Guide to Courses

Year 9 2017
# TABLE OF CONTENTS

## CORE

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important Dates</td>
<td>3</td>
</tr>
<tr>
<td>Curriculum Program</td>
<td>4</td>
</tr>
<tr>
<td>PLAY Program</td>
<td>6</td>
</tr>
<tr>
<td>English</td>
<td>8</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>9</td>
</tr>
<tr>
<td>Humanities – History</td>
<td>10</td>
</tr>
<tr>
<td>Humanities – Geography</td>
<td>11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>12</td>
</tr>
<tr>
<td>Religious Education</td>
<td>13</td>
</tr>
<tr>
<td>Science</td>
<td>14</td>
</tr>
<tr>
<td>Sport</td>
<td>16</td>
</tr>
</tbody>
</table>

## ELECTIVE SUBJECTS BY FACULTY

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>17</td>
</tr>
<tr>
<td>Health &amp; PE</td>
<td>19</td>
</tr>
<tr>
<td>Humanities</td>
<td>22</td>
</tr>
<tr>
<td>LOTE</td>
<td>25</td>
</tr>
<tr>
<td>Mathematics</td>
<td>27</td>
</tr>
<tr>
<td>Science</td>
<td>28</td>
</tr>
<tr>
<td>Technology</td>
<td>33</td>
</tr>
<tr>
<td>The Arts</td>
<td>42</td>
</tr>
</tbody>
</table>
IMPORTANT DATES

AUGUST 1, 2016

Year 9 2017 Students Subject Selection Assembly

AUGUST 5, 2016

Online Subject Selection for Year 9 2017 subjects opens

AUGUST 12, 2016

Online Subject Selection for Year 9 2017 subjects close
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 Victorian Curriculum and Religious Education, and Sport based on the Victorian Essential Learning Standards (Vels).

In Year 9, the Health and Physical Education unit ‘Youth Health’ 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.

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 9, 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 three subjects over the academic year. Special consideration may apply.

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.
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 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 Victorian Curriculum 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 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.
**ELECTIVES**

Electives are 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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| **English** | Creative Writing  
|           | Speaking with Confidence                       |
| **Humanities** | Power, People, Persecution & the Past  
|             | You, Me and the World We Live In               |
| **LOTE**   | Japanese  
|            | Italian                                        |
| **Maths**  | Games and Probability                          |
| **PE/Health** | Girls Only PE  
|              | Outdoor Education  
|               | Super Coach                                     
|              | Peak Performance                                |
| **Science** | Agriculture and Horticulture  
|            | Forensic Science                                
|            | Psychology It’s All In Your Head               
|            | Science, Technology and Design                 
|            | Sustainable Living                              |
| **Technology** | Game Design and Programming  
|           | Computer Pics and Webs                          |
| **ICT**    | Food: International Cuisine,  
|            | Food: Meal Planning and Entertaining            
|            | Food & Textiles: My House Rules                
|            | Systems Technology                              
|            | Textiles: Fabulous Fashion                     
|            | Wood: Wood, Plastics and Metal 1               
|            | Wood: Wood, Plastics and Metal 2               |
| **Technology Design** | Art  
|                 | Art Photography                                
|                 | Film Making—Media                              
|                 | Graphic Design                                 
|                 | Act 1 Scene 1                                  
|                 | Dance                                          
|                 | Music                                          
|                 | Theatre Troupe                                 |
| **The Arts** |                                             

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

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.
HEALTH & PHYSICAL EDUCATION - YOUTH HEALTH

This unit offers a basic introduction to health and wellbeing 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.
CORE CURRICULUM

HUMANITIES - HISTORY

This level of History studies the making of the modern world from 1750 to 1918 and the modern world and Australia from 1918–present. It covers the period of industrialisation and rapid change in the ways people lived, worked and thought, the era of nationalism and imperialism, and the colonisation of Australia that was part of the expansion of European power. The period 1750–1918 culminated with World War One 1914–1918 “the war to end all wars”. There are three areas of study.

AREAS OF STUDY
- The making of the Modern World—The Industrial Revolution (1750—1914)
- Australia (1750—1918)
- World War (1914—1918)

LEARNING STANDARDS
- Refer to significant events, the actions of individuals and groups, and beliefs and values to identify and evaluate the patterns of change and continuity over time.
- Analyse the causes and effects of events and developments and explain their significance.
- Explain the context for people’s actions in the past.
- Students evaluate the significance of events and analyse the developments from a range of perspectives.
- Evaluate the different interpretations of the past and recognise the evidence used to support these interpretations.
- Sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time.
- Locate and select historical sources and identify their origin, purpose and content features.
- Explain the context of these sources to identify motivations, values and attitudes.
- Compare and contrast historical sources and evaluate their accuracy, usefulness and reliability.
- Analyse the different perspectives of people in the past & evaluate how these perspectives are influenced by the significant events, ideas, location, beliefs & values.
- Evaluate different historical interpretations and contested debates.
- Construct and communicate an argument about the past using a range of reliable sources of evidence.
- Use historical terms and concepts, evidence identified in sources, and they use consistent referencing of these sources

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.
Year 9 Geography consists of two areas: Biomes and Food Security and Environmental change and management.

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.

**AREAS OF STUDY**
- Biomes and Food Security
- Geographies of interconnections

**LEARNING STANDARDS**
- Biomes and Food Security
- Geographies of interconnections
- Predict changes in the characteristics of places over time and identify implications of change for the future.
- Identify, analyse, and explain significant spatial distributions and patterns and significant interconnections within and between places, and identify and evaluate their implications, over time and at different scales.
- Evaluate alternative views on a geographical challenge and alternative strategies to address this challenge, using environmental, social and economic criteria, explaining the predicted outcomes and further consequences and drawing a reasoned conclusion.
- Ethically collect relevant geographical data and information from reliable and useful sources.
- Select, organise and represent data and information in different forms, using appropriate digital and spatial technologies and through special purpose maps that conform to cartographic conventions.
- Analyse and evaluate geographical data, maps and information using digital and spatial technologies and Geographical Information Systems as appropriate to develop identifications, descriptions, explanations and conclusions that use geographical terminology.

**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

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.

Students will 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

LEARNING 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

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

- 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

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**

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

- 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

SCIENCE
The Science content includes the two strands - Science Understanding (SU) and Science Inquiry Skills (SiS). These 2 strands are interrelated and its content is delivered in an integrated way.

LEARNING STANDARDS
Semester 1

- Students analyse how biological systems function and respond to external changes with reference to the interdependencies between individual components, energy transfers and flows of matter.
- They explain natural radioactivity in terms of atoms and energy change.
- They explain how different factors influence the rate of reactions.
- They explain global features and events in terms of geological processes and timescales, and describe and analyse interactions and cycles within and between Earth's spheres.
- They use the concepts of voltage and current to explain the operation of electric circuits and use a field model to explain interactions between magnets.
- Students develop questions and hypotheses that can be investigated using a range of inquiry skills.
- They independently design and improve appropriate methods of investigation including the control and accurate measurement of variables and systematic collection of data.
- They explain how they have considered reliability, precision, safety, fairness and ethics in their methods and identify where digital technologies can be used to enhance the quality of data.
- They analyse trends in data, explain relationships between variables and identify sources of uncertainty. When selecting evidence and developing and justifying conclusions, they account for inconsistencies in results and identify alternative explanations for findings.
- Students evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views, the quality of the methodology and the evidence cited.
- They construct evidence-based arguments and use appropriate scientific language, representations and balanced chemical equations when communicating their findings and ideas for specific purposes.
- Ecosystems consist of communities of interdependent organisms and abiotic components of the environment.
- All matter is made up of atoms. Natural Radioactivity of atoms arises from the decay of atomic nuclei.
- The theory of Plate Tectonics explains global patterns of geological activity and continental movement.
- Chemical Reactions including combustion and the reaction of acids in both living and non-living systems and involve energy transfer.
CORE CURRICULUM

SCIENCE (Continued)

LEARNING STANDARDS
Semester 2

- Electrical Circuits can be designed for diverse purposes using different components. The operation of circuits can be explained by the concepts of Voltage and Current.
- The interaction of magnets can be explained by a field model; magnets are used in the generation of electricity and the operation of motors.
- Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment.
- An animal’s response is coordinated by its central nervous system; Neurons transmit impulses and are connected by Synapses.

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

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

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

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

<table>
<thead>
<tr>
<th>EISM Sports:</th>
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<tbody>
<tr>
<td>Term 1 Boys</td>
<td>Term 1 Girls</td>
</tr>
<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>
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<thead>
<tr>
<th>Term 2 &amp; 3 Boys</th>
<th>Term 2 &amp; 3 Girls</th>
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</thead>
<tbody>
<tr>
<td>Football</td>
<td>Football</td>
</tr>
<tr>
<td>Table Tennis A &amp; B</td>
<td>Soccer</td>
</tr>
<tr>
<td>Soccer</td>
<td>Netball A &amp; B</td>
</tr>
<tr>
<td>Badminton</td>
<td></td>
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<table>
<thead>
<tr>
<th>Term 2 &amp; 3 Boys</th>
<th>Term 2 &amp; 3 Girls</th>
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<tbody>
<tr>
<td>Football</td>
<td>Football</td>
</tr>
<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>
</tr>
<tr>
<td>Badminton</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>
</tr>
<tr>
<td>Volleyball A &amp; B</td>
<td>Volleyball A &amp; B</td>
</tr>
<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>
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<tr>
<th>Social Sports include:</th>
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<tbody>
<tr>
<td>Archery</td>
<td>10 Pin Bowling</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Indoor Sports</td>
</tr>
<tr>
<td>Inline Hockey</td>
<td>Aerobics Class</td>
</tr>
<tr>
<td>Squash</td>
<td>Bike Riding</td>
</tr>
</tbody>
</table>

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

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.

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

- Written Assignments
- 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.*
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.

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

- Bush Craft Assignment
- Test
- Bookwork/Journals
- Practical application of skill (Bushwalking and Aquatics)

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

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
ELECTIVES

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 sports skills.
- Design programs to encourage participation skills, evaluate and suggest improvements.
- Demonstrate knowledge of Sport Psychology.

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.

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.

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

- Topic Tests
- Lab Reports
- Topic tests
- Practical Application of Skill
- 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.
ELECTIVES

HUMANITIES – Power, People, Persecution & 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 tasks 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

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.

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.
ELECTIVES

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.

AREAS OF STUDY
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.

LEARNING STANDARDS
- 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
HUMANITIES – You, Me and the World We Live In continued

- 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.
- 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.

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

- Research Task
- Tests
- Analysis Task

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

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

- 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.
ELECTIVES

LANGUAGES OTHER THAN 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.

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

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

- 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 & 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.

AREAS OF STUDY

- 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

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

- Class work
- Assignment Work
- Group Activities

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

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

- Garden Skills
- Assignment
- Topic Tests
- Practical Reports

Contributions to class discussions and completion of class work will also be considered
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
There will be a variety of tasks undertaken from the following:
- Practical Reports
- Crime Scene Presentation
- Topic Tests

Contributions to class discussions and completion of class work will also be considered
SCIENCE—Psychology: 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

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

- Multimedia Presentation
- Practical Research Task
- Scientific Research Investigation
- Topic Task

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

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.

ASSESSMENT
There will be a variety of tasks undertaken from the following:
- Construction Report
- Topic tests
- Practical Reports

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

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

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

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

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.

ASSESSMENT

There will be a variety of tasks undertaken from the following:
- Written Report
- Assignment
- Production - Food
- Topic Tests

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

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

There will be a variety of tasks undertaken from the following:
- Set Activities
- Practical Activities
- Practical Tests
- Folio: Dinner Party at Home

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

TECHNOLOGY (Food & Textiles) – 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.

ASSESSMENT

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

- Food Production
- Textiles productions
- Workbook
- Dinner Party Assignment

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

TECHNOLOGY (Info Tech) – 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
There will be a variety of tasks undertaken from the following:

- Folio of tasks
- Topic tests
- Assignments

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

TECHNOLOGY (Info Tech) – 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

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

- Folio of tasks
- Topic tests
- Assignments

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

TECHNOLOGY (Info Tech) – Systems Technology

In this unit, students will undertake a series of exercises that teach them how to understand and use the Systems design process to build an object that will move with the use of gears, wheels and electronic control. They will learn to use a variety of hand tools and equipment including correct soldering techniques.

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
- 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

There will be a variety of tasks undertaken from the following:
- Drawing Folio
- Production activities
- Evaluation Reports
- Safe Work Procedures

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

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

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

- Design Ideas Folio
- Techniques Folio
- Productions 1 & 2
- Analysis of Evaluation

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

TECHNOLOGY (Wood) – Wood, Plastics and Metal 1
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.

ASSESSMENT

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

- Design Folio
- Production
- Analysis and Evaluation

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

TECHNOLOGY (Wood) – Wood, Plastics and Metal 2

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

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

- Safety
- Design Process
- Production
- Evaluation

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

THE ARTS – Art

In this course students investigate experimental processes and techniques to produce artworks in a folio of drawings and prints, paintings and sculptures. 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

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

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

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

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

- 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.
ELECTIVES

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.

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

- Drawing 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
ELECTIVES

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
There will be a variety of tasks undertaken from the following:
- Ensemble Performance
- Performance Analysis
- Stage Crafts Tash
- Workbook
Contributions to class discussions and completion of class work will also be considered
ELECTIVES

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

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

- 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.
ELECTIVES

THE ARTS – Music

This unit explores composition practice and developmental stages of soundtrack production using ICT. Music elements analysis, creation of Foley sound effects and principles of the Creative Commons License will be explored. Aural and theory skills will be developed through performing and recording students’ original tracks for selected film clip.

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.

ASSESSMENT

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

- Original soundtrack as accompaniment to selected film clip
- Musical analysis and event timeline of the composition process

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

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

- Ensemble Performance
- Stage Craft
- Workbook

Contributions to class discussions and completion of class work will also be considered
## INDICATIVE ADDITIONAL LEVIES FOR 2017

<table>
<thead>
<tr>
<th>Health &amp; Physical Education</th>
<th>Outdoor Education - Discover the Coast - Year 9</th>
<th>$300.00</th>
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<tbody>
<tr>
<td></td>
<td>Outdoor Education - The Great Outdoors - Year 10</td>
<td>$540.00</td>
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</tbody>
</table>

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.