Program

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. Students are discouraged from selecting units from only one Faculty area.

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 Year Level Leader and/or Campus Learning Advisor 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 Level Leader or Campus Learning Advisor. Parent consultation will follow.

A student promotion review will automatically occur when a student achieves less than the expected standard in four subjects over the academic year. Special consideration may apply.
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 by August 13 2015
22 July 2015

Dear Parent/Guardian

In 2014 the College undertook an extensive review of the Year 7 – 9 Curriculum. Such reviews are required to ensure our curriculum remains current and compliant with all Australian Government regulations and also meets the changing needs of our students.

After consultation with staff and parents the committee reviewed practices, policies and structures in other similar Catholic schools and made recommendations for changes to the Year 7 – 9 curriculum. Some changes were implemented at Year 7 this year and in 2016 further changes will be implemented in Year 8 and in Year 9.

For Year 9 2016 the Curriculum structure will be as follows:

<table>
<thead>
<tr>
<th>Core Subject</th>
<th>Periods Per Cycle</th>
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<tbody>
<tr>
<td>Religious Education</td>
<td>6</td>
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<tr>
<td>English</td>
<td>10</td>
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<tr>
<td>Maths</td>
<td>10</td>
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<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Humanities (Geography/History)</td>
<td>6</td>
</tr>
<tr>
<td>Youth Health</td>
<td>2</td>
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<tr>
<td>Sport</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives:** 2 electives per Semester (4 per year) 8 periods each = 16 periods per cycle.

A full range of electives will be offered from diverse Learning Areas and students are recommended to select electives from more than one Faculty area and this will ensure that there will be many options available for them in future years.

During early Term 3 students will be asked to make subject selections for 2016. To help facilitate this a Year Level Assembly will be held on Tuesday July 21 for all Year 8 students. The Guide to Courses Year 9 2016 will be available online the following day (July 22) to enable both parents and students to investigate the many options available before making final selections.

Please make contact with Mrs Gail Preston, Campus Learning Advisor or Mr John Rodgers, Campus Director if you require any additional information.

Yours sincerely

[Signatures]

Peter Molinari
Acting Deputy Principal – Studies

Gail Preston
Campus Learning Advisor Years 7-9
Electives should be designed to extend previous learning or enhance core subjects, allowing access to in depth curriculum, development of skills and teaching of the specific literacy of the subject.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Electives</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>• Creative Writing</td>
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<tr>
<td></td>
<td>• Speaking with Confidence</td>
</tr>
<tr>
<td>Humanities</td>
<td>• Power, People, Persecution &amp; the Past</td>
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<tr>
<td></td>
<td>• You, Me and the World We Live In</td>
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<tr>
<td>LOTE</td>
<td>• Japanese</td>
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<td></td>
<td>• Italian</td>
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<tr>
<td>Maths</td>
<td>• Games and Probability</td>
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<td>PE/Health</td>
<td>• Girls Only PE</td>
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<td></td>
<td>• Outdoor Education</td>
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<td>• Super Coach</td>
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<td>• Peak Performance</td>
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<tr>
<td>Performing</td>
<td>• Music</td>
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<tr>
<td>Arts</td>
<td>• Theatre Troupe</td>
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<td>• Act 1 Scene 1</td>
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<td>• Dance</td>
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<tr>
<td>Science</td>
<td>• Forensic Science</td>
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<td></td>
<td>• Agriculture and Horticulture</td>
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<td></td>
<td>• Psychology It’s All In Your Head”</td>
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<td></td>
<td>• Sustainable Living</td>
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<td></td>
<td>• Science, Technology and Design</td>
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<tr>
<td>Technology</td>
<td>• Game Design and Programming</td>
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<tr>
<td>ICT</td>
<td>• Computer Pics and Webs</td>
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<tr>
<td>Technology</td>
<td>• Food: International Cuisine,</td>
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<tr>
<td>Design</td>
<td>• Wood: Wood Metal and Plastic</td>
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<td></td>
<td>• Wood: Toys by Design</td>
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<td></td>
<td>• Textiles: Fabulous Fashion</td>
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<td></td>
<td>• My House Rules</td>
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<td>• Systems Technology</td>
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<tr>
<td>Visual Arts</td>
<td>• Art and Photography</td>
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<td>• Interactive Digital Media</td>
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<td>• Media Film Making</td>
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<td>• Drawing and Print Making</td>
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<td>• Painting and Sculpture</td>
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<td></td>
<td>• Graphic Design</td>
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</tbody>
</table>
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.
CORE CURRICULUM

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 them.

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, mental health, eating disorders, emergency procedures and decision-making strategies will complement 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.
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.

AREAS OF STUDY
• 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

LEARNING 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:
- Mapping Task
- Research Task
- Fieldwork
- Tests

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

CORE CURRICULUM

HUMANITIES - Geography

Year 9 Geography consists of two areas: Biomes and food security and geographies of interconnections.

Biomes and Food Security: focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of interconnections: focuses 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 help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

LEARNING STANDARDS

- Explain how geographical processes change the characteristics of places.
- Predict changes in the characteristics of places over time and identify the possible implications of change for the future.
- Analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments.
- Propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns. They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response.
- Use initial research to identify geographically significant questions to frame an inquiry.
- Collect and evaluate a range of primary and secondary and select relevant geographical data and information to answer inquiry questions.
- Represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions.
- Analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes.
- Synthesise data and information to draw reasoned conclusions.
- Present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms.
- Propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal.
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
- 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 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:

- 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

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 the relevance of Jesus for young people today.
- Explore discipleship for young people in a contemporary context and devising Youth ministry experience.
- 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.

**SEMESTER 2**  
Mary, the First Disciple; Personhood; The Ten Commandments and the Beatitudes and Key Church Teachings

**LEARNING STANDARDS**

- Explore how Mary witnessed a life of discipleship in her time and today
- Explore the Church’s teaching on the dignity of the human person.
- Describe the key Church teachings found in the Nicene Creed.
- Demonstrate an understanding of the Ten Commandments and the Beatitudes as guides for living the Christian life.
- Discuss the impact of what it means to be created in the image and likeness of God.
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
- Inside the atom—atomic structures.
- Geology—Dynamic Earth

SEMESTER 2

- Flow of energy and matter.
- Systems working together
- Energy Transmission—Heat and Electricity
- Control and Coordination Sustainability
**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:**

<table>
<thead>
<tr>
<th>Term 1 Boys</th>
<th>Term 1 Girls</th>
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</thead>
<tbody>
<tr>
<td>Softball</td>
<td>Cricket</td>
</tr>
<tr>
<td>Basketball A &amp; B</td>
<td>Basketball A &amp; B</td>
</tr>
<tr>
<td>Hockey</td>
<td>Softball</td>
</tr>
<tr>
<td>Tennis A &amp; B</td>
<td>Tennis A &amp; B</td>
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<tr>
<td></td>
<td>Volleyball A &amp; B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Terms 2 &amp; 3 Boys</th>
<th>Terms 2 &amp; 3 Girls</th>
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</thead>
<tbody>
<tr>
<td>Football</td>
<td>Football</td>
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<tr>
<td>Table Tennis A &amp; B</td>
<td>Soccer</td>
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<tr>
<td>Soccer</td>
<td>Netball A &amp; B</td>
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<table>
<thead>
<tr>
<th>Term 4 Boys</th>
<th>Term 4 Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cricket</td>
<td>Ultimate Frisbee</td>
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<tr>
<td>Volleyball A &amp; B</td>
<td>Volleyball A &amp; B</td>
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<tr>
<td>Touch</td>
<td>Badminton</td>
</tr>
<tr>
<td>Indoor Soccer A &amp; B</td>
<td>Hockey</td>
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<tr>
<td>Netball</td>
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</table>

**Social Sports include:**

- Archery
- Indoor Sports
- Inline Hockey
- Squash
- 10 Pin Bowling
- Gymnastics
- Aerobics Class
- Bike Riding

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

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

Speaking with Confidence

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.

ASSESSMENT

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

- Oral Presentations
- Text Response
- Classwork
- Writing Folio

Contributions to class discussions and completion of class work will also be considered.
HEALTH & PHYSICAL EDUCATION

Girls Only PE

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.

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

Outdoor Education

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

Students are responsible for catching up for work missed in other subjects while on 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.
HEALTH & PHYSICAL EDUCATION

Peak Performance

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.
ASSESSMENT

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

- Research Task
- Document Analysis
- Analysis
- Essays
- Semester Examination

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

HUMANITIES

Power, People, Persecution and the Past

The Elective History course is designed for students who love history, who have a passion for the subject, read widely in the area and enjoy exploring the past. This course provides an opportunity for students to develop a knowledge and understanding of past societies and historical periods that are not studied in the mainstream course.

The course aims to let students cover some of the main areas of History not covered in the mainstream year 9 History course. This is done by completing several minor individual research tasks and one major research task or class group presentations. The aim is to broaden students understanding of World history and to improve and prefect the skills needed to research, analyse and record their understanding and presenting work in different formats. Different historical perspectives on important historical events and issues will be examined as part of the course. This will allow students to form their own opinion and to assess their reliability and usefulness as a source.

AREAS OF STUDY

Students will explore history through a range of thematic and historical studies such as:

- Museum and Archive Studies – visit the Yarra Valley Museum/research online
- Film as History - examine modern films about the past e.g. Selma/12 years a Slave/The Patriot/Lincoln
- Historical Figures of the 20th century
- Slavery & the American Civil War

Course Assessment:

Students will develop skills in the following by completing several tasks.

- develop an understanding of history, heritage, archaeology and the methods of historical inquiry
- develop skills in analysis, critical judgement, rational argument and independent learning.
HUMANITIES

You, Me and the World We Live In

This Year 9 elective involves two areas Economic & Business and Civics and Citizenship. This elective is designed for the students who are thinking about pursuing a career in business, study of economics or the legal system such as journalism, legal practitioner, human resources officer, police officer, marketing or those who may not be pursuing these areas of study at VCE level but would like to know more about the world as a member of society as a worker or citizen. The elective will enlighten students about the Australian economic, political and legal system and how government actions are important and as citizens we should be interested in their decision making and how it affects us.

The elective gives students the opportunity to further develop their understanding of:

- economics and business concepts by exploring the interactions within the global economy.
- the concept of an ‘economy’ and explore what it means for Australia to be part of the Asia region and the global economy.
- the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments.
- the responsibilities of participants operating in a global workplace are also considered.
- Australia’s political system and how it enables change.
- the ways political parties, interest groups, media and individuals influence government and decision making processes.
- the features and principles of Australia’s court system, including its role in applying and interpreting Australian law. An excursion to the Magistrate court is part of this elective.
- global connectedness and how this is shaping contemporary Australian society.
ASSESSMENT

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

- Research Task
- Test
- Analysis Task

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

HUMANITIES

You, Me and the World We Live In continued

Learning Standards
Economics & Business

- Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation
- Gather relevant and reliable data and information from a range of digital, online and print sources
- Analyse data and information in different formats to explain cause and effect relationships, make predictions and illustrate alternative perspectives
- Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action
- Apply economics and business knowledge, skills and concepts in familiar, new and hypothetical situations
- Present reasoned arguments and evidence based conclusions in a range of appropriate formats using economic and business conventions, language and concepts.
- Reflect on the intended and unintended consequences of economic and business decisions

Civics and Citizenship

- Develop, select and evaluate a range of questions to investigate Australia's political and legal systems
- Identify, gather and sort information and ideas from a range of sources and reference as appropriate
- Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues
- Account for different interpretations and points of view
- Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues
- Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action
- Present evidence-based civics and citizenship arguments using subject-specific language
- Reflect on their role as a citizen in Australian, regional and global contexts
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.

In this unit students will be required to build on the vocabulary and grammar covered in Year 8 and aim to formulate paragraphs in new tenses such as past and future tense. Topics in this unit include: Housing, Clothing, Films & Festivals, Health, Traveling, and the Modern World.

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.

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
MATHEMATICS

Games and Probability

This unit uses common card and board games to introduce and explore the basic concepts of Probability Theory. Items used within the games such as a regular pack of cards, dice and coins etc. are ideal for the study of chance.

Stages of exploration would be:

- The playing of existing card games to enable students to become familiar with the rules and to start the thought processes of the ‘chance’ of this or that happening during a game.

- The creation of a card game using a regular deck with written documentation of the probabilities of different selections and arrangements.

- The creation of a trading card style game with point values given to cards and those cards would need to exist in specific numbers to reach the correct probability. Students would then do play testing to compare theoretical probabilities to perceived probabilities.

- The playing of some simple board games and calculation of probabilities based on dice rolls and specifically the number of dice versus desired number to come up.

- Consideration of things like "save rolls" compared to "point rolls" that then cause conditional probability.

- Finally students would use the card game and board game skills to create a final board game and write a report on the probability of the different pieces and cards along with justifications for why a card or piece might have a lower or higher probability overall.

ASSESSMENT

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

- Class work
- Assignment Work
- Group Activities

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

Agriculture and Horticulture

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.
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.
Horticulture

The unit focuses on the classification and growing of edible plants. This knowledge is tied into our National shift towards reducing ‘food miles’. Plot to Plate and Paddock to Plate are part of this course. Students will study the structure and function of plants. They look at ways to modify a plant’s growing environment. These ideas will be explored through a range of practical activities such as composting, tool maintenance, seed sowing, taste testing of produce, orchard care and setting up a vegetable 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.
“It’s all in your Head”

Throughout this unit, students will gain understanding of the brain and social behaviour of humans. Students will look at the structure and function of the brain, specifically the lobes and hemispheres, and their unique function. Students will also develop an understanding of ways to develop and enhance brain functionality by the practical investigation of brain training apps and techniques. The second major area of study in this unit will be understanding social behaviour, looking specifically at: theories of Attraction (affiliation theory – do opposites really attract?); theories of Conformity (why do we conform? Because everyone else is doing it!); the Bystander Effect (can’t someone else do it?); and theories of Obedience (Sir, yes Sir!). Students will also have the opportunity to conduct their own research experiment, investigating how classic theories of social behaviour can be applied to our modern world.

LEARNING STANDARDS

- describing how science is used in the media to explain a natural event or justify actions
- using knowledge of science to test claims made in advertising or expressed in the media
- revising and refining research questions to target specific information and data collection or finding a solution to the specific problem identified
- explaining the choice of variables to be controlled, changed and measured in an investigation
- considering how investigation methods and equipment may influence the reliability of collected data
- comparing conclusions with earlier predictions and reviewing scientific understanding where appropriate

ASSESSMENT

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

- Multimedia Presentation
- Practical Research Task
- Scientific Research investigation
- Topic Test

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

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 Mindstorm Kits. 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. As an introduction to robotics,
- Investigate the history of space exploration including rocket flight.
- Construct and fly a model rocket.
SCIENCE

Sustainable Living

In this unit students will develop skills and knowledge to effectively analyse the school environment in relation to environmentally sustainable work practices. They then develop strategies to implement improvements and monitor the effectiveness of these improvements. This unit will be a great introduction to the VET course in Carbon Management which will be offered to Y10 students in 2017.

LEARNING STANDARDS

- Investigate current practices in relation to resource usage. Students calculate their Ecological footprint. They investigate the information on resource usage in the 4 areas of: Water; Waste; Energy and Biodiversity.
- Set Targets for improvement. Gather information from students and staff such as energy and water usage. Evaluate alternative solutions to environmental practices at school. Set efficiency targets.
- Implement performance improvement by using appropriate techniques and tools. Implement and integrate environmental and resource efficiency improvement plans.
- Monitor performance by documenting and communicating outcomes to report on targets to key personnel. Evaluate and set new targets.

ASSESSMENT

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

- Written Assessment
- Lab Reports
- Journal Responses
- Waste Audit
- Presentation
- Reports
- Semester Exam
- Unit Tests

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

**International Cuisine**

Students will investigate different cuisines around the world, use the information gathered and prepare a variety of interesting dishes. They will explore modern food trends in Australia and the influences of other cultures on Australian diet. Students are given the opportunity to investigate food patterns and traditions of another country of their choice.

**LEARNING STANDARDS**

**Investigating and designing**
- Investigate and design a recipe for a cuisine that is common in Australia.
- 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.

**Analysing and evaluating**
- Evaluate the finished product using the previously established criteria.
- Critically analyse the product and make appropriate suggestions for improvements.
- Analyse the nutritional value of their finished product.

**ELECTIVES**

**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.

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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.
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 produce a bedroom makeover and a trendy beach 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.
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 using Internet technologies.

LEARNING STANDARDS

Investigating and designing

- Use ICT for visualising thinking
- Use ICT for creating
- Use ICT for communicating

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—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 personal computer the latest version of Gamemaker. A programming language, which will be advised. Both will be free of charge.

LEARNING STANDARDS

- 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
- Assignments
- Topic Tests

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

ASSESSMENT

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

- Introduction to electronics
- Introduction to mechanical principles
- Design Folio
- Production

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

TECHNOLOGY—Systems

Systems Technology

Systems Technology promotes problem solving skills through the Systems Engineering process. The Year 9 course focuses on mechanical and electronic systems working together.

Year 9 students using the design process will discover how to build an item that will move with a remote control or simply by turning it on. Students will develop skills in the design and construction, fault finding and acquire knowledge of mechanical, electrical/electronic and control systems.

LEARNING STANDARDS

- Acquire knowledge of new developments and innovations in technological systems
- Develop skills in the safe use of tools, measuring equipment, materials, machines and processes
- Acquire knowledge of the design process under the headings of Research, Design, Produce, Evaluation
ELECTIVES

ASSESSMENT

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

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

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

TECHNOLOGY—Textiles

Fabulous Fashion

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
- Techniques Folio
- Production 1
- Production 2
- Analysis and Evaluation

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

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 material products. Students are encouraged to be creative in their designs of a product 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. Students will evaluate the finished products to meet their design criteria.

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.
TECHNOLOGY—Wood

Wood, Plastics and Metal

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 various other equipment. 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 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:

- Safety
- Design Process
- Production
- Evaluation

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

ELECTIVES
THE ARTS

Art & Photography

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.
THE 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
THE ARTS

Drawing & Print-Making

In this course students investigate experimental processes and techniques to produce artworks in a folio of drawings 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
- Printmaking Folio
- Homework Drawings
- Analysis of Artworks

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

**Film Making—Media**

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.
**THE ARTS**

**Graphic 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.

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**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.
THE ARTS

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 Tasks
- Illustrator Tasks
- Animation in Flash
- Design Analysis

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

Music

This Unit explores performance practice and historical 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 music 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 music.

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.
THE ARTS

Painting and Sculpture

Throughout this unit students gain skills in working with painting sculptural mediums. They gain basic hand building skills in working with clay, paper mache, wire and plaster and acrylic paint. 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
- Painting Folio
- Sculpture Folio
- Homework Drawings

Contributions to class discussions and completion of class work will also be considered.
THE 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.
### Indicative Additional Levies for 2016

**Health & Physical Education**
- Outdoor Education - Discover the Coast - Year 9: $300.00
- Outdoor Education - The Great Outdoors - Year 10: $540.00

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<tr>
<th>VET</th>
<th>Levies listed are for materials costs for subjects delivered at Mount Lilydale Mercy College.</th>
<th>Tuition Fees are subsidised by the College.</th>
<th>Subjects studied Off Campus will also have an additional levy applied.</th>
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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.