## YEAR 9 SUBJECTS

### CORE SUBJECTS

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### TECHNOLOGY ELECTIVES (FIRST CHOICE)

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### ART ELECTIVES (FIRST CHOICE)

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### OTHER ELECTIVES

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CORE: ENGLISH

OBJECTIVES:
The Year 9 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in Year 9 English builds on concepts, skills and processes developed in earlier levels, and teachers will revisit and strengthen these as needed. Year 9 students will engage with a variety of texts. They will interpret, create, evaluate, discuss and perform a wide range of literary texts designed for aesthetic, informational and persuasive purposes.

The Australian Curriculum English learning Standards are organised into three modes that work across the interrelated strands of Language, Literature and Literacy.

Reading:
The Reading mode encompasses students reading and viewing a wide range of texts and media, including literacy texts such as novels, short stories, poetry, plays and media texts.

Writing:
The Writing mode involved students in the active process of conceiving, planning, composing, editing, publishing a range of texts, including writing for print and electronic media. It also involved the development of knowledge about strategies for writing and the conventions of Standard Australian English and the use of metalanguage to discuss language conventions and use.

Speaking & Listening:
The Speaking & Listening mode involves formal and informal ways oral language is used to convey and receive meaning. It also involves active-listening strategies.

RESOURCES REQUIRED:
Please refer to the current Booklist for set texts. Students are required to study THREE set texts, and work with a textbook whilst maintaining a regular written record of work requirements.

COSTS INVOLVED:
There may be excursions and competitions that will incur a charge greater than the current English levy.

HOMEWORK:
Students are required to read regularly for a minimum of four hours a week. Exercises, redrafting of writing, researching, text responses and work studies require an additional two to four hours.
OBJECTIVES:
- Demonstrate useful mathematics and numeracy skills for successful general employment and functioning in society
- Solve practical problems with mathematics, especially industry and work-based problems
- Develop specialist knowledge in mathematics that provides for further study in the discipline
- See mathematical connections and be able to apply mathematical concepts, skills and processes in posing and solving mathematical problems
- Be confident in one's personal knowledge of mathematics to feel able to apply it, and to feel able to acquire new knowledge and skills when needed
- Be empowered through knowledge of mathematics as a numerate citizen, able to apply this knowledge critically in societal and political contexts
- Develop understanding of the role of mathematics in life, society and work; the role of mathematics in history; and mathematics as a discipline - its big ideas, history, aesthetics and philosophy.

AREAS OF STUDY:
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

RESOURCES REQUIRED:
- Workbook: An A4 exercise book, display folder
- Textbook: Refer to Booklist
- Calculator: Casio fx-82 AUplus
- Equipment: Math-O-Matt, Pens, Pencils, Ruler, Eraser, Scissors, Glue Stick

HOMEWORK:
Students are required to complete a variety of tasks outside of the classroom.
These include:
- Completing exercises/activities started during class time
- Revising work/making study notes/preparing for assessment tasks
- Completing assignment work, such as analysis tasks
- Completing tasks online using the HOTmaths program

ASSESSMENT MAY INCLUDE:
- Projects and/or Application Tasks
- Topic assessments, usually tests
- End of semester examinations
- Other forms of assessment as deemed appropriate by the classroom teacher.
OBJECTIVES:
This subject aims to develop students' abilities to ask questions and find answers about the natural and physical world. It provides students with insights into the way science is applied and how scientists work in the community, and it helps them to make informed decisions about scientific issues, careers and further study.

AREAS OF STUDY:

Biological Science
- The Nervous System

Physical Science
- Light and Colour
- Electricity

Psychological Science
- The Brain and Behaviour
- Drug Education - The relationship between drug use and behaviour

Chemical Science
- Materials: structure, properties and uses
- Reaction and change

RESOURCES REQUIRED:
- Textbook – Science Quest 3
- Student Workbook – Science Quest 3
- A4 exercise book

ASSESSMENT:
Assessment will be based on:
- Maintaining records of all practical work
- Assignments / Project Work
- Tests

HOMEWORK:
Completion of any unfinished class work, set assignments, and regular review of topics covered for test preparation.
CORE: LANGUAGES
FRENCH / GERMAN

OBJECTIVES:
To extend all students' expertise in, and understanding of, speaking, reading, writing and listening in the language and to help them to gain an insight into the culture of the countries where the language is spoken.

AREAS OF STUDY:
Listening:
Speaking:
Reading:
Writing:
Linguistic:
Cultural:

Through tapes, videos, films, magazines, reading passages, stories, poetry, songs, excursions, as well as using the computer, text books, handouts and formal grammatical tasks.

TASKS:
- Written tests, exercises and activities
- Listening exercises
- Assignment work
- Oral presentations
- Reading program
- Computer activities

HOMEWORK:
- Completion of class work
- Regular learning of vocabulary
- Set homework to consolidate work learnt in class
- Assignment work
- Revision

ASSESSMENT:
- Oral presentations and tasks - (speaking and reading)
- Written tests and tasks
- Listening tests and tasks
- Assignments
- Reading aloud, reading comprehension

Students must complete all the required assessment tasks by the due date.
CORE: HEALTH & PHYSICAL EDUCATION

OUTCOMES:
- To understand the positive and negative health outcomes of a range of personal behaviours and community actions;
- To identify and evaluate the factors involved in establishing personal identity and developing relationships;
- To improve motor skill performance across a range of activities;
- To encourage attitudes of co-operation and inclusiveness in co-educational team sports;
- To develop awareness and use of tactics in team sporting applications;
- To foster enthusiasm towards a lifelong healthy lifestyle.

AREAS OF STUDY:
- Importance of Physical Activity
- Activity Promotion Campaigns
- Decision Making / Goal Setting
- Body image and awareness / Self Esteem
- Safe Partying and Drug Abuse
- Relationships
- Fitness programming and assessment
- Systems of the Body
- Basic First Aid

SPORTING UNITS:
- Community Fitness
- Team Sports and Softcrosse
- Volleyball
- Korfball / European Handball
- Football codes
- Unihoc
- Tennis
- Badminton

COURSE REQUIREMENTS:
- Written assignments and worksheets;
- Assessment tasks and tests;
- Satisfactory preparation for, and involvement in, all practical activities.

HOMEWORK:
Students will be expected to complete appropriate homework when so designated by the class teacher.
CORE: HUMANITIES - GEOGRAPHY
ONE SEMESTER ONLY

DESCRIPTION:
There are two units of study in the Year 9 curriculum for Geography: *Biomes and food security* and *Geographies of interconnections.*

*Biomes and food security* focuses on investigating the role of the living environment and its role in food and fibre production. This unit examines the different biomes (natural environments) of the world, their alteration and their significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future.

*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 these 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. It 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.

STANDARDS:
The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills.* These strands are interrelated and will be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

At the end of the semester students should be able to:
- Describe the geographic characteristics of several natural systems (biomes)
- Appreciate the challenge faced of providing food to the World
- Have an understanding of how modern technology are influencing the interconnection of people with places.

LEARNING ACTIVITIES
To be selected by the teacher from a combination of:
- Practical exercises including Fieldwork
- Assignments & Research report/poster
- Topic tests
- Oral presentations
- Workbook
- Data processing and presentation

RESOURCES REQUIRED:
Atlas – Heinemann, 5th Edition (retained from previous year)
Paper- lined, workbook (48 page lined notebook)
Grey lead pencils, coloured pencils, ruler, eraser, black fine liner pen

HOMEWORK:
Continuous throughout the semester, as directed by the teacher

ASSESSMENT:
Students must achieve a satisfactory level ‘S’ in all learning activities.
Description:
The course analyses the ideas, leaders, movements and events that contributed to Australia’s social, political and cultural development and how the nation integrates into a wider international context. The role of movements of people and their impact on the nation is studied. Similarly, social movements for change and progress and the role they have played in shaping the nation will be examined. Different interpretations of significant events will be explored and the links between historical and contemporary issues will be analysed and discussed.

Key Topics:
- The background and impact of migration patterns from 1788 to the end of the Gold Rush.
- Clash of cultures in Australia, including Indigenous, Chinese and religious cultures.
- The tensions between social and economic change.
- Similarities and differences between the Australian experience and other nations.
- The role of imperialism in early 20th century and its role in the First World War.

The following skills and conventions will be developed:
- Analysing visual and written documents.
- Using evidence to support an argument.
- Assessing the value of evidence, i.e. Primary and Secondary sources, and also looking at the veracity of selected evidence.
- Comparing similar experiences across time and space.
- Research skills including note taking and using appropriate evidence.
- Appropriate use of historical conventions including bibliography.
- Essay writing, particularly structure at paragraph and sentence level. Incorporating evidence.

Resources required:
Year Nine students will continue to use their iPads.

The following assessment tasks will be used to assess skills and knowledge of content:
- Research task
- Tests
- Document analysis
- Comparative essay
- Historiographical exercise
VOCATIONAL LITERACY *

Vocational Literacy classes are run in small, informal groups with the focus being on the development of personal and inter-personal skills in order to enhance self-confidence, self-awareness and literacy skills. Throughout the year students will revise basic literacy skills such as punctuation, grammar, sentences structure and paragraphing. They will also complete a variety to tasks to help them understand themselves as learners and to build their ability to work effectively as a member of a team. While this is not an English subject it is designed to complement the work done in Year 9 English.

AREAS OF STUDY:
- Develop communication skills through cooperative group activities
- Develop a sense of personal and social responsibility through fostering organisational skills, self-confidence and goal setting
- Develop an awareness of possible future pathways.
- Develop literacy skills to support future learning

RESOURCES REQUIRED:
- English Handbook and Study Guide
- Notebook (Spiral)
- VSC Student Diary
- 4 Gb USB

OUTCOMES:
- Participation in group activities
- Written and oral tasks consistent with the world of work
- Participate in variety of skills development activities

ASSESSMENT:
Victorian Essential Learning Standards (VELS) assessed within the personal development and inter personal learning requirement.

This unit may lead to enrolment in Literacy for Life in Year 10.

* ENROLMENT IN THIS SUBJECT WILL BE ON THE BASIS OF RECOMMENDATION
ART

In this study students will build on their previous art experiences by extending their range of skills and techniques and their use of media and materials. Students explore the still life genre, intaglio printing and sculptural work.

OBJECTIVES:
- To develop skills in drawing techniques and drawing styles
- To develop skills in using a visual diary to generate, develop and refine ideas
- To become skilled in identifying and using the Art Elements and Art Principles
- To be able to produce final works with a range of media
- To have an understanding of and experience with producing both 2D and 3D artworks in a range of contexts
- To understand the influence of past artists and art styles on current art
- To be able to constructively criticise, evaluate and reflect on student’s own and other people’s work
- To be able to talk about Art using the correct terminology with confidence
- To be able to prepare and present art works for exhibition

AREAS OF STUDY:
Arts Dimension – Creating and Making
- Students use research to generate and develop ideas when making and presenting art works
- Students demonstrate a range of skills, techniques and processes in organising art elements and principles and structure art works in both traditional and contemporary styles

Arts Dimension – Exploring and Responding
- Students learn how art works visually communicate ideas and feelings and develop an understanding of the ways in which art works are made in particular cultural and historical contexts

Resources Required
- Equipment as listed on booklist
- Protective clothing (old shirt)

OUTCOMES:
Practical Work
- Presentation of visual diary with annotated reflection of exploration into art making processes
- Media trials and finished art works required in each unit of work
- Participation in mounting of works and group exhibitions

Research Work
- Idea generation
- Research on past art styles & artists

Homework Tasks
- Completion of projects, written work and other investigation/research as appropriate

ASSESSMENT:
- Assessment is carried out on each of the work requirement tasks including visual diary, finished pieces, homework tasks and presentations (written and/or oral)

COST INVOLVED:
- Refer to Booklist and to Year 9 elective levies advice sheet for levy cost

VCE LINKS: Art leads on to VCE Studio Art Units 1 to 4
THE ASSASSINS BULLET

This subject will investigate significant political assassinations. We will investigate the assassinations of Julius Caesar, Edward V and Richard the Duke of York, Abraham Lincoln, Mahatma Gandhi, Malcolm X, Rev Dr Martin Luther King and President John F Kennedy.

This subject will particularly investigate the associated political, social and economic pressures that created an environment ‘ripe’ for political murder.

AREAS OF STUDY:
- Julius Caesar – ‘The Fall of the Roman Emperor’
- Abraham Lincoln – ‘Death of a Dream’
- Mahatma Gandhi - ‘The Father of India’
- Rev Dr Martin Luther King - ‘I have a dream’
- Malcolm X - ‘Black resistance’

ASSESSMENT TASKS
- Research Project - on either Lincoln- King- Gandhi or Malcolm X. An investigation into the political, social and economic influences that created an environment of fear and apprehension, leading to the eventual assassination of these key political figures of the 19th and 20th century.
- Media analysis- An analysis of either Gandhi or JFK - What is myth and reality?
- Historiographical Piece - assessing the assassination of Abraham Lincoln and the impact of his death on the American push for Civil and Political rights.

RESOURCES REQUIRED
A workbook with A4 lined paper
USB
Earphones
In this study students will build on their previous art experiences by extending their range of hand building skills, joinery and decorative techniques and extend their use of materials. Students explore slip casting, slab work, tissue transfers and decorative techniques.

OBJECTIVES:
- To expand hand building and decoration techniques
- To develop skills in using a folio to generate, develop and refine ideas
- To become skilled in identifying and using Product Design Factors
- To be able to identify the properties and characteristics of clay, underglaze and glaze
- To have an ability to talk about Ceramics using the correct terminology with confidence
- To explore the concepts of form, function, decoration and utility
- To become skilled in identifying and using Product Design Factors
- To understand the influence of past ceramicists and their use of clay on current work
- To develop the student’s ability to write critically about their own work and that of ceramic artists

AREAS OF STUDY:
Design, Creativity and Technology Dimension - Investigating and Designing
- Students use research to generate and develop ideas when making and presenting ceramic works
- Students discuss the ways in which ceramic works are made in historical contexts

Design, Creativity and Technology Dimension - Producing
- Students will demonstrate a range of skills, techniques and processes in organising product design factors to structure works in clay.

Design, Creativity and Technology Dimension - Analysing and Evaluating
- Students learn how to identify, analyse and interpret ceramic works
- Students evaluate their work against the provided design brief

Resources Required
- Equipment as listed on booklist
- Protective clothing (old shirt)

OUTCOMES:
Practical Work
- Visual Diary with ideas and preparatory drawings
- Trials of different decorative techniques
- Functional and decorative work using moulds, casting and hand building processes

Research Work
- Idea generation
- Research on the history of ceramics and ceramic artists

Homework Tasks
Completion of projects, written work and other investigation/research as appropriate

ASSESSMENT:
- Assessment is carried out on each of the work requirement tasks including design folio, finished pieces, homework tasks and presentations (written and/oral)

COST INVOLVED:
- Refer to Booklist and to Year 9 elective levies advice sheet for levy cost

VCE LINKS:
- Ceramics leads on to VCE Studio Arts Units 1-4 and Product Design & Technology Units 1-2
CIVICS AND CITIZENSHIP

OBJECTIVES
This elective caters for students with a strong interest in local & global citizenship and the role played by leadership in this process.

It is a natural progression from the Year 8 High Resolves Program and will accommodate students who want to further develop their leadership skills by reflecting & responding to important current local and global issues.

Within this elective, students will investigate the following questions:
• How can we identify key qualities of leadership?
• What does leadership mean to different people?
• What does it take to be a leader?
• What do students need to learn and keep learning to develop their leadership potential?
• How can students create opportunities for democratic leadership, representation and involvement in the school community?
• How can students be agents for change in their school community?

ASSESSMENT:
Students will undertake a range of assessment including:

1. Keeping and completing an ongoing Learning Log
2. Oral presentation
3. Project that will investigate a local school issue.
4. Project that will investigate a global issue.

TEXTS:
Students will not be required to purchase a textbook, however they are required to purchase two exercise books (class workbook and log book).
CREATIVE WRITING

OBJECTIVES:
- To develop the skills of writing by extending language use and by the imaginative explorations of experience.
- To introduce the skills of writing for different purposes and audiences through exploring a range of writing styles.

AREAS OF STUDY:

Writing Styles for Different Purposes & Audiences:
Year 9 Creative Writing offers students the opportunity to explore a range of writing styles. The course includes an introduction to the skills of adapting writing for different purposes and audiences. There may be an author visit to the class or an excursion during the semester.

Presentation Skills:
- The writing process will be developed in a supportive environment. Drafting, proof-reading, correcting and editing skills will involve discussion with peers, the aim being to produce a polished final draft for each writing project.
- Appropriate and effective presentation will be encouraged. Students will have ready access to computers for word processing. Clear presentation will be encouraged and strategies for improvement will be offered.

Publication:
Students will be encouraged to make their writing accessible to a wider audience by submitting it for publication within the college and/or by entering appropriate community-based writing competitions.

RESOURCES REQUIRED:
- An A4 flat file / presentation folder
- Four plastic pockets
- Exercise book
- Students may be required to purchase additional print credits.

OUTCOMES:
Students should be able to draft a variety of pieces of writing in a range of modes for various audiences. Students should then select at least four pieces, drafting and polishing them for publication.

HOMEWORK:
Students are expected to complete writing tasks as home study.

ASSESSMENT:
Assessment includes evaluation of individual pieces by the writer, by his or her peers and by the teacher. Through the semester a journal will be maintained and a collection of writing will be developed, kept in a folio, and assessed in total for the student’s report. The report format is descriptive rather than competitive, specifying the skills developed and the individual writer’s special achievements.
OBJECTIVES:
This unit is designed to give Year 9 students experience in the role of tutor in local primary school classrooms.

Cross-Age Tutoring aims to assist students to:
- Develop skills in supporting younger students in a range of learning activities;
- Gain an increased understanding of themselves and their own learning;
- Improve life skills such as communication, cooperation and organisation;
- Increase awareness of the need for self-discipline in personal matters such as appearance, inter-personal relationships and punctuality;
- Realise that all members of a community have a responsibility to help one another;
- Develop leadership skills.

AREAS OF STUDY:

Practical Tutoring:
Students provide assistance and work cooperatively with primary school partners in a different location each term.

Learning & Development:
Students participate in a variety of classroom activities which focus on understanding individual learning and development, tutoring strategies and cooperative classwork.

RESOURCES REQUIRED:
- Exercise book – A5 Journal
- Bus fare as required
- Various materials and resources for project work, minimal in cost but requiring student initiative and organisation.

OUTCOMES:
- Participate in learning activities as a tutor for primary school students
- Participate in Year 9 classroom learning activities
- Maintain a journal of tutoring and classwork
- Prepare a major project on a selected aspect of learning and development

HOMEWORK:
- Complete journal entries as required
- Prepare for tutoring as required
- Research and prepare a major project which may involve an oral presentation

ASSESSMENT:
Students are assessed on:
- Tutoring roles [ ]
- Journal [ ] -- Graded
- Major Project [ ]

SPECIAL REQUIREMENT:
Students are required to travel under teacher supervision to the primary school as arranged each term. Appropriate behaviour is essential to maintain a place in this elective.
DESCRIPTION:
In Dance students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.

In this subject students will:
• Learn to dance, at least 2 taught routines in 2 different styles of dance.
• Investigate the knowledge and history of dance, the elements of dance, viewpoints, skills techniques and processes, materials of dance and the types of dance.
• Research a well-known choreographer.
• Choreograph their own routine for self/peer/formal assessment.
• Perform their routines for an audience (possibly in the evening with parents, family and friends) and reflect on their performance.
• During a prac dance lesson students will warm up and stretch. Students will practise learnt technique/corner work and learn taught choreography or be given the time to create their own choreography.

AREAS OF STUDY
Dance style, skills and technique development: A series of lessons will be devoted to the development of specific dance styles and techniques through corner work and specific instruction.

Performance: Solo, Duo, Trio and large group routines with be presented and performed for an audience. In class and for parents, family and friends.

Analysis and Reflection: Written and verbal evaluation of their own routines as well as that of others is required. These may take the form of analytical tasks, journal entries and reflections.

RESOURCES REQUIRED
A workbook – A4 size required for in class notes, research and journal/reflection writing. Students can wear appropriate dance shoes and attire but are not expected to buy them.

OUTCOMES
• Participation and active involvement in all class lessons
• Elements of dance
• Dance styles and technique
• Small group performances and solo performances based on choreography learnt and self taught
• Major performance of all choreography
• Self and peer assessment
• Journal and reflections in workbook
• Research and theory tasks

HOMEWORK: Students will be expected to practise learnt choreography at home, rehearse and create their own choreography and keep up to date journal reflections.

ASSESSMENT: Students will be assessed on the following;
Choreography – self evaluation – peer evaluation
Journal/Reflections
Performance/Technique – in class and for an invited audience
Research Tasks – Style of dance – Famous Choreographer – History of Dance/Cultural investigation
Attendance and Participation

COSTS INVOLVED: No costs for students.
DISCOVERING FOOD AND TECHNOLOGY

SUBJECT DESCRIPTION
This course will involve a weekly production (cooking) session and theory. Food productions will include sweet and savoury dishes. Students will learn how to manage tasks, both individually and in groups.

AREAS OF STUDY:
Involves the use of various foods with emphasis on:
- Breakfast Menus
- Lunch Menus
- Evening Meal Menus
- International Cookery

OBJECTIVES:
Every student should:
- Further develop and improve previously acquired skills from Year 8 Health & Foods
- Be in a learning environment that enables them to reach their full potential
- Learn to effectively follow and carry out recipes within known time constraints
- Learn to safely and effectively utilise various common food production pieces of equipment
- Develop their own ability to make sound, well informed food choices
- Utilise these skills in every day life

ASSESSMENT:
Is based upon successful completion of all work requirements covered throughout the semester. These will include: productions (cooking), assignments, work plans and evaluations, design folios.

COST INVOLVED:
There will be a levy charge for this subject which will cover the food used in productions.

LINKS TO SENIOR SUBJECTS:
Year 10 Food and Technology, Food and Hospitality and Health and Personal Development.
DISCOVERING THE OUTDOORS (DTO)

OUTCOMES:
• To introduce students to the outdoor natural environment, culminating in an overnight hike
• To equip students with the knowledge necessary to ensure a safe and worthwhile experience in the outdoor environment
• To encourage students to adopt an independent, cooperative and thoughtful approach to challenging tasks

Note: It is strongly recommended that students complete Discovering the Outdoors if they have an interest in undertaking The Duke of Ed award (Advance) in Year 10.

AREAS OF STUDY:
Adventure:
Students investigate the concept of adventure, researching contemporary adventurers.

Conservation and Minimal Impact on the Environment:
Students review strategies in the outdoors which promote environmental awareness and care. Conservation work in nearby parks is carried out.

Bushwalking:
All aspects of hiking including: Food/meal preparation, cooking, tent pitching, packs and packing them, navigation, orienteering, route planning, hypothermia. Practice walks prepare students for challenges ahead eg. visits to local outdoor venues.

Overnight Hike:
The course culminates in a 3-Day hike where students, having prepared themselves for this challenge, participate in this outdoor adventure.

Other Practical Activities:
A range of activities such as indoor climbing, initiative activities and team building games. Orienteering may be included.

RESOURCES REQUIRED:
• Students should provide a loose leaf folder or exercise book.
• Students will need to provide specific hiking equipment e.g. sleeping bag, thermals, polar fleece tops, hat and a beanie.

COST:
There is a prescribed levy for this unit that covers the costs incurred. Students will need to provide certain personal equipment prior to attending the camp including a 0 degree sleeping bag, thermals, polar fleece jumpers etc. Students will also be required to plan and purchase all meals/food required for the 3 day hike.

OUTCOMES:
• Research Project on selected topic.
• Workbook - notes and other key information, such as reports on practical activities.
• Practical involvement in class sessions, including the overnight hike.

HOMEWORK:
Students will be required to finish off classwork and project as homework when directed

ASSESSMENT:
Practical Activities
Work Requirements
Personal Development

Satisfactory and/or grade assessments will be provided.
DRAMA

DESCRIPTION:
The course deals with the development of students’ dramatic skills including acting, story-telling, script writing, improvisation, role-play, characterisation, as well as mime and movement. Students undertake performances which require the use of dramatic elements. Stagecraft is then applied to enhance the dramatic realisation of all performance work. Drama improves your communication skills, your ability to respond quickly to any given situation, confidence and the ability to work in a team - good for any career path and it’s fun!!!

AREAS OF STUDY
There are three principal areas of study:

Dramatic Skills Development: A series of workshops comprising exercises focussed on development of particular dramatic skills required for performance work.

Performance: Individual, small or large group performances will be used in order to develop actor’s skills, script interpretation and characterisation as well as use of dramatic elements. The focus of performances will relate to the areas of study, namely; improvisation, mime, actor’s workshop or script. Knowledge of conventions related to the style of the selected script will be applied and stagecraft will be used to enhance the quality of performances. Students can expect to perform their work to an audience other than their peers.

Analysis: Written and verbal evaluation of their own work as well as that of others is required. These may take the form of analytical tasks, design tasks, journal records or folio development in addition to a prescribed performance analysis.

RESOURCES REQUIRED
A workbook – A4 size required for in class notes and journal writing.

OUTCOMES
- Participation and active involvement in all class workshops.
- Staging and characterisation exercises.
- Small group performances based on mime, improvisation and character development.
- Major performance based on a selected script.
- Performance analysis, one per term.
- Workbook.

HOMEWORK:
Students will be expected to complete performance analysis as homework, as well as journal upkeep, analysis and design tasks. Research may be required and extra out of school hours rehearsal time may be needed prior to performances.

ASSESSMENT:
Student’s assessment will be both graded and descriptive. A satisfactory result for the course will require the completion of all work: class workshops, performances and written tasks. Workshop contribution will be graded, two performances will be graded, a global grade will be given for the performance analysis, and the workbook will be graded as well.

COSTS INVOLVED:
Students may attend theatrical performances outside the college that will incur a cost for admission and travel.
ENGLISH AS AN ADDITIONAL LANGUAGE

Students with less than four years of schooling in Australia are required to list this unit as one of their elective choices.

This unit is designed for students who learn English as a second or further language. It supports and complements the Year 9 English curriculum and is taken in addition to Year 9 English.

Students will further develop their vocabulary and general English skills such as reading comprehension, grammar, sentence structure and essay writing.

Tasks will also focus on successful personal learning strategies and on developing confidence and competency in students' oral language. Participating in a variety of individual and group learning tasks, EAL students will develop the independent learning skills required within the Australian context and for their VCE studies.

AREAS OF STUDY:
- Develop general English skills (reading, writing, listening and speaking)
- Develop appropriate learning strategies for educational pathways in Australia

RESOURCES REQUIRED:
- Notebook or exercise book
- USB
- Bilingual dictionary

OUTCOMES:
- Written tests and essays
- Reading comprehension tasks
- Participation in class discussions
- Short oral presentations

ASSESSMENT:
AusVELS:
Language: knowing about the English language
- Language for interaction
- Text structure and organisation
- Expressing and developing ideas

Literacy: expanding the repertoire of English usage
- Creating texts
- Texts in context
- Interacting with others
- Interpreting, analysing and evaluating

ENROLMENT IN THIS SUBJECT WILL BE ON THE BASIS OF ENGLISH TEACHERS’ AND THE EAL COORDINATOR’S RECOMMENDATIONS
ENVIRONMENTAL & SUSTAINABILITY SCIENCE

Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impact of human activities on them.

While undertaking this study, students will develop skills in practical scientific investigations, environmental fieldwork techniques, report writing, research and analysis.

Sustainability explores the impact of human-induced changes and how these can be effectively managed for long term sustainability. It exposes students to the environmental indicators that are used to measure environmental change and how these are used as tools in the decision making process.

Students shall analyse the energy issue and evaluate different energy options for the future.

OBJECTIVES:
- Understanding natural systems
- Understanding human impact on the environment
- Skills in the methods of environmental science
- Process-Awareness to action on sustainability
- Solutions and Pathways in Alternative energy and conservation

AREAS OF STUDY:
Students investigate sources of waste generated within the community and consider waste treatment and management options. They learn how wastes are generated in the processing of natural materials (for example, oil, water, brown coal and ores), and how the procedures used to manage these wastes contribute to environmental sustainability. They investigate, create and produce a range of strategies and products that explore, encourage and communicate the responsible use and management of natural and processed resources.

Students cite instances in which social priorities have had an impact on or have been influenced by society. This involves students applying their conceptual understandings to the consideration of issues significant to themselves as individuals and to the broader society in which they live; for example, stem cell research, ecotourism, tourism in space, personal safety, a clean and healthy environment, energy use, ecological footprints, electronic gadgets, robotics, the history and philosophy of science, ethics and science research.

RESOURCES REQUIRED: Exercise Book

HOMEWORK: Revision, Projects, Set tasks

ASSESSMENT TASKS:
- Research projects-university and community links
- Careers project
- Investigative self-designed sustainability projects- school focus
- Peer assessment
- Set tasks- practical reports and tests
- Informal inquiry and questioning
- Debates

COST INVOLVED: Possible excursion costs
OBJECTIVE:
This unit is designed to provide Mathematics students, who are currently achieving at the highest standard in Year 8, with the opportunity to enrich their understanding of more complex mathematical concepts. This course is specifically designed for students who not only enjoy the challenge of mathematics, but for those who also exhibit an excellent work ethic and are committed to achieving their very best in the subject. This course will incorporate the topics covered during semester 1 in Year 10 Mathematical Methods. Those students wishing to accelerate in their Maths studies should consider this elective.

Note:
- Students completing this elective may be given the opportunity to enrol in Year 10 Further Mathematics instead of Year 10 Mathematical Methods in semester 1 the following year. This will be determined by the student’s performance in this elective and also in the mainstream Year 9 Mathematics course.
- The mathematical pathway of Year 9 Extension Mathematics followed by Year 10 Further Mathematics (semester 1) and Year 10 Mathematical Methods (semester 2) will provide a thorough preparation for students considering undertaking Year 12 Further Mathematics Units 3 and 4 in the future.
- Students are not automatically accepted into this elective. Interested students should discuss the possibility of completing this unit with their current classroom teacher AND the Director of Numeracy, both of whom will make the final selection.
- This unit is usually offered in the second semester and student performance in Mathematics in the first semester of Year 9 will influence eligibility.
- Students undertaking the LEEP course complete the content of this subject as part of their regular Maths class and hence should NOT select this elective.
- This elective is limited to 25 students.

STRANDS:
Selected material from the Year 10 Mathematical Methods course from the strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability.

RESOURCES REQUIRED:
- Workbook (A4), display folder
- Casio fx-82 AUplus
- Pens, pencils, ruler, eraser, scissors and glue stick.
- Graph paper

HOMEWORK:
Students are expected to complete a variety of tasks outside of the classroom, including:
- Completing set exercises/activities started during class time
- Revising work/making study notes/preparing for assessment tasks
- Completing tasks online using the HOTmaths program.

ASSESSMENT:
Assessment may include:
- Topic assessments, usually in the form of tests
- Application tasks
- Semester examination
- Other tasks as deemed suitable by the classroom teacher
GOTHIC LITERATURE & FILM

OBJECTIVES:
- To enhance enjoyment of reading, both written and film texts, through the exploration of genres such as gothic and fantasy;
- To develop the ability to respond both critically and creatively to classic and contemporary texts.

Texts to be studied:
- Lord of the Rings
- Buffy the Vampire Slayer
- Short stories by Edgar Allan Poe
- Selected poetry
- The Hobbit
- Harry Potter and the Philosopher's Stone
- Wuthering Heights
- The Dressmaker

OUTCOMES
- Film as text
- Creative response
- Review
- Passage analysis

RESOURCES REQUIRED
- An A4 binder folder with plastic pockets
- Exercise book
- Copies of the text

HOMEWORK: Students will be expected to read/view the texts at home prior to study and may be expected to complete some writing tasks at home.

ASSESSMENT: Students will be assessed on:
- Their discussion and participation in class activities;
- A written creative response to a text;
- An oral presentation text review;
- A written analysis of film as text;
- A written passage analysis task.
This subject will allow students to gain critical life skills while linking their health education from Year 8 to Year 12.

OBJECTIVES
This course will develop your understanding and knowledge of:

- The physical, social and emotional changes during adolescence
- The influence of family on personal identity and values
- Community attitudes and laws influencing the sense of right and wrong
- Sexual health of young people (e.g. safe sex, contraception, abstinence, STIs)
- Accessing reliable information about health issues.

AREAS OF STUDY:

- Drugs and Alcohol- Harm minimisation, risk taking behaviours & decision making
- Bullying and Harassment- Cyber bulling / Sexting
- Mental Health- Health resources for depression and suicide
- Relationships- Family and community expectations.
- Sexual Health- Health concerns, strategies & services
- Nutrition

OBJECTIVES:
- Students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development.
- They describe the effect of family and community expectations on the development of personal identity and values.
- They identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies.
- They identify the health concerns of young people and the strategies that are designed to improve their health.
- They describe the health resources, products and services available for young people and consider how they could be used to improve health.
- They analyse a range of influences on personal and family food selection, and identify major nutritional needs for growth and activity.

ASSESSMENT:
Is based upon successful completion of all work requirements covered throughout the semester. These will include: Tests, Worksheets, and Assignments.

TEXT:
Booklets will be supplied to each student.

COSTS INVOLVED:
There are no additional costs for this subject.

LINKS TO SENIOR SUBJECTS:
Year 10 Health and Personal Development and VCE Health and Human Development
DESCRIPTION:
Students refine their skills by applying a range of techniques and format conventions in a number of software packages including work processing, desktop publishing, graphics, presentation, spreadsheets and animation to maximise presentation and communication skills to a variety of audiences.

OBJECTIVES:
- Develop skills in using a number of software packages, including word processing, desktop publishing, graphics, presentation, spreadsheet and animation
- Transform data into information by applying a range of techniques
- Acquire, produce and convey information to a variety of audiences
- Learn designing techniques to provide a solution to a problem
- Develop an understanding of how ideas and information can be shown visually.

AREAS OF STUDY:
- File Management
- Advanced skills in Word, including formatting and page layout
- Introduction to PowerPoint / Google Presentation including slide transitions, colour scheme, animation and image manipulation.
- Introduction to Flash Professional, including simple animations

RESOURCES REQUIRED:
USB Flash Drive of at least 4GB capacity

WORK REQUIREMENTS:
- A variety of practical activities
- Problem Solving Project(s)
- Tests

ASSESSMENT:
Students must satisfactorily pass all Work Requirements.

This elective is highly recommended for students who want to build a solid foundation in the Information Technology area.
OBJECTIVES:

- Teach student’s skills in using Photoshop to capture, manipulate, transform and store images.
- Use digital and SLR cameras to create special photographic effects.
- Use Photostory to create an animation promoting students’ intellectual and artistic abilities.

AREAS OF STUDY:

- I’ve got Photoshop, now what?
- JPG, PNG and GIF files.
- Image quality and pixels?
- Red eyes and how to use a flash.
- Layers and layer masks.
- Exposure and lighting.
- Under and overexposure.
- Scanning images.
- Digital Collage
- 360 degree panoramas and planet effects.

WORK REQUIREMENTS:

- Visual Diary
- Projects
- Tests.

RESOURCES:

- USB flash drive of at least 4GB capacity.

ASSESSMENT:

- Students must satisfactorily complete ALL work requirements.
- This elective is highly recommended for students intending to choose Year 10 Web Development, Year 10 Animation or Year 10 Photography.
MAKE, BAKE & DECORATE

SUBJECT DESCRIPTION:
Students will use a variety of methods to produce cakes for a range of occasions. The course will introduce students to cake making and decoration techniques and the design process. They will develop safe and responsible work practices and be provided with the opportunity to explore new equipment and techniques. This course has a strong emphasis on production (cooking) work.

AREAS OF STUDY:
Involves the use of various materials with emphasis on:
- Cake cooking methods
- Special occasion cake
- Cake decorating techniques
- The design process

OBJECTIVES:
Every student should:
- Further develop and improve previously acquired skills from Year 8 Health & Foods
- Learn to effectively follow and carry out recipes within the known constraints of time and space.
- Learn to safely and effectively utilise materials and equipment
- Develop an understanding of the various cake and biscuit making techniques
- Learn a variety of cake and biscuit decoration techniques
- Further develop an understanding of the design process

ASSESSMENT:
Will include: Productions (cooking), Work plans and evaluations, Design folios.

TEXT:
Two information booklets will be supplied to each student. The cost of this booklet is covered by the levy.

COSTS INVOLVED:
There will be a levy charge for this subject which will cover the majority of food used in productions and the recipe booklet.

LINKS TO SENIOR SUBJECTS:
Year 10 Food and Technology, Food and Hospitality and Health and Personal Development.
MATERIALS TECHNOLOGY - METAL

In this study students will build on their previous Visual Materials Technology experiences by extending their range of metal related skills, joinery and finishing techniques. Students will produce a folded metal box, a box ring, a wind chime and a small container.

OBJECTIVES:
- Students will learn about the properties and characteristics of metal
- Students will learn the safe use of tools, equipment and processes
- Students learn and follow the design process from design brief, research, design, manufacture and evaluation
- To be able to prepare design options that specify materials and techniques with consideration to the Product Design Factors
- Students learn how to critically reflect on their work in terms of how it meets the design brief, how effective their work plan was and how well made the final product is

AREAS OF STUDY:
Design, Creativity and Technology Dimension - Investigating and Designing
- Students work from a design brief and research areas that will support their design
- Students will design products that meet the set constraints and considerations

Design, Creativity and Technology Dimension - Producing
- Students will demonstrate a range of skills in the use of hand tools and soldering, construction techniques and finishing processes to structure works with metal
- Complete large and small projects using metal

Design, Creativity and Technology Dimension - Analysing and Evaluating
- Students evaluate their work against the provided design brief

RESOURCES REQUIRED:
- Equipment as listed on booklist

OUTCOMES:
Practical Work
- Visual diary containing all class notes
- Design folio covering the design process
- Skills in using materials and equipment in a safe manner

Research Work
- Idea generation
- Research on properties and characteristics of resistant materials

Homework Tasks
- Major written assignment and other investigation/research as appropriate

ASSESSMENT:
- Students will be assessed on all course work including design folio, investigation, production work and evaluations.

COST INVOLVED:
- Refer to Booklist and to Year 9 elective levies advice sheet for levy cost

VCE LINKS:
- Materials Technology leads onto VCE Design and Technology Units 1 to 4.
MATERIALS TECHNOLOGY - TEXTILES

In this study students will build on their previous textile experiences by extending their range of hand construction techniques and decorative techniques and will be introduced to the sewing machine. Students work from a pattern, explore printmaking techniques and redesign an existing garment.

OBJECTIVES:
- Students will develop skills in construction techniques and manipulating fabrics with a range of techniques
- Students will explore a range of creative techniques used for decorating fabric such as printing, dyeing, hand and machine embroidery and applique
- Students will acquire an understanding of the properties and characteristics of different textile and fabric types and their appropriate use
- Students will learn how to improve the function of existing clothing items
- Students learn about different textile applications – furnishings, clothing and accessories
- Students will gain an understanding of both traditional and contemporary fabric design and designers
- Students will learn about merchandising clothing – fashion parades, care labels, fashion illustrations

AREAS OF STUDY:
Design, Creativity and Technology Dimension - Investigating and Designing
- Students discuss the ways in which textile works are made in historical and contemporary contexts

Design, Creativity and Technology Dimension - Producing
- Students will demonstrate a range of skills in the use of sewing machines, construction techniques and decorative processes to structure works with textiles
- Complete at least two major projects to produce at least one article of practical use

Design, Creativity and Technology Dimension - Analysing and Evaluating
- Students learn how to identify, analyse and interpret textile works
- Students evaluate their work against the provided design brief

Resources Required
- Equipment as listed on booklist
- Protective clothing (old shirt)

OUTCOMES:
Practical Work
- Presentation of visual diary to show development of ideas, media trials, and designs for finished work
- Production of major design projects including at least one article of practical use

Research Work
- Idea generation
- Research on the history of textile art

Homework Tasks
- Major written assignment and other investigation/research as appropriate

ASSESSMENT:
- Assessment is carried out on each of the work requirement tasks including design folio, finished pieces, homework tasks and presentations (written and/oral)

COSTS INVOLVED:
- Refer to Booklist and to Year 9 elective levies advice sheet for levy cost.
- Additional cost or supply of materials if necessary for the execution of the major work

VCE LINKS:
- Textiles leads on to VCE Product Design (Textiles) Units 1 to 4 and Studio Arts Units 1 to 4
MATERIALS TECHNOLOGY - WOOD

In this study students will build on their previous Visual Materials Technology experiences by extending their range of skills, joinery and finishing techniques. Students will use hand and power tools and produce products using a range of joinery techniques. Students construct a picture/mirror frame, a chopping board and a decorative and/or functional box.

OBJECTIVES:
- Students will learn about the properties and characteristics of timber and timber products
- Students will learn the safe use of tools, equipment and processes
- Students learn and follow the design process from design brief, research, design, manufacture and evaluation
- To be able to prepare design options that specify materials and techniques with consideration to the Product Design Factors
- Students learn how to critically reflect on their work in terms of how it meets the design brief, how effective their work plan was and how well made the final product is

AREAS OF STUDY:
Design, Creativity and Technology Dimension - Investigating and Designing
- Students work from a design brief and research areas that will support their design
- Students will design products that meet the set constraints and considerations

Design, Creativity and Technology Dimension - Producing
- Students will demonstrate a range of skills in the use of hand tools and power tools, construction techniques and finishing processes to structure works with timber
- Complete small and large projects using timber

Design, Creativity and Technology Dimension - Analysing and Evaluating
- Students evaluate their work against the provided design brief

RESOURCES REQUIRED: Equipment as listed on booklist

OUTCOMES:
Practical Work
- Visual diary containing all class notes
- Design folio covering the design process
- Skills in using materials and equipment in a safe manner

Research Work
- Idea generation
- Research on the history of furniture and furniture designers

Homework Tasks
- Major written assignment and other investigation/research as appropriate

ASSESSMENT:
- Students will be assessed on all course work including design folio, investigation, production work and evaluations.

COST INVOLVED:
- Refer to Booklist and to Year 9 elective levies advice sheet for levy cost

VCE LINKS:
- Materials Technology leads onto VCE Design and Technology Units 1 to 4.
OBJECTIVES:
This subject aims to provide students with an enrichment of the skills and understanding already undertaken in previous years. This unit focuses on developing an understanding of the relationship between the use of the elements of music and each specific style. The styles include 20th Century Musical Theatre, Jazz and Rock music. Students engage in listening to, analysing and describing recorded music, performing works and comparing and improvising in selected styles.

AREAS OF STUDY:
Students choose tasks in the following areas of study to suit their needs and abilities.

Performing:
Students perform as soloists and in groups on their own choice of instrument.

Composing, Arranging, Musicianship:
Students improvise, compose and arrange a variety of short musical exercises and compositions, using appropriate notation, and musicianship training.

History of Music:
Students explore a number of musical styles including 20th Century musical theatre, Jazz, Film Music and Rock. They identify, analyse and describe the musical characteristics of these styles.

OUTCOMES:
Performing:
Students perform as soloists and/or in groups, works negotiated with the teacher, including works in the style being studied. All students are required to keep a reflective diary.

Composing, Arranging:
Students will submit a folio of exercises, compositions and arrangements using appropriate notation.

History of Music:
Students will submit assignments based on the relevant styles studied in class.

HOMEWORK:
Students will be expected to finish all classwork as homework and to undertake research for assignments.

ASSESSMENT:
The final assessment will be based on a culmination of all work throughout the semester. Students will be assessed in all areas of study.

VCE LINKS:
VCE Music Performance of Music Styles – Units 1 to 4
VET – Music Industry Skills
OUT ON THE TOWN

DESCRIPTION
What does Melbourne have in common with doughnuts? Why is our city known as Marvellous Melbourne? What is so important about the year 2030? Out on the Town takes students out of the classroom to investigate the city of Melbourne. We will conduct lots of fieldwork in the local area surrounding the school to investigate community issues such as traffic congestion, housing styles, provision for elderly people and children within the community, waste disposal and urban planning. Field studies of the local area surrounding VSC will enable students to test hypotheses and gather data over a period of time to determine the problems and successes of urban planning in the Vermont area.

The concept of the local community will then be extended to look at Melbourne and the surrounding region. Fieldwork to the city of Melbourne will investigate how our city has developed from a tent city during the Gold Rush to Marvellous Melbourne that it is now. Or is it? A Yarra River cruise and a visit to the Melbourne Story exhibition at the Melbourne Museum will help us gain a better understanding of the development of this expanding city.

Big Brother is watching! Explore satellite imagery and aerial photos to gain a greater spatial awareness of your local community. Technological developments such as Google Maps and CCTV enable us to track changes over time as well as the movement of people throughout urban environments – are these tools which can aid law enforcement or are they invasions of privacy?

AIMS
- To foster a greater awareness of the local area and develop and understanding of the evolution of both Vermont and Melbourne as a city.
- Skills and methodology involved in in-depth fieldwork in preparation for senior school Geography
- Decision making skills regarding local planning regulations in terms of traffic management etc
- To investigate a range of Geography-related careers such as Urban Planning, linking students with the city of Whitehorse.

ASSESSMENT TASKS
- Practical exercises
- Tests
- Fieldwork reports – an integral component
- Research Assignments

COST INVOLVED:
This subject involves excursions. Each excursion must be paid for separately and prior to the date of excursion.

LINKS TO VCE:
- VCE Geography
- VCE Environmental Studies
PHILOSOPHY

This SUBJECT is not a prerequisite for VCE

DESCRIPTION
What separates man from animals is our ability to think. The Ancient Greeks didn’t invent thought, but they were the first society to think about ideas. With that concept, the foundation of modern philosophy was born.

Numerous individuals since then have asked important questions about existence, in many cases not coming up with an answer. They have tried to work out what it means to be a human being. Students will be required to examine a number of philosophical ideas and philosophers throughout history.

OBJECTIVES
This subject is designed to enable students to:
• Develop the ability to clarify concepts, analyse problems and construct arguments.
• Build their ability to think independently and develop reasoning skills.
• Think about their place in the world and who they are.

ASSESSMENT TASKS:
- Classroom discussion
- Oral presentation
- Document analysis
- Research project
- Essay

Resources Required:
- A4 exercise book – 96 pages
- Pens and highlighters

HOMEWORK:
Students will be expected to complete a variety of homework activities, including the analysis of written and visual documents. They will also research, plan and draft their essays. They will be expected to research and report on a specific philosopher, or philosophical idea. These are all Work Requirements that will be reported on at the end of the semester.

LINKS TO VCE/VET SUBJECTS
- VCE Philosophy 1/2 and 3/4
- VCE History Units 1/2 – Twentieth Century History
- VCE History Units 3/4 – Australian History
- VCE History Units 3/4 – Revolutions
- VCE Politics 1/2 and 3/4

LINKS TO CAREER/POST-SCHOOL PATHWAYS:
- Journalism
- Law
- Marketing
- Foreign Affairs and Diplomacy
- Librarian
- Politician
- Scientist
- Philosopher
- Public Servant
- The Armed Forces
PROGRAMMING AND WEB DEVELOPMENT

DESCRIPTION:
This unit is designed to provide students with basic skills in gaming, programming and web development.

OBJECTIVES:
Visual Basic
- Develop knowledge and skills in basic structured programming
- Learn designing techniques to provide a solution to a problem

The Games Factory
- genre of computer games
- game design principles
- game publishing on different platforms
- game evaluation and planning

Web Design
- Design and create a digital portfolio
- File Management

RESOURCES REQUIRED:
- An A4 exercise book to document the process of each set task
- USB Flash Drive of at least 4GB capacity

WORK REQUIREMENTS:
- A variety of practical activities in Visual Basic, Fusion and Google sites.
- Programming projects using Visual Basic and Fusion.
- Digital Portfolio
- Skills Tests

ASSESSMENT:
Students must satisfactorily pass all Work Requirements.

This elective is highly recommended for students intending to choose either Year 10 Programming and Game Development, Year 10 Web Development or VCE Computing Units 1 & 2.
SONG WRITING AND ARRANGING

OBJECTIVES:
This subject focuses on the study of composition and performance and an understanding of how music works in the Rock and Popular Music genres. It will provide students with practical experience in composing and performing on their own instruments. They will also utilise technical equipment, such as computers and synthesizers to write and perform their own compositions.

This will be a challenging and rewarding subject for students interested in developing their musicianship, who are well versed in their own instrument and wish to develop a theoretical and aesthetic appreciation of musical styles. It is also a valid preparation for VCE music subjects.

AREAS OF STUDY:
Performing:
Students perform their own compositions and related musical exercises, using their principal instruments or computers and synthesizers.

Composing, Theory:
Students compose several works and complete related theoretical exercises, such as writing a melody to a standard chord progression.

History of Music:
Students explore relevant musical styles. They identify, analyse and describe the musical characteristics of these styles.

RESOURCES REQUIRED:
All students will be expected to have a manuscript book, A4 folder and paper.

OUTCOMES:
Performing:
Students perform as soloists and in groups their own compositions and arrangements.

Composing, Theory:
Students will submit a folio of exercises, compositions and arrangements.

History of Music:
Students will demonstrate an understanding of the musical characteristics of the works studied by submission of relevant journal entries.

HOMEWORK:
Students will be expected to undertake any research required to complete set work and will keep a reflective journal.

ASSESSMENT:
The final assessment will be based on a culmination of all work throughout the semester. Students will be assessed in all areas of study.
THE POWER BEHIND THE THRONE – WOMEN IN HISTORY

Considering women are half of the population it’s odd that they’re often invisible in history. This course will look at the role women have played in shaping and making the world in which we live. Leaders and visionaries like Joan of Arc, Queen Elizabeth, Emma Goldman and Emmeline Pankhurst, people at the forefront of change will be studied.

Social groups of women, such as the mothers of the Disappeared in South America, Rosie the riveter in the Second World War and female soldiers in the twentieth century as classes or groups of people will also be examined. Representations of women throughout history will also be looked at, focussing on how have they been portrayed to justify historical events.

By the end of the course, will become historically visible and assume an appropriate place in history and human development.

OBJECTIVES of the SUBJECT:
This subject is designed to enable students to:
- Learn about specific leaders, ideas, movements and events in history where women have played an important and central role.
- See that power is wielded and desired in similar ways across humanity.
- Acknowledge that history doesn’t necessarily have to be about big events, it can be about movements and ideas that are slow moving, but still quite transformative.
- Develop skills in making judgements about evidence and what is often left out of historical arguments and why.
- Frame questions using their own knowledge and experiences and to develop research and inquiry skills.

AREAS OF STUDY
- The role of specific individuals, women who through the force of their personality or action, changed the world.
- Wider social groups. Women who through organisations ensured change, or guaranteed stability.
- Representations of women in history. How much has the role of women been distorted by official and unofficial histories.

ASSESSMENT TASKS
- Document analysis
- Research project
- Essay
- Film Study
- Tests

RESOURCES REQUIRED:
A4 exercise book – 96 pages; Pens and highlighters

HOMEWORK:
Students will be expected to complete a variety of homework activities, including the analysis of written and visual documents. They will also research, plan and draft their essay. They will be expected to research and report on specific women outside of the areas of study, examples include Boadicea, Miles Franklin and Abigail Adams. These are all Work Requirements that will be reported on at the end of the semester.

LINKS TO VCE/VET STUDIES
- VCE History Units 1 and 2 – Twentieth Century History
- VCE History Units 3 and 4 – Revolutions
- VCE History Units 3 and 4 – Australian History
- VCE Politics 1 and 2; and 3 and 4
- VCE International Relations 1 and 2; and 3 and 4

This SUBJECT is not a pre-requisite for VCE

Links to Further Training and Careers:
- Journalism; Law; Marketing; Foreign Affairs and Diplomacy; Librarian; Politician; Research Assistant
- Personal Assistant; Spy; Public Servant; The Armed Forces
THEATRE STUDIES

DESCRIPTION:
Ever wondered what it takes to stage a play? Drama Performance concentrates on developing the skills of the actor through the process of staging a major performance. Students are involved in all areas of presenting the performance from selecting the script, through to casting, publicity and presenting the performance. Students learn to manipulate a variety of stagecraft elements including: props, costumes, lighting, sound, make-up, set design and direction. Students are required to perform, but can also specialise in back-stage areas. A great introduction to VCE Theatre Studies and a variety of alternative career paths in the performing arts.

AREAS OF STUDY
There are three principal areas of study:

Dramatic Skills Development: A series of workshops comprising exercises focussed on development of particular dramatic skills required for performance work.

Performance: Individual, small or large group performances will be used in order to develop actor's skills, script interpretation and characterisation as well as use of dramatic elements. Knowledge of conventions related to the selected style will be applied and stagecraft will be used to enhance the quality of performances. Students can expect to perform their work to an audience other than their peers.

Analysis: Written and verbal evaluation of their own work as well as that of others is required. These may take the form of analytical tasks, design tasks, journal records or folio development in addition to a prescribed performance analysis.

RESOURCES REQUIRED
A workbook – A4 size required for in class notes and journal writing.

OUTCOMES
- Participation and active involvement in all class workshops.
- Staging and characterisation exercises.
- Small group performance.
- Major performance.
- Performance analysis.
- Workbook.

HOMEWORK:
Students will be expected to complete performance analysis as homework, as well as journal upkeep, analysis and design tasks. Research may be required and extra out of school hours rehearsal time may be needed prior to performances.

ASSESSMENT:
Students’ assessment will be both graded and descriptive. A satisfactory result for the course will require the completion of all work: class workshops, performance and written tasks. Workshop contribution will be graded, two performances will be graded, a performance analysis will be graded as well as the workbook.

COSTS INVOLVED:
Students may attend theatrical performances outside the college that will incur a cost for admission and travel which is not covered by levies.
VISUAL COMMUNICATION DESIGN

In this study students will build on their previous visual communication design experiences by extending their range of technical skills and rendering techniques and their use of methods, media and materials. Students looks at Industrial design, observational and two-point perspective drawings and build skills with Photoshop.

OBJECTIVES:
- To learn how to design and communicate information visually
- To extend student knowledge of technical drawing systems paraline 3D and projection 2D and perspective drawings
- To extend students use of observational drawings, freehand drawing and rendering with a range of media
- To learn the design process and how to work from a design brief
- To become skilled in identifying and using the Design Elements and Design Principles
- To learn how to use design programmes on the computer for development, refinement and presentation of work
- To understand the difference between Communication, Industrial and Environmental Design
- To understand the influence of past designers and design styles on current design
- To be able to use design thinking processes
- To become familiar with the anatomy and use of typography

AREAS OF STUDY:
Arts Practice – Creating and Making
- Students will generate and develop ideas to make and present visual communications
- Students will demonstrate a range of skills, techniques and processes to organise design elements and design principles to structure visual presentations

Arts Practice – Exploring and Responding
- Students learn to describe and evaluate how visual communications present ideas and messages within particular cultural and historical contexts

Resources Required
- Equipment as listed on booklist

OUTCOMES:
Practical Work
- Assessment is through the presentation of a folio of works that clearly demonstrates competency in technical and freehand drawing and the design process, investigation work and finished presentations

Research Work
- Idea generation
- Research on past design styles and designers

Homework Tasks
Completion of projects, written work and other investigation/research as appropriate

ASSESSMENT:
- Assessment is carried out on each of the work requirement tasks including a strong emphasis on homework

VCE LINKS:
- Visual Communication Design leads on to VCE Visual Communication Design Units 1 – 4