The Arts

DRAWING, PAINTING, PRINTMAKING
A further development of skills and methods previously learnt in the areas of drawing, painting and printmaking. A standard, all round course.

CERAMICS and SCULPTURAL FORMS
More advanced ceramics in throwing, hand building, casting, glazing and the creation of larger sculptural forms.

VERY COOL, VERY NEW
Introduction to Contemporary and Post Modern ideas and art making. Unit may include : Installation, Performance, Computer, Multi and Cross media and Photographic influences. Very now and very you.

INSIDE – OUTSIDE
A school and community focussed program with both conceptual and practical tasks. Students work in a variety of configurations, including – Solo, Pair, and Group.

ART and DESIGN GOES POP
Using design, colour and other influences from the world of POPULAR CULTURE to create new work.

HIDDEN TREASURES - Art History  - Year 10 only - Specific to V.C.E.
Looking at the story of art, from different times, cultural and personal contexts. Know more about what you’re looking at, why some works are special. A balance of both practical art making, and other response tasks. The unit primarily focuses on preparation for studies at V.C.E. level - covering important aspects of both Art and Studio Art.

ALL Art UNITS have a ‘built-in element’ THAT ALLOWS FOR FLEXIBILITY OF CHOICE, STYLE AND DIRECTION within the program as planned, and permits THE STUDENT TO WORK AT THEIR OWN PACE, if they display INDIVIDUAL and INDEPENDENT WORK HABITS.

IF A STUDENT wishes to work with materials, or methods that have their own extra financial demands, outside the normal program, some costs may be involved

Note: ALL UNITS HAVE COMPULSORY THEORY AND WRITTEN COMPONENT

Visual Communication and Design
There will be four Middle School Units offered in the areas of Visual Communication and Design.

· Visual Communication and Design Unit 1- Pizzazz
· Visual Communication and Design Unit 2- Flair
· Visual Communication and Design Unit 3- Endeavour
· Visual Communication and Design Unit 4- Deepen
Drama & Performance

There will be four Middle School Units offered in the areas of Drama & Theatre Studies. These can be taken as a sequence over the two years or students can select individual units at any point over the two years. There are no pre-requisites for any of the units apart from an interest in the dramatic arts.

Drama & Performance Unit 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. There will be an opportunity for students to negotiate a project, which may include the areas of dance, puppetry, mask making or circus skills.

Drama & Performance Unit 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. There will be an opportunity for students to negotiate a project, which may include the areas of dance, puppetry, mask making or circus skills.

Drama & Performance Unit 3

Students further develop acting and other stagecraft skills and apply them to both improvised and scripted drama. Students explore ways of creating characters with depth and credibility and interact with other characters in scenes and plays. They consolidate their understanding of stagecraft through designing sets, costumes, props, lighting grids and make-up. Students critically analyse and evaluate performances using drama terminology and reflect on the strengths and limitations of dramatic works and identify ways in which they can be developed and refined. They identify the role of performance in particular traditions and times in history in a range of cultures. Assessment includes performance and written work throughout the semester. 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. This unit prepares students for VCE Drama and/or Theatre Studies.
Drama & Performance Unit 4

By exploring a range of themes and issues, students further develop acting and stagecraft skills and apply them to both improvised and scripted drama. They are introduced to the dramatic and theatrical styles and conventions of selected cultures and historical periods while exploring the influence of innovators such as Stanislavski, Brecht and Boal on the development of modern drama. Students critically analyse and evaluate performances using drama terminology and reflect on the strengths and limitations of dramatic works and identify ways in which they can be developed and refined. They identify the role of performance in particular traditions and times in history in a range of cultures. Assessment includes performance and written work throughout the semester. 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. This unit prepares students for VCE Drama and/or Theatre Studies.

Music and Performance

Music and Performance:
It will be expected that all students who undertake one or more of the following Music and Performance Units will learn or already be learning a musical instrument/singing and undertake lessons in either a formal or informal capacity. For example: attend instrumental lessons on a regular basis, or be prepared to learn and improve their skills using the available classroom instruments (keyboard and/or glockenspiel) and practice these on a regular basis. All students are expected to perform a program on at least three different occasions, either formally or informally. For example: classroom performances to the students and teacher/s in the class, perform in front of the school at a lunchtime concert, perform at a local gig.

Music and Performance- M
Music and Performance- P
Music and Performance- T
Music and Performance- H

Computer Technology-Multimedia

Do you want to know how to remove age lines from a photo? Do you want to be able to create animations? Have you ever wanted to design a product? If you answer yes to any of these questions then this course is for you. This course will look at the many ways that computers can be used to convey information. It will also look at the basics of how a computers and the internet work.
MEDIA 9 - The media is ever present in our lives and now comes in more forms and styles than ever before. And like never before, technology allows consumers to also be creators. The course examines different media forms from 3D cinema to the text message, and how they communicate to us. We look at the development of photography and learn the secrets of good photography. Students will complete a photography folio on a topic of their choice. Another focus will be on advertising. We examine how ads have changed over time and the techniques advertisers use to persuade us, for better or for worse. Students can produce advertisements of their own design in print, video or radio formats.

ENGLISH

Literature

This unit involves an analytical study of the poetry and prose of Henry Lawson and the writers of the 1890s. Students will develop an appreciation of early Australian literature and an awareness of what gives it a uniquely Australian flavour. Students will undertake the following thematic studies: survival in the bush; the harshness of the bush; the role of women in the bush; relationships.

This unit of works leads into VCE Literature studies in years 11 and 12. It encompasses an introduction to the basic concepts and metalanguage of the subject including:
- Mood, tone and atmosphere
- Imagery, analogy and metaphor
- Rhythm and the importance of rhythmic emphasis
- Structure and plot development
- Construction and development of character
- Text response essay writing

It is highly recommended that students who wish to enrol in this literature unit have achieved a minimum grade of B in their English course prior to application. An interest in literature and a desire to continue such studies at senior level would also be beneficial.

Debating

This unit covers the skills and techniques required to participate in formal debates. Students are taught to prepare and participate in debates covering various topics and issues. They learn how to
develop a team case around matter, manner and method and the art of rebuttal. Once debating skills have been mastered, the focus will be on practicing these skills in a debating challenge. Students will be given the opportunity to act as chairpersons and adjudicators as well.

*With its focus on persuading an audience to a point of view and challenging others’ points of view, this unit is useful in preparing students for the ‘Using Language to Persuade’ VCE Area of Study. With its emphasis on research, writing and clear thinking it develops skills useful in either VCE English or VCAL Literacy.*

**Film as Text**

In this study students will view and study in depth at least two films. They will learn how to analyse and discuss film features including genre, setting, mood, lighting, camera angles, sound and music, metaphors and symbols, costuming and narrative structure. Students will be required to view films, examine a selection of scenes, take notes while observing, evaluate and compare films and film techniques and use evidence to justify their opinions and observations.

Students will be required to take part in class discussions, keep a viewing journal, argue points of view, write reviews and write analytical essays as part of their evaluation.

*This unit provides a pathway to VCE English and Literature as students will develop the skills necessary to interpret and analyse film as text.*

**Publishing**

This semester two unit incorporates elements of publishing including journalism and graphic design. Students will work on developing and publishing publications such as the college newsletter, collections of students’ writing, ezines, a class blog or the college magazine as part of their studies. They will develop an understanding of the different forms and styles of writing that make up a variety of publications and develop an ability to write in a range of these forms and styles. Students will also develop interview, photography and ICT skills.

*This unit provides a pathway to either VCAL or VCE; students will develop skills relevant to both the Creating and Presenting and Using Language to Persuade Areas of Study.*

**English literacy**
**HEALTH & PHYSICAL EDUCATION**

**Sports for Boys or Girls can be done as either one semester Unit or as a whole year selection. If you wish to do this for a whole year you must selection option 1 and 2.**

**Sport For Boys 1 - Year 9/10 Boys Only**

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.
They investigate different fitness components of physical fitness and how these vary between activities. Students learn to set personal fitness goals, develop a fitness program and evaluate its success.

**Sport For Boys 2 - Year 9/10 Boys Only**

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.
They investigate different fitness components of physical fitness and how these vary between activities. Students learn to set personal fitness goals, develop a fitness program and evaluate its success.

**Sport For Girls 1 - Year 9/10 Girls Only**

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 and tennis. They investigate different fitness components of fitness and how these vary between activities. Students learn to set personal fitness goals, develop a fitness program and evaluate its’ success.

Sport For Girls 2 - Year 9/10 Girls Only

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 and tennis. They investigate different fitness components of fitness and how these vary between activities. Students learn to set personal fitness goals, develop a fitness program and evaluate its’ success.

Physical Recreation- Year 9 Only

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. In theory the 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.

Outdoor Education- Year 9 Only

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.

Global Health – Year 9 & 10

The Course:
Did you know that Australian women have the third highest life expectancy in the world? Did you know that 69 million children in the world have no access to education? This unit looks at health issues not just in Australia, but the world. Students will work together to develop and/or participate in a program for improving world health.
It would be a good introduction to VCE Health & Human development.

Intro in to VCE PE - 1 & 2 Year 10 Only

The Course:
Get a headstart on your PE studies. This subject is designed to give students a better understanding of important topics in VCE. Intro into VCE provides an overview of the fundamental aspects preparing students for units 1 & 2.
The unit offers the opportunity to participate in a wide range of team sports. Practical sessions may include swimming, cricket, basketball, Australian Rules Football, gym sessions, handball, badminton, volleyball and tennis.

Humanities

Humanities develops students knowledge and understanding societies and the individual through the fields of History, Geography, Legal Studies, Civics and Citizenship (Politics) and Philosophy. Students should choose three Humanities subjects over year 9 and 10. This broad choice will allow students to either sample from a range of topics or to develop a particular focus or direction. The subjects offered at year 9 may lead directly to established VCE studies or to additional VCE subjects being developed in future years to support interested students.

AUSTRALIAN’S AT WAR AND PEACE – 1920s TO PRESENT

Students begin the unit with an investigation into the inter-war years between WWI and WWII, including Australia’s experience of the Roaring Twenties and the Great Depression. A depth study of World War II is conducted with specific focus on its causes, significant events, outcome and broader impact as an episode in world history. The depth study provides an overview of WWII in the Asia-Pacific region and the rise of Imperial Japan. Students also examine key events, issues and experiences including the Pacific theatre of war, the Fall of Singapore, Prisoners of War, Pearl Harbour, Kokoda, the wars in Korea and Vietnam and the Atomic Bomb.
The second depth study for this unit focuses on Australia’s experience of the post WWII boom period and the development of international relationships such as the United Nations, United States and Great Britain, Asia Pacific region, ANZUS and SEATO. To complete this depth study, students investigate Australia’s role as members of allied forces, peace-keeping deployments and international aide providers to war torn, or famine ravished countries such as East Timor, Sudan, Rwanda, Afghanistan and Iraq.
Middle Years Learning Community 2012-2013
UNIT Summary

Travel and adventure are defining experiences for people everywhere. We love deciding where to go, what to do and how to make the most of the experiences. But we also want to know about the risks and dangers we might face being far from home. And what about the places we visit? What benefits and what problems can tourism bring? Back Pack Adventures is designed to help students explore their travel dreams and equip themselves with knowledge of their destinations. An investigation of the tourist industry, locally, nationally and internationally will cover topics such as environmental impact, sustainability, ethics and cultural identity. The informed traveller is the best traveller.

INTERNATIONAL STUDIES: GLOBAL CULTURE

This subject investigates the idea of globalisation. Students will have the opportunity to investigate ‘globalisation’ from economic, social, cultural, environmental and technological perspectives. Students may conduct in-depth research on their own area of interest in relation to globalisation and this might include topics such as:

- The introduction of the Internet and digital age
- The marketing of Fair trade products (such as chocolate and coffee)
- The growth and spread of pop culture
- Deforestation. Where, how and why.
- The rise of corporations such as McDonalds
- Sweatshops and other ethical issues
- Free trade agreements between countries

INTERNATIONAL STUDIES: COLONIAL CONQUEST

The ambitions and wealth seeking of powerful western nations such as England, France and Spain over the last few centuries has profoundly affected the lives of indigenous people in many parts of the world including Australia. After thousands of years of traditional lifestyles, they would discover that an often ruthless invader had made them a colony and had serious plans for their land, labour, resources and souls. Students investigate the slave trade and the colonial conquest of the world. They may choose to investigate case studies such as India, Central and Southeast Asia, Australia, the Pacific as well as the ‘scramble for Africa’. Students will examine some of the economic and social impact of colonial conquest and consider how these have shaped the ‘modern world’ so far. Researching and predicting how current scenarios may play out will concluding the course.

NATURAL AND MAN MADE DISASTERS
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, 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. The causes of and the resulting upheavals from recent Tsunamis will also be covered. An investigation of how disasters are reported in the media and disasters and human behaviour before, during and after a disaster will also be a feature. Disasters around the world, as they occur, will be an ongoing feature of the course.

Field work within the local area will be used to give students further insight into the geographical and also human elements involved in previous and possible future disasters.

PHILOSOPHY

What is the sound of one hand clapping? Can you swim in the same river twice? Could your teacher be an (evil) machine with no feelings at all? Does God exist? Are wind farms worth it? Is capital punishment immoral? 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.


In the first depth study, students investigate significant and influential people from History using Aristotle’s three means of persuasion: ethical appeal (ethos), emotional appeal (pathos) and logical appeal (logos) as a guide to understanding the strengths, weaknesses and leadership qualities of each character. Students analyse the positive and negative features of leaders, such as Julius Caesar, Alexander the Great, Muhammad, Queen Elizabeth I, Attila the Hun, Eleanor of Aquitaine, Confucius, Joan of Arc or Genghis Khan, and use various sources of evidence to construct arguments for, or against, their significance in History.

The second depth study covers the period of the twentieth century with particular focus on man’s struggle with the dichotomy of good versus evil. The study explores various types of influential organisations, individuals, elected leaders, spiritual gurus, cult figures, extremists and criminals that have shaped our recent past. Students study the persuasive capacity of 20th leaders such as Mahandas Gandhi, Nelson Mandela, Emmeline Pankhurst, Malcolm X, Martin Luther King, Mao Zedong, Joseph Stalin, Pol Pot, Adolf Hitler, Mikhail Gorbachev, Aung San Suu Kyi, Idi Amin or Fidel Castro. The persuasive nature of cult leaders and criminals such as David Koresh, Al Capone, Charles Manson and Rev. Jim Jones is also studied.

WHO DO WE THINK WE ARE? AUSTRALIAN LAWS, IDENTITY AND BIG DECISIONS
Middle Years Learning Community 2012-2013
UNIT Summary

Societies everywhere have developed rules to maintain order and to promote the values of that society, or its leaders. In this subject we examine the importance of the legal system, our changing laws and what they have revealed about us. The violent protests at The Eureka Stockade, the racially discriminatory White Australia Policy, the creation of The Stolen Generation and conscripting men to fight in Vietnam, were due to the Governments, lawmakers and public opinion of the time.

Overcoming the discrimination of women, saving the Franklin River in Tasmania and apologising to The Stolen Generation are also landmarks in our legal development.

We also examine the laws, rituals and customs of traditional Aborigines, which sustained what is probably the longest lasting culture in history. How do our own laws compare? And how does our legal and Parliamentary system deal with a rapidly changing world. We will examine current issues such as cybercrime and privacy, asylum seekers and Australia’s role on the world stage.

ITALIAN

ITALIAN Year 9
Italian must completed as a full year course

Italian 9-1 and Italian 9-2

In Year 9 students’ use of the language really expands and students begin to become more fluent. Students begin to understand and use the Italian language within the world of the 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.

ITALIAN Year 10
Italian must completed as a full year course

Italian 10-1 and 10-2

Italian provides a full-year course, which prepares students for VCE studies.
The course focuses on the students understanding and using Italian within the world of their own experience and the imagination. Using a variety of grammatical forms, students learn to exchange information and opinions, make requests and arrangements. They learn to read, write, listen and speak in Italian. Students are assessed, both formally and informally, through testing and the completion of a variety of language tasks including textbook exercises. Students need to purchase the prescribed text and an Italian/English dictionary is recommended.

Unit Advisor: Ms Mazzitelli
MATHEMATICS

Mathematics for years 9 and 10 consists of several units. There is a **core** component of 4 periods which is offered at a variety of skills levels. *These units must be supplemented by a further 3 period unit at both year 9 and year 10.*

Students need to consider their choice of pathways carefully with reference to both their capabilities and desired outcomes for future mathematics studies in Years 11 and 12.

Consultation between students, parents/guardians and current Mathematics teachers is very important so that appropriate choices are made.

**Mathematics Units at Year 9**

**CORE: Year 9 Mathematics (4 periods per week over a full year)**

The year 9 core mathematics unit is a full year unit based on the Australian Curriculum strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Various teaching strategies will be employed including skill building exercises, problem solving and 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.

**UNIT CHOICES Yr 9 and 10**

**Year 9 Algebra**

This unit completes mathematics studies at a year 9 level. It is a single semester unit based on the Australian Curriculum strand of Number and Algebra. Various teaching strategies will be employed including the introduction to CAS calculators to reinforce and enhance learning.

**Numeracy A and B**

These are single semester units which may be taken at both year 9 and year 10 level. These units will reinforce the basic arithmetic concepts through skills building exercises and puzzles, hands-on activities, computer-based activities and problem solving exercises. Students will have the opportunity to revisit areas of weakness and gain confidence with their numeracy.

**Challenging Maths**

This is a single semester unit which may be taken at both year 9 and year 10 level. This unit is an opportunity to experiment with a variety of problem solving techniques and tackle some more challenging concepts of mathematics. Students will be encouraged to try problems from the Maths Challenge, the Maths Competition and the Mathematics Olympiad in a supported environment.
Mathematics Units at Year 10

- There are 3 levels of core Mathematics supported by a variety of supplementary units.

CORE PATHWAY CHOICES for Year 10 Students

Year 10 Mathematics Pathway 1
This flexible pathway is designed to support numeracy and mathematical development of the individual student. It may or may not be composed of both ‘core’ and Numeracy A or B. The recommended pathway 1 course will be made by the year 9 teacher, in consultation with both student and parent(s).
This unit is a full year unit based on the Australian Curriculum strands of Number, Measurement and Geometry, and Statistics and Probability. It may not satisfy curriculum requirements for a pass of mathematics at year 10 level and may not satisfy enrolment requirements for courses such as pre-apprenticeship TAFE courses or may not be sufficient for some Defense Force employment. Some students passing Pathway 1 mathematics may be eligible to undertake General Mathematics in year 11.

Selection into Pathway 1
- Only on recommendation of Year 9 teacher at end of the student’s year 9
- Any student wishing to change from Pathway 2 or 3 into Pathway 1 during the year, will only be considered for acceptance after a face-to-face meeting with the current teacher, parent(s) and student, and following a MIPs/careers interview in which the student is advised of the subsequent limitations of such a decision.

Year 10 Mathematics Pathway 2
This unit is a thorough preparation for both year 11 General Maths and Maths Methods when taken with Year 10 Algebra.
This unit is a full year course based on the Australian Curriculum 10 strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Various teaching strategies will be employed including skill building exercises, problem solving and investigations, project work and the use of technology to reinforce and enhance learning.

Year 10 Mathematics Pathway 3
This unit is designed for capable year 10 students, who may wish to study Maths Methods in year 11. It should be taken with Turbo Maths 1.
This course is a full year unit based on the Australian Curriculum 10A strands of Number and Algebra, Measurement and Geometry, Statistics and Probability. Various teaching strategies will be employed including skill building exercises, problem solving and investigations, project work and the use of technology to reinforce and enhance learning.
Extra “Year 10 Specific” UNIT Choices

Year 10 Algebra
This unit completes mathematics studies at a year 10 level. It is a single semester unit based on the Australian Curriculum strand of Number and Algebra. Various teaching strategies will be employed including the use of CAS calculators to reinforce and enhance learning.

Turbo Maths 1
This unit completes mathematics studies at a year 10 level for students who are undertaking Pathway 3. It is a single semester unit based on the more difficult concepts in the Australian Curriculum strand of Pattern and Algebra. Some of the concepts covered by General Mathematics in year 11 and Maths Methods in year 11 may also be introduced. Various teaching strategies will be employed including the use of CAS calculators to reinforce and enhance learning.

Turbo Maths 2
This unit follows Turbo Maths 1 and aims to give a thorough preparation for Maths Methods. The unit will continue the introduction to topics from both General Maths year 11 and Maths Methods year 11. Various teaching strategies will be employed including the use of CAS calculators to reinforce and enhance learning.

Please Note:

In addition to this (for Year 10 students) If students are enrolled in Pathway 3, Turbo Maths 1 and Turbo Maths 2, they shall be automatically be enrolled in VCE General Maths Units 1 and 2. If they successfully pass Pathway 3 Maths, Turbo 1 & 2 Maths, they will be deemed to have successfully completed the Outcomes for VCE General Maths Units 1 & 2 and will be credited with these Units towards their VCE studies in Year 11.
Science in the Middle School - Years 9 and 10

Science is a subject that impacts on all of our lives. 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.

Science at Year 9 is a CORE Subject that is studied for 3 periods a week.

This course is structured in accordance with the Australian Curriculum guidelines and will encourage the further development of skills and knowledge from previous years. Students will gain specific knowledge needed in preparation for further studies in science and they will also develop 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.

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 and ICT skills. Students are expected to keep a neat written record of all class activities. Students need to purchase VELS edition Heinemann Science Links 3 with CD (approx. $55) and they will require a calculator. Assessment will be based on performance in tests, semester examinations, assignments, homework completion and participation in practical activities.

In addition to the core science, some students will have the opportunity to select Experimental Science as an extension elective.

Students wishing to pursue science at a senior level (Years 11 and 12) must carefully consider their selection of science elective subjects in consultation with parents, teachers and career advisors. This is in order for them to be adequately prepared for success at VCE.
Experimental Science (semester 1 and 2)
This course will focus on experimental techniques and the application of scientific method across biology, chemistry, psychology and physics. It will involve collection of data in many experimental situations and allow students to develop skills that will enable them to analyse data in a meaningful manner. Tabulating data; graphing; the mathematical approach to problems; the analysis of variables and scientific report writing will be studied. This course will be suitable as an extension for year 9 students and also be suitable for year 10 students as part of their science pathway. This course will involve individual assignment work as part of the assessment. Students will require a calculator.

Unit Advisor: Ms Woodroofe

General Science (Semester 1)
This course will provide a general grounding in the essential concepts, skills and knowledge required at the year 10 level in biology, chemistry, psychology and physics. It will provide the recommended precursor to both the Biological Science course and Physical Science course. No textbook is required but students will require a calculator. Assessment will be based on performance in tests, a semester examination, assignments, homework completion and participation in practical activities.

Unit Advisor: Ms Woodroofe

Biological Science (Semester 2)
This unit will build upon the knowledge and skills acquired in the General Science course and it is designed to provide students with a head start to senior studies in the areas of biology and psychology. The curriculum will be designed around the concepts and skills underlying the biology and psychology VCE courses. Some chemistry will also be studied to assist students with the biochemical aspects of these topics. No textbook is required but students will require a calculator. Assessment will be based on performance in tests, semester examination, assignments, homework completion and participation in practical activities.

Unit Advisor: Ms Woodroofe

Physical Science (Semester 2)
This unit will build upon the knowledge and skills acquired in the General Science course and is designed to provide students with a head start to senior studies in the areas of physics and chemistry. The curriculum will be designed around the concepts and skills underlying the physics and chemistry VCE courses. No textbook is required but students will require a calculator. Assessment will be based on performance in tests, semester examination, assignments, homework completion and participation in practical activities.

Unit Advisor: Ms Woodroofe
The Good Earth (Semester 1 and 2)
This is a practical course designed to introduce students to some general gardening techniques. Students will be involved in developing a productive vegetable kitchen garden. Garden experiences offer students the opportunities to develop their personal learning by providing them with the knowledge, skills and behaviours to be successful, positive learners both at school and throughout their lives. Students are expected to keep an accurate journal and complete set tasks. They are also expected to work in the garden and attend organised excursions. Assessment will be based on the student journal and participation in practical activities.

*Unit Advisor: Ms Woodroofe*

The Green Team (Semester 1 and 2)
This unit aims to develop an environmental awareness amongst the students. It will investigate mechanisms by which the individual and the school community can reduce their carbon footprints and their use of non-renewable resources. It will investigate and monitor local environments using standard techniques and methodology. Sustainable practises will be studied and implemented within the school where possible, including the development of a productive kitchen garden. Students are expected to keep an accurate set of class notes and complete set tasks. Assessment will be based on individual assignment work and participation in practical activities.

*Unit Advisor: Ms Woodroofe*
Middle Years Learning Community 2012-2013
UNIT Summary

Technology

Year 10 School and Community Projects

In this unit students will undertake the responsibility to work on specific building projects within the college and the surrounding community.

Skills covered within this course are:
Communication – Written and Oral, Team work, Ability to follow instructions, Learn how to use and care of carpentry equipment appropriately, Follow Safety Procedures and demonstrate an understanding of Workplace Safety, Learn a reasonable level of building and construction skills and work with minimal supervision.

Projects that have been completed in the past:
1. Built the shade cover on the back of the squash courts
2. Installed a wall and doorway in the schools hot house and covered half of it in clear plastic for a higher temperature
3. Installed a concrete slab in the Science rabbit breeding shed.
4. Renovated the old gymnasium.
5. Hands on Building Construction work within the community.

Ø Pathway to VET Building and Construction

Systems Engineering 2012

Year 9 - Introduction to Systems Engineering- Small Engines
- Introduction to the operation and repair of small engines.
- Projects include two and four stroke theory of operation.
- Correct use of tools and procedures is developed.

Year 9 - Introduction to Systems Engineering- Electronics
- Introduction to electronic systems which are based on printed circuit boards, students are required to design and build their own circuits by etching and then complete a pre etched complex circuit.

Year 10 Systems Engineering- Advanced Engines
- Students build on the skills base established at year nine and apply this knowledge to repair a model of their choice for example, restore and modify engine or lawn mower.
- Electric and gas welding is an option at this level enabling students to construct models using steel, for example, motorcycle lift.

Year 10 Systems Engineering- Advanced Electronics
- Students design and construct a functioning system using the skills and knowledge gained in year Nine. Detailed plans are developed by the student and evaluated on completion of the model to prepare the students for VCE studies.
LIGHT FURNITURE 1

- Students construct furniture pieces using a variety of materials, e.g. Pine, plywood, particle and recycled timber. The use of hand tools in the production of joints that relate to furniture construction are developed. Students are shown and encouraged to use a number of timbers to show the aesthetic qualities of finished timber. Two furniture construction units are produced in a sequence of degree of difficulty developing the skills related to the work required. Students observe safe working conditions and use tools, equipment and machines in a safe and correct manner.

Assessment tasks

1. Investigation: Investigating types of finishes used to enhance the finished product.
2. Design: Changes and modifications to a project for a specific purpose.
3. Production: A completed piece of light furniture using tools and equipment safely and correctly.
4. Evaluation: Overview of design and production of finished projects.

LIGHT FURNITURE 2

- Students construct furniture pieces using a variety of different materials and finishes. The skills and processes learned in TW 1, along with use of power tools, eg. Electric router, horizontal and vertical drills, jigsaw, wood lathe and sanders, are used in the construction process. Students also look at different timber finishes. Students observe safe working conditions and use tools, equipment and machines in a safe and correct manner.

Assessment tasks

5. Investigation: Investigating types of finishes used to enhance the finished product.
6. Design: Changes and modifications to a project for a specific purpose.
7. Production: A completed piece of light furniture using tools and equipment safely and correctly.
8. Evaluation: Overview of design and production of finished projects.

CLOCK MAKING

Students construct a pendulum or station clock. A variety of materials are used, eg. Pine, basswood, plywood. Many different skills are developed and a variety of tools and equipment are used. Students observe safe working conditions and use tools, equipment and machines in a safe and correct manner.

Assessment tasks

1. Investigation: Investigating time pieces over the past 60 years.
2. Design: Clock design using timber or sheet materials.
3. Production: A clock completed to the design specifications.
4. Evaluation: Overview of the project.
LEADLIGHT 1

Students are introduced to and instructed in the basic techniques of lead lighting. Students investigate lead lighting techniques and design and make at least one panel from a plan which incorporates: glass cutting, colour application of glass, lead cutting and soldering. Students observe safe working conditions and use tools, equipment and machines in a safe and correct manner.

Assessment tasks
1. Investigation; Examining related work practices.
2. Design: Exploring appearance and function.
3. Production: Application and development of practical skills.

LEADLIGHT 2

Students add to practical experience in lead lighting. Students further investigate and develop lead lighting techniques and skills learnt in TL1 and work on more intricate designs. Students observe safe working conditions and use tools, equipment and machines in a safe and correct manner.

Assessment tasks
1. Investigation: Examining related work practices.
2. Design: Exploring appearance and function.
3. Production: Application and development of practical skills.

METALS-PLASTICS

Students complete projects which build on design and construction skills taught in Year 8 metals/plastic. These include design, exploring plastic processes, e.g. moulding, and light metal fabrication including jewellery and casting. Students observe safe working conditions and use tools, equipment and machines in a safe and correct manner.

Assessment tasks
1. Investigation: Examining work related practices.
2. Design: Exploring appearance and function.
3. Production: Application and development of practical skills.

DESIGN AND CONSTRUCTION

Students produce a full size model using an original design and different types of materials and procedures in construction. The model is either static or fully functional and/or powered. Students are given the opportunity to use recycled materials, or use off-cuts, as an introduction to protecting an existing resource and the cost effectiveness of the project. Students observe safe working conditions and use tools, equipment and machines in a safe and correct manner.

1. Statement of intention: Statement of relevant materials and information pertaining to the model.
2. Assignment: Sketches, plans, processes and procedures used on the model.
3. Product completed model which represents the statement of intention.
4. Evaluation of model.
It is recommended that a minimum of 2 Middle School Food and Technology Units are studied as a pre-requisite to VCE Food and Technology

Food for Thought (it is recommended do this before any other food unit)
- Have you ever thought about why you eat the food you do? Do you want to learn how to make good food choices? Choose this unit and learn how to make informed choices about what you eat. Make preparing and eating food an enjoyable experience. Time allocation is 3 periods per week – one single theory period and a two period practical session. Students must have appropriate footwear and an apron to participate in practical classes. There is a fee associated with this subject.

Vegetarian Cooking (recommended for Year 9)
- Did you know that 43% of Australians report consuming more vegetarian meals now than they did a couple of years ago? Learn how vegetarians can eat a balanced diet without eating meat. Make preparing and eating vegetarian food an enjoyable experience. Time allocation is 3 periods per week – one single theory period and a two period practical session. Students must have appropriate footwear and an apron to participate in practical classes. There is a fee associated with this subject.

Multicultural Food
- Did you know that 6 million migrants, born in over 200 countries, live in Australia? Australian food choices have been influenced by many factors especially the arrival of people from other countries as can be seen by the variety of cafes/eating places in our local community. Have a fun experience investigating, planning, preparing and eating a variety of multicultural food. Time allocation is 3 periods per week – one single theory period and a two period practical session. Students must have appropriate footwear and an apron to participate in practical classes. There is a fee associated with this subject.

Make, Bake and Decorate (recommended for Yr 10 and is a Semester 2 subject only)
- Do you celebrate important occasions with food? Baked products are an important part of our socialisation. Birthdays and Christmas are celebrated with cakes. Coffee/tea breaks are accompanied by biscuits and slices etc. Students investigate, plan and prepare a range of baked products finishing with a formal decorated cake. Time allocation is 3 periods per week – one single theory period and a two period practical session. Students must have appropriate footwear and an apron to participate in practical classes. There is a fee associated with this subject.
Units – TEXTILES

*It is recommended that a minimum of 2 Middle School Textile units are studied as a pre-requisite to VCE Food and Technology*

**Cotton Collaboration**
- Did you know that cotton is a plant fibre and has many useful properties? Choose this comfortable and lightweight fabric to make exciting products (e.g. clothing or craft) whilst using a range of textiles equipment. Time allocation is 3 periods per week. This unit includes both theory and practical components. Students need to supply their own materials for this unit.

**Fabric Creations**
- Do we have to wear hessian under-garments? No we do not. Learn about different fabrics and their properties and uses. Using this information students design and produce an article of their own choice. Time allocation is 3 periods per week. This unit includes both theory and practical components. Students need to supply their own materials for this unit.

**Make, Create and Decorate**
- Embroidery, appliqué, dyeing, printing, fabric trims, buttons, sequins, beads, studs, frills, lace, ribbon and threads are only a few examples of fabric embellishment. Learn more about designing and producing embellished products. Time allocation is 3 periods per week. This unit includes both theory and practical components. Students need to supply their own materials for this unit.

**A Stitch in Time (Yr 10 subject)**
- Did you know that fashion is a cyclic process – this means that fashion trends of bygone eras often reappear in a new format. Students investigate the many factors that have contributed to changes in fashion and then go on to design and produce their own fashion item. Time allocation is 3 periods per week. This unit includes both theory and practical components. Students need to supply their own materials for this unit.
Year 11 Subject available for selection for Year 10 students in 2012

**Block A**

1**ART1 Art**  
Code: 1ART1 – Art Unit 1  
Units 1 and 2  
This course involves the exploration of ideas and media through experimentation and new approaches. The connections between art and society are made through a brief study of Australian art. Further to this is the development of works that have a distinctly personal interest or focus. Assessment includes art production, responding to art and an end-of-unit exam.  
**Unit Advisor:** Mr Cimera

1**HIS1 History: Twentieth Century History**  
Code: 1HIS1 – History Unit 1  
Units 1 and 2  
Students study the rise to power of the Nazi Party in Germany during the period of the Weimar Republic. Particular attention is given to the methods it used to gain power and the role of its leader, Adolf Hitler. An examination is made of how the Nazis changed German society and the policies that led Germany and Europe into the Second World War. During second semester, students study the Vietnam War as an outcome of the ideological conflict between the United States and the Soviet Union. A focus is placed on Australia’s role in this conflict. The course concludes with an assessment of the impact of globalization.  
**Unit Advisor:** Mr King or Mr Hogan

1**VEA1 VET: Certificate II in Automotive Technology**  
Code: 1VEA1 – VETVCE: Automotive Unit 1  
Units 1 and 2 (Year One)  
This course aims to provide students with the skills and ability to enhance their employment and further training prospects within the automotive and allied industries. Units 1 and 2 are to be completed over the first full year. Students will cover topics such as apply safe working practices, use and maintain workplace tools and equipment, remove and replace engine cylinder head and dismantle and assemble a four stroke multi cylinder engine. Preference is given to Year 11 and 12 students.  
**Unit Advisor:** Mr Jones

**Block B**

1**DRA1 Drama**  
Code: 1DRA1 – Drama Unit 1  
Units 1 and 2  
**Dramatic storytelling** focuses on creating, presenting and analysing solo and ensemble performances that include real or imagined characters, based on personal, cultural and community experiences and stories. The unit also involves analysis of a student’s own performance work as well as performances by professional and other drama practitioners.  
**Creating Australian drama** focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create their performance based on a person, event, issue, art work or icon from an Australian context. The unit also involves analysis of a student’s own work as well as the performance of an Australian work.  
**Unit Advisor:** Mr Pickering
**1THS1 Theatre Studies**  
Code: 1THS1 – Theatre Studies Unit 1  
Units 1 and 2  
**Theatrical styles of the pre-modern era** focuses on the application of acting and other stagecraft in relation to theatrical styles prior to the 1880s in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a professional play from the pre-modern era in performance.  
**Theatrical styles of the modern era** focuses on the application of acting and other stagecraft in relation to theatrical styles from the 1880s to the present with an emphasis on the application of stagecraft. They also analyse a professional play from the modern era in performance.  
*Unit Advisor: Mr Pickering*

**1LEG1 Legal Studies**  
Code: 1LEG1 – Legal Studies Unit 1  
Units 1 and 2  
Unit 1 involves a study of the individual and the law. An examination is made of the role of the legal system within communities and the manner in which it deals with various types of crime. The crime of homicide is considered in some detail.  
In Unit 2 students study how the law operates and means of access to the judicial system. Two areas of the law are selected and examined in relation to the purposes of the laws and the community values which underlie them. Problems for the legal system and recent changes to it are also studied.  
*Unit Advisor: Ms Dowel*

**1MUS1 Music Performance**  
Code: 1MUS1 – Music Performance Unit 1  
Units 1 and 2  
These units focus on building performance and musicianship skills. Student’s present performances of selected group and solo music works. They study the work of other performers through listening and analysis, and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances. Students also devise an original composition or improvisation.  
*Unit Advisor: Ms Verbyla*

**1VEM1 VCE VET: Certificate III Music Industry**  
Code: 1VEM1 – VETVCE: Music Industry Unit 1  
Units 1 and 2  
Full Year Course  
This certificate provides students with music industry knowledge, practical knowledge of copyright and how to follow health, safety and security procedures important to the music industry. Completion of Certificate III in Music prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions. With additional training and experience, potential employment outcomes may include band member, songwriter, composer, arranger, copier, promoter, teacher, instrumentalist. Students need to complete: units 1 and 2: three compulsory and five elective units. Units 3 and 4: six compulsory units.  
*Unit Advisor: Ms Verbyla*
Middle Years Learning Community 2012-2013
UNIT Summary

1SYS1 Systems Engineering
Code: 1SYS1 – Systems Engineering Unit 1
Units 1 and 2
This course focuses on the principles and skills related to the understanding, repair, assembly, construction and measurement of mechanical or electronic technological systems, e.g. 4-stroke engine and electronic alarm. Assessment includes practical work, written reports and an examination. Note: Students have some flexibility in their selection of systems studied and need to consider the cost and degree of difficulty required to complete the project.
Unit Advisor: Mr Jones

1BIO1 Biology
Code: 1BIO1 – Biology Unit 1
Units 1 and 2
Biology is the study of living organisms. Units 1 and 2 investigate the complex biological interactions that sustain life on Earth. The nature and affect of environmental change is also considered. The particular requirements of organisms and the differences and similarities between plant and animal systems are studied.
Unit Advisor: Ms Woodroofe or Ms Matthews

1VID1 VET VCE: Interactive Digital Media - Certificate II
Code: 1VID1 – VETVCE Inter Digi Media Unit 1
Units 1 and 2
Full Year Course
Students complete this vocational qualification as part of their VCE or VCAL. The course aims to provide students with knowledge and skills in the production of multimedia and the use of technology, which will enhance employment prospects. It provides an understanding of multimedia design, software and hardware in work related tasks required in the industry. Students develop skills including: the creation and manipulation of 2D graphics; the incorporation of text and sound into multimedia presentations; the production and manipulation of digital images; updating web pages; and using software tools to create an interactive sequence. Satisfactory completion will contribute two units towards the VCE and credits towards the Certificate III in Multimedia.
Unit Advisor: Mr Dunn

1PED1 Physical Education
Code: 1PED1 – Physical Education Unit 1
Units 1 and 2
These units involve practical and theoretical work, which is interrelated and allocated similar class-time. Students develop an understanding of how skills are acquired, the relationship of the mechanics of human movement to performance, how body systems work to create movement and the impact of exercise on body system. A variety of sports and skills are used to develop these understandings.
Assessment: Laboratory reports, unit tests, exams (2), and teaching a variety of skills.
Prerequisites: Enthusiasm.
Unit Advisor: Ms Kirby
1PHY1 Physics
Code: 1PHY1 – Physics Unit 1
Units 1 and 2
Unit 1 focuses on Physics as a human endeavour, in which observations and ideas related to aspects of energy are organised and explained. In Unit 2, more complex phenomena are studied within contexts that are familiar to students and relevant to their experiences. Mathematical modelling and calculations, computer programs and data-loggers are among techniques used to analyse and solve problems.
Prescribed areas of study: Unit 1 – Nuclear Physics and Radioactivity: Electricity. Unit 2 – Motion; Light. In each unit, a detailed study is also carried out. In 2011 these will be Sustainable Energy Sources and Medical Physics.
Unit Advisor: Mr Grisdale or Mr Dunn