Year 9 Handbook 2011

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INTRODUCTION

Overview
Year 9 is a critical period in the lives of most teenagers as they adjust to the expectations, environments and programs within the College. By the time students reach Year 9 they are well into adolescence and begin to see their future as adults. They are experiencing profound physical, social, emotional and intellectual developmental changes as they move to greater levels of challenge and independence.

Curriculum
Daylesford Secondary successfully applied for Leading Schools Fund status and has developed a curriculum based on strengthening connections between the students and their community, their needs and their futures.

Daylesford Secondary College is committed to providing a balanced curriculum across all domains of the Victorian Essential Learning Standards (VELS). The VELS level broadly associated with Year 9 is Level 6 and the curriculum enables students to progress beyond the foundations so that individual pathways can be developed. Such a commitment will provide for specific learning needs and aspirations both now and in the future.

Pastoral Care
All of our Year 9 students belong to a section group as part of our pastoral care program. Each section group is assigned a section teacher who is responsible for assisting their students to achieve a smooth transition from Year 8 to Year 9.

Home group teachers are part of an important team including the Junior School Assistant Principal, Year 9 Co-ordinator, Guidance Officer, Student Welfare Officer and Chaplain. This team prides itself on being proactive, implementing early intervention strategies and is dedicated to monitoring the welfare of every Year 9 student.

Planner
All students are issued with a Daylesford Secondary College planner at the start of each year. The planner outlines the majority of school policies relating to uniform, the code of conduct, mobile phones and internet use. The aims and beliefs of the college, in addition to general school information, are also outlined in the planner. It is an expectation that students use their planner as a reference to school policies and to enter assignment deadlines, homework tasks, assessment dates, training days, rehearsals, meetings and other academic commitments. The planner can also be used for parents/guardians and teachers to communicate with each other. It is an expectation that students replace their planner if they lose it during the year.
**Homework**

Homework complements and reinforces classroom learning, and fosters good lifelong study habits. General guidelines suggest that a Year 9 student should be doing approximately 75 minutes of homework per day.

At Daylesford Secondary College, all Year 9 students are expected to complete an English and Maths homework task each week. Other subject areas set small amounts of homework sometimes associated with finishing off work not completed in class. At other times during each semester a major assignment may be set and these are typically worked on both at school and at home over several weeks.

Parents can help keep their sons and daughters on track with their homework by:
- encouraging a regular daily session to examine and complete homework;
- discussing key questions or suggesting resources to help with homework;
- helping to balance the amount of time spent between homework and recreational activities such as watching television or playing computer games;
- asking how homework and class work is progressing, and acknowledging success;
- attending school events, productions or displays that their child is involved in;
- talking to teachers to discuss problems with homework;
- checking whether homework has been set and ensuring that their child keeps a homework diary;
- reading texts set by teachers;
- discussing their child’s responses to set texts and asking to see work they complete in relation to these text;

**Sport**

The College competes against Mt. Clear Secondary College, Sebastopol Secondary College, Ballarat Secondary College and Ballarat High School in interschool championships with successful students then going on to the Western Zone competition.

Students have the opportunity to compete in other Interschool sports including tennis, volleyball, cricket, football, netball, badminton, soccer, table tennis and squash. Training is during lunchtime with an emphasis on good sportsmanship.
2010 RESPONSIBILITY POSITIONS

Parents should feel free to contact any of the people mentioned below should they have any queries about Daylesford Secondary College, its policies and programs.

**Principal:**
Anthony Avotins

**Assistant Principal:**
Carol Gleeson: Junior School
Phil White: Senior School

**DSC Student Services:**
- **Guidance Officer:** Peter Gallagher
- **SWO:** Sue Bosch
- **Chaplain:** Elaine Anderson

**Office Personnel:**
- **Business Manager:** Lisa Brewer
- **Student Attendance and Accounts Receivable:** Tania McKay
- **Accounts Payable:** June Stanley
- **Newsletter/EMA:** Irene Worthington

**Year level co-ordinators:**
- **Year 7:** Roger Gooding
- **Year 8:** Martin Hogan
- **Year 9:** Maria Mazzitelli
- **Year 10:** Bob Grisdale
- **Year 11:** Trish Matthews
- **Year 12:** Bromley King

**Key Learning Area leaders:**
- **The Arts:** Wayne Pickering
- **English:** Julie Hill
- **Health & PE:** Aaron Bones
- **Humanities:** Shayna Williams
- **Italian:** Manuela Felicetti
- **Maths:** Karel Arndt
- **Science:** Elizabeth Woodroffe
- **Technology:** Paul Campbell

**Integration:**
- **Leader:** Helen Robinson
- **Team Member:** Wendy Hogben
- **Team Member:** Jenny Gee

**Program co-ordinators:**
- **Careers and work experience:** Bronwyn Barlow & Marg Cattanach
- **Student management and wellbeing:** Marg Cattanach
- **Curriculum:** Phil White
- **Performance and development:** Carol Gleeson
- **Timetable and school planner:** Roger Dunn
- **Daily Organiser:** Marg Cattanach
- **Library:** Janise Slater
- **Numeracy:** Nick Pethica
- **Literacy:** Rebecca Anderson
- **School bus travellers:** Peter Geddes
YEAR 9 CURRICULUM

CORE

All students study the following subjects for the entire academic year.

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ELECTIVES

All electives are in three period blocks. All students need to study at least one subject from The Arts, Humanities and Technology in Year 9. If a subject has an asterisk (*) against its name then this can be studied over two semesters. The remaining subjects are offered over one semester only.

THE ARTS:
- Art and Ceramics
- Art and Design
- Art and Multimedia
- Crafts / Ceramics
- Drama*
- Drawing, Painting and Printmaking
- Graphics A & B
- VET Music*

HORTICULTURE
- Horticulture*

HUMANITIES:
- Laws and Parliament
- Natural and Man Made Disasters
- The Roman Empire
- The Sustainables
- War and Peace

LOTE:
- Italian*

PHILOSOPHY
- Philosophy 1 & 2

PHYSICAL EDUCATION:
- Outdoor Education
- Physical Recreation
- Sport for Boys
- Sport for Girls

TECHNOLOGY:
- Desk Top Publishing
- Food and Technology 1 & 2
- Systems
- Textiles 1 & 2
- Web Page Publishing
- Woodwork
THE ARTS: ART AND CERAMICS

Victorian Essential Learning Standards:
Domains: The Arts
            Thinking Processes

The Aims of Art and Ceramics:
All art units offered, aim to provide opportunities for students to:
 a) Acquire and use understanding and knowledge in their chosen area of study.
 b) Display increasing competence in their MANIPULATION of specific media and tools as
    they explore the interplay of art elements, principles, techniques and methods.
 c) Develop personal and imaginative solutions, working towards an independent,
    expressive style and innovative approaches to ideas.
 d) Participate in a range of skills involving art criticism, judgement and appreciation
    through viewing, analysing and comparing artworks from different peoples, times
    and places. This provides them with important clues as to the formation of cultural
    and artistic histories / traditions.
 e) Work towards effective participation and successful artistic responses that enables
    them to develop a greater sense of personal esteem and satisfaction and a desire
    to continue their artistic pursuits into the future.
 e) Draw upon starting points such as observation, experience and research to express
    and present ideas and feelings when making visual art works.

The Course:
In this unit students are encouraged to develop individual and creative responses, while
developing their skills and techniques using art and ceramic materials. They will explore
alternative approaches to making, firing and decorating their work. Students will develop
an understanding of art and ceramic work from other cultures and use this to generate
ideas for their own work and provide the context for any written and/or assignment work.

Assessment:
Upon commencement of the unit students are provided with a general description of the
course requirements and given details of the major assessment tasks, which necessarily
include the effective completion of all practical, written and assignment work. The overall
result relies on ongoing and summative assessment methods for determining student
success. This will occur significantly in the Arts/VELS dimensions of Creating and Making
and Exploring and Responding, and also through the integration of the domains as
mentioned above.

Further Information:
Students have the opportunity to participate in both school, community and State based
exhibitions, presentations and or competitions.
THE ARTS: ART AND DESIGN

Victorian Essential Learning Standards:
Domains: The Arts
Thinking Processes

The Aims of Art and Design:
All art units offered, aim to provide opportunities for students to:

a) Acquire and use understanding and knowledge in their chosen area of study.
b) Use increasing competence in their manipulation of specific media and tools as they explore the interplay of art elements, principles, techniques and methods.
c) Develop personal and imaginative solutions, working towards an independent, expressive style and innovative approaches to ideas.
d) Participate in a range of skills involving art criticism, judgement and appreciation through viewing, analysing and comparing artworks from different peoples, times and places. This provides them with important clues as to the formation of cultural and artistic histories / traditions.
e) Work towards effective participation and successful artistic responses that enables them to develop a greater sense of personal esteem and satisfaction and a desire to continue their artistic pursuits into the future.
e) Draw upon starting points such as observation, experience and research to express and present ideas and feelings when making visual art works.

The Course:
The focus in this unit is on colour and design and how they influence artworks. Students will have the opportunity to use a variety of media during both individual and group work. The development of ideas from an initial starting point to finished product requires a working journal to be kept. This would include: – preparatory drawings, research material and other technical, design, theory and project references.

Assessment:
Upon commencement of the unit students are provided with a general description of the course requirements and given details of the major assessment tasks, which necessarily include the effective completion of all practical, written and assignment work. The overall result relies on ongoing and summative assessment methods for determining student success. This will occur significantly in the Arts/VELS dimensions of Creating and Making and Exploring and Responding, and also through the integration of the domains as mentioned above.

Further Information:
Students have the opportunity to participate in both school, community and State based exhibitions, presentations and or competitions. No significant costs are involved unless more specialised materials are desired by the student.
THE ARTS: ART AND MULTIMEDIA

Victorian Essential Learning Standards:
Domains: The Arts
             Thinking Processes

The Aims of Art and Multimedia:
All art units offered, aim to provide opportunities for students to:

a) Acquire and use understanding and knowledge in their chosen area of study.

b) Use increasing competence in their manipulation of specific media and tools as they explore the interplay of art elements, principles, techniques and methods.

c) Develop personal and imaginative solutions, working towards an independent, expressive style and innovative approaches to ideas.

d) Participate in a range of skills involving art criticism, judgement and appreciation through viewing, analysing and comparing artworks from different peoples, times and places. This provides them with important clues as to the formation of cultural and artistic histories / traditions.

e) Work towards effective participation and successful artistic responses that enables them to develop a greater sense of personal esteem and satisfaction and a desire to continue their artistic pursuits into the future.

e) Draw upon starting points such as observation, experience and research to express and present ideas and feelings when making visual art works.

The Course:
This unit introduces new concepts and involves both the traditional forms of art making and the development of more contemporary approaches. An increasing emphasis will be on cross-media investigation and the application of new materials, technologies and directions in the development of individual and group pieces. Students will have an opportunity to explore issues, media and methods that reflect areas of personal interest, abilities and ideas which may include performance, installation and digital formats.

Assessment:
Upon commencement of the unit students are provided with a general description of the course requirements and given details of the major assessment tasks, which necessarily include the effective completion of all practical, written and assignment work. The overall result relies on ongoing and summative assessment methods for determining student success. This will occur significantly in the Arts/VELS dimensions of Creating and Making and Exploring and Responding, and also through the integration of the domains as mentioned above.

Further Information:
Students have the opportunity to participate in both school, community and State based exhibitions, presentations and or competitions.
THE ARTS: ART AND SCULPTURE

Victorian Essential Learning Standards:
Domains: The Arts
Thinking Processes

The Aims of Art and Sculpture:
All art units offered, aim to provide opportunities for students to:

a) Acquire and use understanding and knowledge in their chosen area of study.
b) Use increasing competence in their manipulation of specific media and tools as they explore the interplay of art elements, principles, techniques and methods.
c) Develop personal and imaginative solutions, working towards an independent, expressive style and innovative approaches to ideas.
d) Participate in a range of skills involving art criticism, judgement and appreciation through viewing, analysing and comparing artworks from different peoples, times and places. This provides them with important clues as to the formation of cultural and artistic histories / traditions.
e) Work towards effective participation and successful artistic responses that enables them to develop a greater sense of personal esteem and satisfaction, a desire to continue their artistic pursuits into the future.
e) Draw upon starting points such as observation, experience and research to express and present ideas and feelings when making visual art works.

The Course:
In this unit students are involved in the production of sculptural forms generating ideas through a variety of methods, some of which include assemblage/construction, collage, casting and drawing. The materials used, aim to foster an understanding of certain methods, techniques and the development of inventive and imaginative responses. Students are expected to perform tasks in responding to sculptural objects from selected periods, cultures and individual artists.

Assessment:
Upon commencement of the unit students are provided with a general description of the course requirements and given details of the major assessment tasks, which necessarily include the effective completion of all practical, written and assignment work. The overall result relies on ongoing and summative assessment methods for determining student success. This will occur significantly in the Arts/VELS dimensions of Creating and Making and Exploring and Responding, and also through the integration of the domains as mentioned above.

Further Information:
Students have the opportunity to participate in both school, community and State based exhibitions, presentations and or competitions. No significant costs are involved unless more specialised materials are chosen by the student outside the unit as delivered.
THE ARTS: CRAFT/CERAMICS

Victorian Essential Learning Standards:
Domains: The Arts
          Thinking Processes

The Aims of Craft/Ceramics:
All art units offered, aim to provide opportunities for students to:

a) Acquire and use understanding and knowledge in their chosen area of study.
b) Use increasing competence in their manipulation of specific media and tools as
   they explore the interplay of art elements, principles, techniques and methods.
c) Develop personal and imaginative solutions, working towards an independent,
   expressive style and innovative approaches to ideas.
d) Participate in a range of skills involving art criticism, judgement and appreciation
   through viewing, analysing and comparing artworks from different peoples, times
   and places. This provides them with important clues as to the formation of cultural
   and artistic histories / traditions.
e) Work towards effective participation and successful artistic responses that enables
   them to develop a greater sense of personal esteem and satisfaction and a desire
   to continue their artistic pursuits into the future.
e) Draw upon starting points such as observation, experience and research to express
   and present ideas and feelings when making visual art works.

The Course:
The emphasis in this unit is on creating a variety of functional and decorative works.
Ceramic pieces develop from using different techniques including the pottery wheel, slip
casting and exploring different creative approaches to finishing and presenting their work.
Students are expected to develop an understanding of the artwork of other cultures and
from contemporary sources.

Assessment:
Upon commencement of the unit students are provided with a general description of the
course requirements and given details of the major assessment tasks, which necessarily
include the effective completion of all practical, written and assignment work. The overall
result relies on ongoing and summative assessment methods for determining student
success. This will occur significantly in the Arts/VELS dimensions of Creating and Making
and Exploring and Responding, and also through the integration of the domains as
mentioned above.

Further Information:
Students have the opportunity to participate in both school, community and State based
exhibitions, presentations and or competitions.
THE ARTS: DRAMA

Victorian Essential Learning Standards:
Domains: The Arts
          Interpersonal development

The Aims of Drama:
• To give students the opportunity to collaboratively and individually generate, develop and express ideas in dramatic form.
• To develop a range of expressive skills, processes and techniques for developing and presenting drama works.
• To develop skills in reflecting on their own and others’ performance works and processes with the view to future improvements and development.
• To develop understanding of the ways in which drama is made in particular cultural and historical contexts.

The Course:
Drama Basics (Semester 1)
Students participate in a variety of activities to develop skills for creating, developing and refining works for presentation to a live audience. They explore ideas through the use of mime, improvisation, role and character development. The use of dramatic elements such as tension, focus, space and climax are explored. They use technologies, acting and other stagecraft such as sound, props, lighting and costume to develop and present their works. Students record all activities in a journal and reflect on the creative processes they use, as well as evaluate and suggest improvements for their own and others’ works. They also complete assignments on different performance styles as well as develop an understanding of the history of theatre in various cultural contexts.

More Drama (Semester 2)
Students participate in a variety of activities to develop skills for creating, developing and refining works for presentation to a live audience. They explore ideas through the use of improvisation and character development. They experience solo performances through scripted and self-devised monologues and complete a unit on script interpretation. They further develop their use of dramatic elements including rhythm, timing, symbol, contrast and conflict. They continue to use technologies, acting and other stagecraft such as sound, props, lighting and costume to develop and present their works. Students record all activities in a journal and reflect on the creative processes they use, as well as evaluate and suggest improvements for their own and others’ works. They also complete assignments on different performance styles as well as develop an understanding of the history of theatre in various cultural contexts.

Assessment:
Students are assessed in two broad areas in accordance with the VELS guidelines. Under Creating and Making, students are assessed on their ability to work co-operatively to generate, develop and express ideas in dramatic form. They are also assessed on their use of expressive skills, technologies and stagecraft to enhance performances. Under Exploring and Responding, they are assessed on their ability to maintain an accurate record of activities, reflections on their own and others’ performances and their understanding of cultural and historical contexts of performance.
THE ARTS: DRAWING PAINTING AND PRINTMAKING

Victorian Essential Learning Standards:
Domains: The Arts
Thinking Processes

The Aims of Drawing Painting and Printmaking:
All art units offered, aim to provide opportunities for students to:

a) Acquire and use understanding and knowledge in their chosen area of study.
b) Use increasing competence in their manipulation of specific media and tools as they explore the interplay of art elements, principles, techniques and methods.
c) Develop personal and imaginative solutions, working towards an independent, expressive style and innovative approaches to ideas.
d) Participate in a range of skills involving art criticism, judgement and appreciation through viewing, analysing and comparing artworks from different peoples, times and places. This provides them with important clues as to the formation of cultural and artistic histories/traditions.
e) Work towards effective participation and successful artistic responses that enables them to develop a greater sense of personal esteem and satisfaction, a desire to continue their artistic pursuits into the future.
e) Draw upon starting points such as observation, experience and research to express and present ideas and feelings when making visual art works.

The Course:
Students will build on previously acquired skills and understanding to further explore specific styles, techniques and meaning. They will have the opportunity to participate in the areas of realism, naturalism, abstraction, figurative, expressive, imaginative, derivative and experimental processes. Drawing will form the basis of most work produced, and the student is expected to exercise some choice over the direction of their work based on personal preferences, individual skills, issues and ideas.

Assessment:
Upon commencement of the unit students are provided with a general description of the course requirements and given details of the major assessment tasks, which necessarily include the effective completion of all practical, written and assignment work. The overall result relies on ongoing and summative assessment methods for determining student success. This will occur significantly in the Arts/VELS dimensions of Creating and Making and Exploring and Responding, and also through the integration of the domains as mentioned above.

Further Information:
Students have the opportunity to participate in both school, community and State based exhibitions, presentations and or competitions.
THE ARTS: GRAPHICS A

Victorian Essential Learning Standards:
Domains: The Arts
Design, Creativity and Technology

The Aims of Graphics A:
- To give students opportunities to explore, design and produce responses to visual and design problems.
- For students to gain an understanding of design elements and principles.
- To expose students to an evaluative process that enables them to apply a range of materials, methods and processes to achieve success as they respond to the requirements of design briefs.
- To apply a framework for responding to and analysing the visual communication of a range of cultures and contexts.

The Course:
Students have opportunities to work on
- Developing solutions to design tasks in areas such as fashion, poster design, packaging, product design, symbols, logo design, illustration and general drawing tasks.
- They learn to apply a range of materials, methods and processes to achieve solutions and desired outcomes. Techniques include rendering, collage, colour application, technical drawing and computer graphics. They also learn to apply traditional graphic design applications such as mapping, tracing, lettering and layout techniques as well as to effectively use design elements and design principles in creating visual communications.
- Use and develop 2d and 3d drawing skills to facilitate communicating solutions.
- To observe and analyse and report on visual communications produced for a purpose and a specific target audience.
- To learn about the role of the designer in professional situations.

Assessment:
Students are assessed on:-
- The process and production of visual communications that respond to specified design briefs.
- Their prepared examples of skill based learning tasks.
- Their use of design elements and principles.
- Group based or collaborative responses to projects.
- Written and/or presentations of analysis of visual communications.
THE ARTS: GRAPHICS B

Victorian Essential Learning Standards:
Domains: The Arts
Design, Creativity and Technology

The Aims of Graphics B:
- To give students opportunities to explore, design and produce responses to visual and design problems.
- For students to gain an understanding of design elements and principles.
- To expose students to an evaluative process that enables them to apply a range of materials, methods and processes to achieve success as they respond to the requirements of design briefs.
- To apply a framework for responding to and analysing the visual communication of a range of cultures and contexts.

The Course:
Students have opportunities to work on
- Developing solutions to design tasks in areas such as cartooning and superheroes, architectural and structural design, planometric applications, fabric design, popular culture/image generation and manipulation.
- They learn to apply a range of materials, methods and processes to achieve solutions and desired outcomes. Techniques include rendering, collage, colour application, technical drawing, computer graphics. They also learn to apply traditional graphic design applications such as mapping, tracing, lettering and layout techniques.
- Use and develop 2d and 3d drawing skills to facilitate communicating solutions.
- To observe and analyse and report on visual communications produced for a purpose and a specific target audience.
- To learn about the role of the designer in professional situations

Assessment:
Students are assessed on:-
- The process and production of visual communications that respond to specified design briefs.
- Their prepared examples of skill based learning tasks.
- Their use of design elements and principles.
- Group based or collaborative responses to projects.
- Written and/or presentations of analysis of visual communications.
THE ARTS: VET MUSIC

Victorian Essential Learning Standards:
Domains: The Arts
          Information and Communications Technology

The Aims of VET Music:
1. To develop students skills in playing and composing music using a variety of techniques.
2. To develop students understanding and awareness of the different music areas including performance, technology and management.
3. To develop an understanding of the ways in which music is made in other cultures as well as past and present periods.

The Course:
The curriculum has been designed to develop the skills described in level 6 of the VELS framework in combination with the course set out for Certificate 1 Music.

Students will study a number of units that can contribute towards attaining the Certificate 1 in Music. Modules undertaken will include developing and updating knowledge of the music industry, as well as music knowledge and listening skills and awareness of safe practices in performance and listening to music. Students will also work towards developing their playing skills and be introduced to the recording studio.

Assessment:
Students will be assessed using VET Music guidelines, which involves:

1. Work/unit in progress
2. Work/unit completed
3. Work/unit NOT completed

In combination with the VELS framework and are expected to:
1. Participate and become involved in all set tasks;
2. Develop ideas and compositions;
3. Be involved in class and group performances;
4. Complete written and practical tasks and assignments.

Further information:
The music program offers students the opportunity to participate in the instrumental music program as well as classroom music. Students can choose from a vast range of instruments and may then join one or more of the school bands.
ENGLISH

Victorian Essential Learning Standards:
Domains: English
Communication

The Aims of English:
• To learn to appreciate, enjoy and use language **confidently and competently**.
• To form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue.
• To develop an understanding and control of the mechanics of language - spelling, grammar, punctuation and the coherent and effective expression and ordering of ideas.
• To read, view, write, compare, research and discuss a wide range of texts. By understanding and working with texts, students acquire a critical understanding of the ways writers and speakers control language to influence their readers, viewers and listeners.
• To explore meanings of texts and develop critical approaches to the ideas and thinking in texts.
• To introduce students to the characteristics of literature, popular fiction, non-fiction, everyday and multi-media texts and foster an appreciation and enjoyment of reading for pleasure and knowledge.
• To develop the knowledge, skills, and personal qualities that enable students to read, view and listen critically and to think, speak and write clearly and confidently.

The Year 9 English course (Literacy) is based upon study of a range of informative, imaginative and persuasive texts – including, novels, short stories, poetry, plays, non-fiction texts and film. They read, view, analyse, discuss and form written responses to these texts types, which include current affairs and news articles, features, editorials, documentaries and reviews.

Students have a particular focus on developing communication skills both written and verbal, being aware of purpose and audience. They produce texts for a variety of purposes including speculating, hypothesising, persuading and reflecting. They write extended narratives with attention to characterisation, consistency of viewpoint and development of a resolution. Students write argumentative texts dealing with complex issues and ideas and control the linguistic structures and features that support the presentation of different perspectives on complex themes and issues. They develop thinking and analytical strategies when examining all forms of text.

Students develop their speaking and listening skills drawing on a range of strategies present in spoken texts. They identify main issues in a topic and provide supporting detail and evidence for opinions. They will respond to complex issues in a structured and formal way. Students critically evaluate the spoken language of others and present oral texts for specific audiences and purposes. Students develop their listening skills by asking clarifying questions and building on the ideas of others. They identify key ideas, take notes and evaluate the performance of others.
ASSESSMENT VELS LEVEL 6:

Text response
Students read a range of set texts and complete oral and written assessment tasks including short answer comprehension questions, analytical essays and reports, character profiles, research reports, creative responses including poetry and short stories and visual literacy assignments. Students are required to demonstrate knowledge of set texts, an understanding of structure, plot, language and characterisation and develop critical approaches to the ideas and thinking in texts.

Writing Folio
Students are required to plan, compose, edit and publish fiction and non-fiction texts in a range of styles: imaginative, descriptive, argumentative, analytical and informative. An understanding of appropriate language for particular purposes and different audiences and the conventions of writing styles is required. Competence in and control of the mechanics of language is assessed – spelling, punctuation, grammar, tense, paragraphs and clarity of expression. Students are required to write argumentative texts dealing with complex issues and ideas and control the linguistic structures and features that support the presentation if different perspectives on complex themes and issues.

Speaking and Listening
Students undertake a range of speaking and listening activities including impromptu and prepared speeches, debates, role-plays, poetry readings, small group and class discussion. Understanding and knowledge of the appropriate oral language for particular audiences and occasions, the development of active listening and speaking strategies and an understanding of the conventions of different spoken texts including everyday communication, group discussion, formal presentations and speeches, story-telling and negotiating is assessed.

Homework
Students at Year 9 are required to complete one contract sheet per week from the workbook, *English Basics* (book listed). In addition, it is expected that students complete unfinished work, work on writing tasks and read regularly. Students are required to use their diaries to record expectations and deadlines for assessment tasks.

Further information
All students will purchase *A New Kind of Dreaming* (book listed) to allow for out of class work on at least one text. The subject levy of $10 covers photocopying and purchase of class sets. Throughout the year there are many opportunities for students to participate in a range of extra curricular activities including writing competitions, publication projects, excursions, inter-school debating, public speaking, reading groups and theatrical performances.
HEALTH

Victorian Essential Learning Standards:
Domains: Health and Physical Education
Interpersonal Development

The Aims of Health:
- The aim of health education is to provide students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health.
- Learning in health supports students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts. There is a particular focus on developing the capacity to work cooperatively as part of a team as this is widely acknowledged as being a core requirement for success in the workplace and in the community.
- Students examine attitudes to risk, and the health outcomes and costs associated with inappropriate risk-taking behaviour. They discuss ways to balance risk and safety, and refine and evaluate strategies to minimise the likelihood of themselves or others taking inappropriate risks.

The course:
- Relationships, risk taking and sexual behaviour.
- Sexuality education.
- Mental health.
- Health and illness in Australia.
- Disability.
- Staying active.

Assessment:
- Up to date workbook.
- Participation in a positive manner in class.
- Topic tests and assignments.
HORTICULTURE

Victorian Essential Learning Standards:
Domains: Health and Physical Education
Personal Learning

Aims:
This is a practical course designed to introduce students to the fundamentals of organic vegetable/fruit gardening and general gardening techniques. Students will be involved in developing a productive vegetable/fruit garden. They will make use of existing environments as well as using presently undeveloped land.

Garden experiences offer opportunities to develop their personal learning by providing students with the knowledge, skills and behaviours to be successful, positive learners both at school and throughout their lives. Students will observe the principles of Ecology in practice, and develop a sense of pride and ownership in addition to having real opportunities for community involvement with neighbours, volunteers, parents and community businesses.

Students will be predominantly involved in practical sessions. However, each area covered will have some theoretical content.

The Course:
Students can study Horticulture for either semester or for the entire year. The proposed course of study is as follows:

Tool safety, usage and identification.
Composting and micro-organisms
Soil Structure.
Watering Techniques.
Plant identification and biodiversity
Plant anatomy
Garden Maintenance.
Propagation and seed depth.
Pruning
Bigger Picture: Permaculture, Biodynamics, Organics, Environmental Sustainability
Harvest

Excursions are an important part of this course enabling students to visit a variety of commercial horticultural enterprises in the local area, such as:
Captain’s Creek Organic Farm Fernleigh Organic Farm
Diggers – Blackwood Olive farms
Seed Producers in Musk Lavandula
Collingwood Children Farm Ceres
HUMANITIES: LAWS AND PARLIAMENT

Victorian Essential Learning Standards:
Domains: Economics
Civics and Citizenship

The Aims of Laws and Parliament:
1. To develop students’ interest in and respect for the humanities.
2. To extend students’ knowledge of society, its institutions and its people, as well as the physical and economic characteristics of Australia and its’ neighbours.
3. To develop skills related to the demands of further education; the acquisition, processing, and application of information; and skills related to an individual’s successful participation in society.
4. To provide a grounding and a transition to VCE humanities subjects.

The Course:
The orderly functioning of a society depends on a set of rules and a body to oversee them. The Australian legal and political system has worked successfully since the Colonial period. This subject includes: comparing different kinds of rule during history and also the present day; Democracy and elections; investigating political parties and other groups in the Australian political system; how laws are made and the different kinds of laws; legal rights and youth; crime and punishment. Speakers from legal and political backgrounds will be invited to the class and an excursion to Barwon prison will also be included.
Leads to Commerce in Year 10.

Assessment:
Course work.
Assignments.
IT/multimedia presentations.
Class participation, including group work and contribution to discussions.
Assessment methods negotiated by the student.
HUMANITIES: NATURAL AND MAN MADE DISASTERS

Victorian Essential Learning Standards:
Domains: Geography
Civics and Citizenship

The Aims of Natural and Man Made Disasters:
1. To develop students' interest in and respect for the humanities.
2. To extend students' knowledge of society, its institutions and its people, as well as the physical and economic characteristics of Australia and its' neighbours.
3. To develop skills related to the demands of further education; the acquisition, processing, and application of information; and skills related to an individual's successful participation in society.
4. To provide a grounding and a transition to VCE humanities subjects.

The Course:
This course studies some of the major disasters that have afflicted humankind in recent times and in the past. It examines the sometimes incredible human errors behind man made disasters and the physical causes of natural disasters.
The course will include: Australian bushfires and cyclones and drought; The Chernobyl nuclear meltdown; The Union carbide explosion in Bhopal, India: The San Francisco earthquake; The Sao Paulo skyscraper fire; and volcanic eruptions such as Pinatubo and Mt St Helens. An investigation of how disasters are reported in the media; and disasters and human behaviour, will also be a feature.
Disasters around the world, as they occur, may also be covered.
Excursions and field work are used to give students further insight into the geographical and also human elements involved in disasters.
Leads to Environmental studies in Year 10.

Assessment:
Course work.
Assignments.
IT/multimedia presentations.
Class participation, including group work and contribution to discussions.
Assessment methods negotiated by the student.
HUMANITIES: THE ROMAN EMPIRE

Victorian Essential Learning Standards:
Domains: History
          Civics and Citizenship

The Aims of The Roman Empire:
1. To develop students’ interest in and respect for the humanities.
2. To extend students' knowledge of society, its institutions and its people, as well as the physical and economic characteristics of Australia and its' neighbours.
3. To develop skills related to the demands of further education; the acquisition, processing, and application of information; and skills related to an individual's successful participation in society.
4. To provide a grounding and a transition to VCE humanities subjects.

The Course:

The Roman Empire
The Roman Empire is admired for its great achievements, but is also deplored for its brutality and extravagance. The course includes: origins of Rome in myth and legend; life in ancient Rome; the role of the Roman army; the expansion of the empire; Julius Caesar and the civil wars; republicanism and imperial rule; the rise of Christianity; and the decline and fall of the Roman empire. Leads into Greek history in Year 10.

Assessment:
Course work.
Assignments.
Tests.
IT/multimedia presentations.
Class participation, including group work and contribution to discussions.
Assessment methods negotiated by the student.
HUMANITIES: THE SUSTAINABLES

Victorian Essential Learning Standards:
Domains: Economics
Personal Learning
Communication

The Aims of The Sustainables:
• To develop an understanding of ethical and unethical producers and consumers.
• To identify, collect and process data from a range of sources, including electronic media, and to interpret tables, charts and graphs displaying economic data.
• To provide students with the knowledge, skills and behaviours to be successful, positive learners both at school and throughout their lives.
• To extend subject-specific language to communicate complex information.

The Course:
This is a student directed subject. Topical issues such as water conservation, the price of oil, deforestation and organic farming versus commercial farming are examined in terms of both ethical and unethical consumers. The role that the local government plays in achieving appropriate economic outcomes for individuals and society are also examined. Each student will complete and submit a digital portfolio at the end of the course, make an oral presentation on an issue of their choice and visit a local organic farm.

Assessment:
Portfolio.
Commercial versus Organic farming assignment.
Oral presentation.

Further Information:
A variety of extra curricula opportunities including community visits and applying for Government grants can be incorporated into this subject.
HUMANITIES: WAR AND PEACE

Victorian Essential Learning Standards:
Domains: History
Civics and Citizenship

The Aims of War and Peace:
1. To develop students’ interest in and respect for the humanities
2. To extend students’ knowledge of society, its institutions and its people, as well as the physical and economic characteristics of Australia and its’ neighbours.
3. To develop skills related to the demands of further education; the acquisition, processing, and application of information; and skills related to an individual’s successful participation in society.
4. To provide a grounding and a transition to VCE humanities subjects.

The Course:
Students study the two major wars of the last century with particular emphasis on the Role played by the Australian forces. The course includes: the origins of the wars; the weapons and tactics used; major battles such as Gallipoli, the battle of the Somme and the battle of Britain; the reason for Australian involvement; the anti-conscription and peace movements; contribution of women to the war effort; the social effects of the wars; and the development of nuclear weapons. Leads into 20th Century history in year 10.

Assessment:
Course work.
Assignments.
Tests.
IT/multimedia presentations.
Class participation, including group work and contribution to discussions.
Assessment methods negotiated by the student.
LOTE: ITALIAN

Victorian Essential Learning Standards:
Domains: Languages other than English  
Interpersonal Learning

The Aims of Italian:
In Year 9 students begin to understand and use the Italian language within the world of teenage experience on topics related to general interest. They continue to:
• acquire knowledge, skills and behaviours relevant to the language through listening, speaking, reading, viewing, writing, body language, visual clues and signs;
• gain an appreciation of the connections between language and culture;
• gain an awareness of the influence of culture on their own life and first language; and
• develop curiosity about and openness to the values, practices and cultural traditions of different societies.

The Course:
Activities include a wide range of listening, speaking, reading and writing tasks as well as tasks that integrate these skills with intercultural understanding and language awareness. The course focuses on consolidating the students' capacity to:
• Use a range of strategies to assist in listening comprehension;
• Adapt language and gesture appropriately;
• Create simple, original texts for specific audiences and purposes;
• Critically review their own writing, and locate, download and edit information in Italian from a variety of sources.

Assessment:
Students are assessed formally through testing and the completion of a variety of language tasks, and informally through teacher observation of classroom performance

Further information:
It is recommended that students in Year 9 spend one half-hour per week on textbook exercises and projects as specified by the teacher as well as revision and preparation for tests. Students are encouraged to increase their exposure to the language through additional listening, reading, writing and speaking in Italian.
MATHEMATICS

Victorian Essential Learning Standards:
Domains:  Mathematics
          Thinking Processes

The Aims of Mathematics:
In Keeping with the Victorian Essential Learning Standard the goals for all students in Year Nine are to:

• Demonstrate useful mathematical 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 both to apply it, and 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.

The Course
Students in year 9 study a structured course based on the VELS dimensions of Number, Space, Measurement, chance and data, Structure and Working mathematically. Various teaching strategies are employed including skill building exercises; problem solving; investigations; project work and the use of technology to reinforce and enhance learning. In this year special emphasis is placed on the use of mathematics in other disciplines.

<table>
<thead>
<tr>
<th>Topics Studied</th>
<th>Dimension</th>
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<tr>
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<td>Measurement, Chance and Data</td>
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<td>Pythagoras Theorem</td>
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<td>Mathematical Techniques</td>
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<td>Probability</td>
<td>Measurement, Chance and Data</td>
</tr>
<tr>
<td>Projects and assignments</td>
<td>Working Mathematically</td>
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</tbody>
</table>
Assessment:
There are two assessment tasks each semester (reported on an A to E scale):
1. Topic tests, investigations and projects (80% tests, 20% projects/ investigations)
2. Homework (“Maths Mate” weekly homework, including regularity, standards achieved and results of homework tests).

Further information:

Year 9 students are expected to:
1. Complete and correct prescribed exercises and class work.
2. Work neatly using the specified, conventional set-out in their maths binder book.
4. Prepare for topic tests by completing revision tasks.
5. Sit for topic tests.
7. Carry out mathematical investigations and complete project reports, individually and in groups.
8. Complete weekly homework sheets honestly and regularly.
9. Attend regularly and catch up with all work missed through absences.
10. Bring required equipment (textbook, workbook, notebook, calculator, well stocked pencil case) to every class. It is not acceptable to rely on borrowed items.
MY LIFE MY COMMUNITY

This is a core subject of three periods per week which aims to build the student’s connection to themselves and their peers, to school and the wider community both local and globally.

The course itself varies from year to year depending on the expertise and passions of the team of staff who teach the subject as well as the needs and learning styles of the year 9 cohort.

Our assessment criteria, throughout the year are VELS based and students are assessed in the areas of personal and interpersonal learning. Our focus is on building social relationships, working in teams and managing personal learning.

The course is broken into roughly three unit areas:

- A study of themselves, where students share their stories and reflect on differing learning styles
- A study of themselves at school and their relationship to peers and school
- A study of their community; their place it in it and what it has to offer them.

Some of the work completed in 2009 has been:

- Individual student presentations by students to their peers about themselves, which included a CD design and title, which reflected something about who the student is.
- Two workshops with the Reach Foundation (www.reach.org.au). These workshops aimed to build awareness of how the group relates to build individual self-esteem.
- Launching of the Australian Sustainable Schools Initiative.
- Tree Planting
- Knitting for Cause: (www.knit-a-square.com)
- Mind Matters: An ongoing series of workshops aimed to build on the work started by the Reach Foundation
- Student web-pages
- Reflection on school: Students made a handcrafted book documenting their school journey so far
- Friday afternoon games, puzzles and pastoral care
- A Person in My Community: an interview with a person from the student’s Community who is significant to the student or the life of the town
- Writing group poems and performing them to peers about the town in which they live.
- Students returning from The Schools For Leadership Camp (Alpine School) were supported in MLMC to complete the Community Learning Plan
- Presentation Day: A day where students put together a program to highlight and showcase their work to peers and invited family and or community members.
PHILOSOPHY 1

Life, the Universe and Everything (42)
Semester 1

Victorian Essential Learning Standards:
Domains: Thinking processes
Economics

The Aims of Philosophy 1:
The aim of this course is to develop general problem solving skills that students can apply in interesting situations relevant to their lives.

The Course:
Have you ever wondered how the meter on a taxi works? Or why a lift takes so long to respond to your call? Do you want to know the best strategy for playing Who Wants To Be A Millionaire? Or indeed if there is a strategy in playing the stock market or becoming seriously wealthy? Finally: How long is a piece of string? If you have ever wondered about any of these or other little mysteries in life, then this subject is for you.

Assessment tasks:

• A problem is solved.
• A list of 10 interesting problems are created.
• An interactive computer generated problem solver is developed.
• An economic strategy is evaluated.
PHILOSOPHY 2

Thinking, Paradoxes, Logic and Philosophy
Semester 2

Victorian Essential Learning Standards:
Domains: Thinking processes
ICT

The Aims of Philosophy 2:
- To develop logical thinking skills that can be applied to many areas of life
- To develop students ability to tell the difference between good and bad arguments
- To begin exploring some of the “Big issues” of life
- To give students a taste of philosophy so that they can make an informed decision about taking it at a senior level.

The Course:
What is the sound of one hand clapping? Can you swim in the same river twice? Is your teacher an (evil) machine with no feelings at all? Does God exist? Are wind farms worth it? And what really does make something good? If you are interested in questions like these and you want a way to start answering them, then this subject is for you.

Assessment tasks
- A computer generated analysis of some bad arguments.
- A poster on the merits of an alternative energy source.
- A short essay or presentation on the students’ area of philosophical interest.
- Class participation in philosophical discussions.
PHYSICAL EDUCATION: OUTDOOR EDUCATION

Victorian Essential Learning Standards:
Domains: Interpersonal Development
          Health and Physical Education.

The Aims of Outdoor Education:
A major emphasis is placed on the development of personal responsibility and group cooperation. Students work in diverse teams within and beyond school to complete complex outdoor tasks. Some of these are self managed by the team which allows students to take responsibility and promotes teamwork and leadership amongst the group.

The Course:
This unit introduces the range of outdoor adventure activities available within the local outdoor environment. Practical activities include bush walking, navigating, abseiling, rock climbing, camp cooking, canoeing, orienteering, cross-country bike riding, horse riding and tent setting up.
Theoretical activities: understanding weather patterns; care of equipment; using a compass; safety of individuals and care of environment through minimal impact.

Assessment:
1. Participation in 80% of activity and theory sessions.
2. Completion of all written tasks, assignments, tests and practical tasks.
3. Students will keep a journal/scrapbook on classes and environmental issues.
4. Participation in camp.

Further information:
Outdoor Education Camp – To be determined (Must attend to pass the subject).
PHYSICAL EDUCATION: PHYSICAL RECREATION

Victorian Essential Learning Standards:
Domains: Health and Physical Education
          Interpersonal development

The Aims of Physical Recreation:
• To participate in a range of recreational activities.
• To design and implement a recreational activity that will engage the entire class.
• To understand the role of physical activity in good health.
• To build positive relationships through working and learning in teams.
• To recognise and enact appropriate values within and beyond the school context.

The Course:
This is a student directed subject where the curriculum is negotiated according to student needs, interests, perspectives and backgrounds. The practical component of the subject will involve actively participating in a range of recreational activities that might include Lawn Bowls, Wheel Chair Basketball, Modified Games, Beach Volleyball, Indoor Soccer, Golf, Ten Pin Bowling, Table Soccer, Fishing, Circus Skills, Aerobics, Weight Training and Darts. A major project will require all students to plan, organise and evaluate a recreational activity of their choice. The theory component will reinforce and consolidate the aims, rules and code of conduct of each recreational activity.

Assessment:
• Active participation.
• Major Project.
• Working and Learning in teams.
• Theory and related assignment tasks.

Further information:
The cost of this subject will be determined later this year.
PHYSICAL EDUCATION: SPORT FOR BOYS
(BOYS ONLY)

Victorian Essential Learning Standards:
Domains: Health and Physical Education
Interpersonal Development.

The Aims of Sport for Boys:
Students continue to develop proficiency in a range of high-level movement and manipulative skills. They learn and practise tactics and strategies relevant to the sports and activities in which they are participating.
They investigate different fitness components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives.
Students learn to set personal fitness goals, develop a fitness program and evaluate its success.

The Course:
The unit offers boys the opportunity to participate in a wide range of team sports. Practical sessions may include swimming, cricket, basketball, Australian Rules Football, sof-lacrosse, gym sessions, handball, badminton, volleyball and tennis.
Theory will cover sponsorship, fitness components, success in sport, Australia’s sporting image and issues in sport such as gender, racism and sexuality.

Assessment:
1. Participation in at least 80% of practical and theory classes.
2. Completion of all theory work set according to criteria set.
3. Completion of all practical tasks according to criteria set and wearing sporting attire to all practical classes.

Further information:
All students are expected to change prior to all sessions for health and safety reasons. Uniform includes a school PE shirt, black shorts, skirt and/or tracksuit pants and runners or sneakers, not school shoes. During winter, a long black sleeve top can be worn under the PE top.
PHYSICAL EDUCATION: SPORT FOR GIRLS
(GIRLS ONLY)

Victorian Essential Learning Standards:
Domains: Health & Physical Education
Interpersonal Development.

The Aims of Sport for Girls:
Students continue to develop proficiency in a range of movement and manipulative skills. They learn and practise tactics and strategies relevant to the sports and activities in which they are participating. They investigate different fitness components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Student will complete and evaluate a fitness assessment.

The Course:
The unit offers girls the opportunity to participate in a wide range of team sports. Practical sessions may include swimming, netball, cricket, basketball, Australian Rules Football, sof-lacrosse, gym sessions, handball, badminton, volleyball, tennis and minor games. Theory will come from the following topics: sponsorship, fitness components, success in sport, Australia’s sporting image, warm ups, cool downs, fitness testing and issues in sport such as gender, racism and sexuality.

Assessment:
1. Participation in at least 80% of practical and theory classes.
2. Completion of all theory work set according to criteria set.
3. Completion of all practical tasks according to criteria set and wearing sporting attire to all practical classes.
4. Completion of a practical assessment where students develop and organise a warm up, skill session and cool down for the whole class - specific to a chosen sport.

Further information:
All students are expected to change prior to all sessions for health and safety reasons. Uniform includes a school PE shirt, black shorts, skirt and/or tracksuit pants and runners or sneakers, not school shoes. During winter, a long black sleeve top can be worn under the PE top.
SCIENCE

Victorian Essential Learning Standards:
Domains:  
Science  
Information and Communications Technology

The Aims of Science:
Science is a subject that impacts on all of our lives and it is important that students have an appreciation of its applications, benefits and limitations. Science education aims to develop students’ abilities to ask questions and find answers about the natural and physical world. It aims to provide students with insights into the way science is applied and how scientists work in the community. Science helps students make informed decisions about scientific issues, careers and further study.

The course:
This course is structured in accordance with the Victorian Education Learning Standards (VELS) at Level 6 for the science domain. During Year 9, students will develop skills and scientific knowledge that will build on their Year 8 science studies. Students will gain specific knowledge needed in preparation for a more conventional science course in Year 10 and they will also gain specific skills and behaviours. These skills and behaviours will be identified at the start of a topic. The students will work in groups, where possible, in order to enhance their social skills and to help them appreciate the benefit of combining their knowledge and talents with those of others. They will work co-operatively to solve problems and complete tasks. The course will also focus on particular projects which may encompass other learning areas and, in many cases, students will have a degree of choice in project topics. Experimental findings and ideas will be communicated in a variety of formats, including the “scientific report”, and students will be encouraged to make extensive use of computer skills. Students are expected to keep a neat written record of all class activities. The use of guest speakers and people from our community will be encouraged to lend particular expertise, skills and community engagement to the course. Students will be given opportunities to see science applied in day to day situations outside the classroom and in their community.

Topics studied include: The use of Scientific Method; Understanding the characteristics of elements in the periodic table; Forces involved in motion and in crustal movements of the Earth and relating this to the science of climate change; the behaviour of Light; Biological processes within an ecosystem including photosynthesis/respiration.

Homework:
This course is a practical course. Homework activities must be interesting but also develop relevant scientific skills. Students are expected to complete homework in three areas:

• one assignment per unit that is associated with the topic.
• complete written work not finished in class.
• prepare for written tests as required.
**Assessment:**
At the beginning of each unit, clear expectations, including assessment procedure, are discussed along with explanations of assignments and homework activities. A variety of assessment tasks are used, depending on the concepts to be tested. These include: formal tests, model building, class discussion/debate, assignments, creative writing, the ability to safely and effectively carry out practical work and written reports.

**Further information:** The Helix Science Club, SPECTRA Awards, Science Talent Search, BHP Science Awards and other competitions are actively promoted. Students are encouraged to participate and are fully supported if they decide to accept the challenge.
TECHNOLOGY: DESK TOP PUBLISHING

Victorian Essential Learning Standards:
Domains: Information and Communications Technology
Thinking Processes

The Aims of Technology:
• To build on the students skills from Year 7 or 8
• To develop a wider range of ICT skills

The Course:
• Students are required to keep track of their learning and to submit work electronically via the College Course Manager.
• Students are introduced to the College network and File organisation.
• Basic use of the internet is revised and simple searching.
• The eMail system is used for sending work to and from school and students use it to email staff and other students.
• Students use the Kahootz program and develop more complex, interactive 3D animation sequences.
• Use of Word, Powerpoint and Excel is revised and student present assignments from other subjects using these tools.
• 3D drawing techniques are investigated using Google Sketchup. Students develop a 3D representation of their home.
• Image manipulation and photographic reproduction techniques are used to prepare material for print or web purposes.
• Using a variety of software programs the students use of reasoning and inquiry are practised.

Summary:
Students in Desk Top Publishing are involved with the presentation of materials to paper and to the internet. It covers some or all of the VELS Domains of Personal Learning, ICT and Thinking. The unit commences with a review of basic techniques with Microsoft Word and more advanced skills and techniques of preparing material for print publication. Exercises in skill development are undertaken and a minor project will be completed for assessment purposes. Similar work is undertaken with Microsoft PowerPoint and students will present a talk to the class with a presentation they have developed. Ancillary skills with graphics tools will be covered and completed work will be published to a website.

Assessment:
All assessment is based on completed projects done as part of the learning process

Homework:
Homework is not expected due to some of the software tools used but students with up-to-date home computers can finish class projects at home in some circumstances.
TECHNOLOGY: FOOD AND TECHNOLOGY 1

Victorian Essential Learning Standards:
Domains: Design, Creativity and Technology
         Interpersonal Development

The Aims of Food and Technology 1:
• To broaden the appreciation of food and the role it plays in society.
• To develop an understanding of food groups and the principles of nutrition.
• To explore the properties and characteristics of ingredients.
• To experience increasingly complex production techniques and equipment.
• To use tools and equipment in a safe and correct manner.

The Course:
• Research:
  o Safety and hygiene practices.
  o Factors influencing food choice.
  o Food groups, e.g. cereals, meat, fish, eggs.
  o Food packaging, i.e. labelling and recycling.
• Test:
  o An increasingly complex range of ingredients, processes and food preparation equipment.
• Produce:
  o A number of dishes and menus based on food groups, e.g. cereals – savoury and sweet muffins, meat – chicken burger, fish – crunchy topped fish, eggs – egg and bacon pie. (This is an example only)
  o Increasingly complex tools and equipment are used, appropriate and safe use being the major focus.
• Evaluate:
  o Techniques, processes and equipment used
  o Appeal and satisfaction of product

Assessment: is based on:
• Theory work: research and design work.
• Practical work: product and product evaluation, safe and correct use of tools and equipment, organisation, ability to work as a team and individually.

Further Information:
• There is no regular homework, however, theory work (work sheets, assignment and product evaluations) may need to be completed at home if not completed in class time.
• There is a levy for this subject to cover the cost of materials. This is paid at the beginning of the year. Cost will be determined later this year.
• A text book is required: Food, People and Technology 1 (3rd edition).
• Students are to bring an apron, container and display book to each practical class.
• Appropriate footwear is to be worn at all times.
TECHNOLOGY: FOOD AND TECHNOLOGY 2

Victorian Essential Learning Standards:
Domains: Design, Creativity and Technology
          Interpersonal Development

The Aims of Food and Technology 2:
• To broaden the appreciation of food and the role it plays in society.
• To develop an understanding of food groups and the principles of nutrition.
• To explore the properties and characteristics of ingredients.
• To experience increasingly complex production techniques and equipment.
• To use tools and equipment in a safe and correct manner.

The Course:
• Research:
  o Revise safety and hygiene practices.
  o Food groups, e.g. fruit, vegetables, dairy foods, legumes, nuts, fats and oils.
  o Multicultural Australia.
• Test:
  o An increasingly complex range of ingredients, processes and food preparation equipment.
• Produce:
  o A number of dishes and menus based on food groups, e.g. fruit – tropical fruit salad, vegetables – vegetable parcels, dairy foods – cheese cake, legumes – vegetable korma, nuts – macadamia and choc chip cookies. (This is a sample only).
  o Increasingly complex tools and equipment are used, appropriate and safe use being the major focus.
• Evaluate:
  o Techniques, processes and equipment used.
  o Appeal and satisfaction of product.

Assessment: is based on:
• Theory work: research and design work.
• Practical work: product and product evaluation, safe and correct use of tools and equipment, organisation, ability to work as a team and individually.

Further Information:
• There is no regular homework, however, theory work (work sheets, assignment and product evaluations) may need to be completed at home if not completed in class time.
• There is a levy for this subject to cover the cost of materials. This is paid at the beginning of the year. Cost will be determined later this year.
• A text book is required: Food, People and Technology 1 (3rd edition).
• Students are to bring an apron, container and display book to each practical class.
• Appropriate footwear is to be worn at all times.
TECHNOLOGY: SYSTEMS

Victorian Essential Learning Standards:
Domains: Design, creativity and Technology
        ICT

The Aims of Systems:
To introduce students to the integration of components that make up mechanisms and to
develop students use of appropriate tools and techniques.
Basic design of machinery is also explored.

The Course:
Year Nine Systems introduces engines to students to allow them to investigate the
integration of various electrical/electronic and mechanical sub-systems.
Assembly and disassembly must be done in a logical sequence using correct tools,
techniques, and correct safety procedures.
Students design and evaluate a machine to do a task nominated in a design brief. The
environmental impact of their machine is a consideration which is explored.
Students are required to complete an electronics model incorporating a printed circuit
design, to further develop skills acquired in Year 8.

Assessment:
Investigation: 25%
Design: 25%
Models: 50%

Further Information:
Homework is not required if class time is used effectively.
TECHNOLOGY: TEXTILES 1

Victorian Essential Learning Standards:
Domains: Design, Creativity and Technology
Thinking Processes

The Aims of Textiles 1:
• To experience a variety of textile materials and their uses.
• To develop skills in textile construction and/or craft.
• To use a variety of textiles tools and equipment in a safe and correct manner.
• To explore the properties and characteristics of textile materials.
• To develop self expression through textiles.

The Course:
• Research:
  o Textile properties and characteristics.
  o Pattern instructions and markings.
  o Tools and equipment.
  o Textile processes.
• Design: solving design problems.
• Produce: an article/s of their own choice that must include five different textile processes. A journal of progress is recorded.
• Evaluate:
  o Techniques, processes and equipment used.
  o Appeal and satisfaction of product.

Assessment: is based on:
• Theory work: research and design work.
• Practical work: product and product evaluation, journal and organisation, safe and correct use of tools and equipment.

Further information:
• There is no regular homework.
• There is a levy ($10.00) for this subject to cover the cost of sample fabrics and work book. This is paid at the beginning of the school year.
• Students are to supply all their own product materials.
• All practical work must be completed in class for authentication purposes. Any practical work completed at home will not be accepted for assessment.
• Appropriate footwear is to be worn at all times.
TECHNOLOGY: TEXTILES 2

Victorian Essential Learning Standards:
Domains: Design, Creativity and Technology
Thinking Processes

The Aims of Textiles 2:
- To experience a variety of textile materials and their uses.
- To develop skills in textile construction and/or craft.
- To use a variety of textiles tools and equipment in a safe and correct manner.
- Explore the development of textile materials and equipment.
- To develop self expression through textiles.

The Course:
- Research:
  - The development of textile technology.
  - The environmental impact of textiles.
  - Textile labelling.
  - Textile processes.
- Design: solving design problems.
- Produce: an article/s of their own choice that must include five different textile processes. A journal of progress is recorded.
- Evaluate:
  - Techniques, processes and equipment used.
  - Appeal and satisfaction of product.

Assessment: is based on:
- Theory work: research and design work.
- Practical work: product and product evaluation, journal and organisation, safe and correct use of tools and equipment.

Further information:
- There is no regular homework.
- There is a levy ($10.00) for this subject to cover the cost of sample fabrics and work book. This is paid at the beginning of the school year.
- Students are to supply all their own product materials.
- All practical work must be completed in class for authentication purposes. Any practical work completed at home will not be accepted for assessment.
- Appropriate footwear is to be worn at all times.
TECHNOLOGY: WEB PAGE PUBLISHING

Victorian Essential Learning Standards:
Domains: Information and Communications Technology  
Thinking Processes

The Aims of Web Page Publishing:
To build on the students skills from Year 7 or 8
To develop a wider range of ICT skills

The Course:
- Students are required to keep track of their learning and to submit work electronically via the College Course Manager.
- Students are introduced to the College network and File organisation.
- Basic use of the internet is revised and simple searching.
- The eMail system is used for sending work to and from school and students use it to email staff and other students.
- Students use the Kahootz program and develop more complex, interactive 3D animation sequences.
- Use of Word, Powerpoint and Excel is revised and student present assignments from other subjects using these tools.
- 3D drawing techniques are investigated using Google Sketchup. Students develop a 3D representation of their home.
- Image manipulation and photographic reproduction techniques are used to prepare material for print or web purposes.
- Using a variety of software programs the students use of reasoning and inquiry are practised.

Summary:
This is a course in basic multimedia with the aim of publishing material to a website. It covers some or all of the VELS Domains of Personal Learning, ICT and Thinking. Skills covered will include basic graphics skills, use of digital cameras for still and moving images, file size control for efficient web page operation, basic video editing and video movie making including animation. Assessment will be via completion of developmental tasks and minor projects

Assessment:
All assessment is based on completed projects done as part of the learning process

Homework:
Homework is not expected due to some of the software tools used but students with up-to-date home computers can finish class projects at home in some circumstances.
TECHNOLOGY: WOODWORK

Victorian Essential Learning Standards:
Domains: Design, Creativity and Technology
Thinking Processes

The Aims of Woodwork:
Year 9 woodwork builds in the skills, concepts and processes taught at Year 8. Competency and safe use of all hand tools will be further developed plus an introduction to completing processes with a range of power tools.

The Course:
Students will be offered a range of technical and artistic problems to solve. They will investigate and research aspects relevant to each problem, e.g. how to make a cabinet that works to meet their particular need.
Elements of design will be explored e.g. how things functions, the aesthetics of form, texture and finish. The products made will use a wide range of processes, materials and components. This will provide a foundation for advanced design work required in the senior school years.
All work will be evaluated by pupils to encourage reflection on the relevance of their research, their use of tools, any modifications or ideas for improvements to models.
Social and environmental impacts of the wood forest-to-product cycle will be explored.

Assessment:
Investigation 10%
Design 30%
Construction 50%
Evaluation 10%

Further information:
Homework is not expected. A materials fee will be required.