

# **SOUTH OAKLEIGH COLLEGE**



## **MIDDLE SCHOOL**

## **HANDBOOK**

**2009**

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## **GENERAL INFORMATION**

### **JUNIOR & MIDDLE SCHOOL CURRICULUM**

At South Oakleigh Secondary College, students are able to access a broad and comprehensive curriculum. Our Curriculum has been developed to accommodate the Essential Learning structure (VELS) that has been mandated by DEECD. The CSF (Curriculum Standards Framework), serves as a resource for curriculum material in Years Prep - 10. In 2009, all learning areas will be reported in accordance with the new (VELS) format and additional reporting will occur within the existing subjects to address the VELS interdisciplinary and Physical, Personal & Social Learning Strands. The College's focus for learning at each 7 to 10 level is:-

Year 7 and 8: participation in a wide range of learning experiences

Year 9: engagement in learning

Year 10: preparation for later years

The Curriculum at South Oakleigh is structured around the 8 Key Learning Areas for Curriculum delivery. These are:-

The Arts

English and ESL

Health and Physical Education

Languages Other Than English (LOTE)

Mathematics

Science

Studies of Society and the Environment

Technology

### **Reporting**

End of Semester reporting (June and December) of student achievement will be performed using the DEECD software "QuickVic". Student achievement against the standards will be presented graphically and there will be a section of the report dedicated to work habits and related aspects of learning. There will also be a descriptive assessment of student achievement and advice on how learning can be further improved. Generally, students can expect to be operating at level 5 for years 7 & 8 and at level 6 for years 9 & 10. Students operating at expectation will receive a grade of "C". When operating above expectation, student learning is graded "B" or "A". When operating below expectation, student learning is graded "D" or "E".

Interim reports are provided in April and September, accompanied by Parent/Teacher evenings. We believe it is more useful to have parent/teacher interviews at this stage, so that problems can be addressed and solutions found before the final end of semester report.

### **Parent/Teacher Communication**

- Attend parent/teacher evenings. It is important to discuss your child's learning with as many teachers as possible. Individual Student Learning Plans can be developed at Parent/Teachers evenings.
- Parents are encouraged to contact Sub-School Leaders and/or pastoral teachers at any time. Keeping these communication lines open may prevent small problems from getting bigger.
- Look for the fortnightly newsletter. These are distributed via students every second Tuesday.

### **Planner Use**

- Encourage and reinforce regular use of the student planner. Homework and other important information should be recorded by the student and should be regularly checked by both teachers and parents.
- Go through the College's rules regarding behaviour and uniform with your child. These are located in front of the student planner.

### **Requisites**

- All units contain a requisite list, however, basic stationery is not included here but is expected to be brought to all classes.

## SUPPORT PROGRAMS

There are a number of programs to assist student development.

**Year 10 Formal** offers our students an opportunity to have an enjoyable evening and represent the College as responsible young adults in a social environment.

**Year 9 Camp** is offered to year 9 students as part of our engagement / enrichment program. Students develop and strengthen skills such as cooperation and teamwork, leadership, self esteem and initiative.

### **Pastoral Program:**

At Middle School level the program develops interpersonal skills and study skills as well as investigating health issues and exploring career and course options.

### **Peer Support:**

The College has a long standing peer support program. In this program students at the end of Year 9 have the opportunity to be trained as peer support leaders to assist Year 7 students in the transition process.

### **English as a Second Language (ESL)**

The College offers an extensive ESL program at all levels. In addition to undertaking ESL during English classes, students with ESL status may also do “an ESL elective unit”.

### **Study Skills**

Year 10 students participate in a Study Skills Program. The program, which runs for several weeks in term 1 during pastoral sessions, is designed to equip students with skills and strategies to assist them to cope with the demands of VCE and transition to the workforce. Key aspects of the program include:

- Identification of strengths and weaknesses and strategies for improvement
- Effective organisation of time to study, complete homework and meet deadlines
- Creating a supportive work environment at home
- Goal setting
- Improving memory
- Exam techniques

Each week students will have homework tasks to complete and parents / guardians are encouraged to support their child’s involvement in the program.

## **Student Wellbeing**

**Student Well Being Services** supports students and their parents / guardians by providing a wide range of services to help students through their years of secondary education. The services objective is to assist students to help themselves through difficulties, should they arise.

Appointments are encouraged but if the matter is urgent immediate help is usually at hand. Service staff also appreciate people calling in to just say hello or let them know how they are going.

Some of the reasons young people and their families make contact with the wellbeing team include:-

- Personal Assistance: Grief and loss. Family difficulties. Dealing with anxiety, stress, depression or anger. Relationship / friendship issues. Conflict resolution.
- Health: Drug / alcohol education. Healthy eating. Sexual health. Quit smoking. Safe partying.
- Educational Assistance: Integration support. Study skills / time management. Coping with exams. Pre-loved uniforms and books.
- Equal Opportunity: Celebration of individual differences. Harassment concerns.

The Well Being Team: Tamara Magrath (Adolescent Health Nurse); Kerry Browne (Educational Psychologist); Youth Workers from Monash Youth and Family Services, South Eastern Advisory & Advocacy Council; Annette Ford (Student Well Being Coordinator, Integration Coordinator).

## **The Library**

The library provides resources to support the College curriculum and students’ recreational reading through a collection of books, magazines, newspapers and the Internet.

The computers within the library provide students with access to the Internet, word processing facilities and other computer programs.

In addition to being opened during class-time, the library is open at recess, lunchtime and after school each day.

## **HOMEWORK POLICY**

### **Aims**

To develop students' organisational skills, their ability to work independently and take responsibility for their own learning.

To communicate clear expectations regarding homework to students, parents and teachers.

To develop a framework that gradually increases the College's expectations of students according to year level.

To develop study habits that will assist students in further studies.

### **Guidelines**

1. The College will support students in developing homework and study skills through curricular and extra curricular activities.
2. Year 7 & 8 students are required to read a novel from the reading program for at least fifteen minutes each night in order to develop and extend their literacy skills.
3. The College will clearly communicate homework expectations to students by including it in the General Information section of their school planner.
4. The planner will be used as a key method of communication between parents and teachers in relation to homework requirements and completion as well as student progress.
5. The College will produce a pamphlet for parents in English and community languages outlining the homework policy, including expectations and possible sanctions as well as strategies for assisting students at home.
6. To ensure a coordinated school approach to homework, the College will provide teachers with the necessary information and professional development via year level and program meetings.
7. The College provides a framework that gradually increases the amount of homework for students according to Year level. Minimum weekly homework requirements are:
  - Year 7                    4 hours
  - Year 8                    5 hours
  - Year 9                    6 hours
  - Year 10                  7 hours
  - Year 11                  8 hours
  - Year 12                  10 hours
8. To enable students to experience success, homework should:
  - be achievable and interesting
  - be spread evenly throughout the week
  - have clearly communicated due dates
9. The College believes that homework tasks must be completed in order for students to satisfactorily complete aspects of units. A range of sanctions may be applied by teachers for non-compliance.

## **STUDENT CODE OF CONDUCT**

All members of our SOSOC Community have a responsibility to behave in a way that respects self and others and protects the right of all to a safe, secure and productive learning and teaching environment.

- Our code of conduct, formulated in accordance with DEECD guidelines is based on the principle that parents and teachers encourage students to take increasing responsibility for their own learning and behaviour. The College behavioural guidelines and consequences are tailored to the stage and development of each student.

### **The College has a supportive environment where:**

- Students feel positive about their schooling.
- Education is valued and students are counselled in all aspects of school life.
- Positive relationships are formed between students and teachers.
- Students, teachers, and parents are fully informed when discipline procedures are being considered and positive outcomes are sought.
- Students develop skills to prevent and resolve conflict.
- Students' educational, emotional and social needs are met.
- There is a shared responsibility within the school community for the education and welfare of students.

### **Consequences for student misconduct will be:**

- Relevant to the specific misconduct.
- Accompanied by appropriate counselling.
- Designed to emphasise students taking responsibility for their behaviour (a Restorative Practice approach).
- Graded in severity - which may include counselling, parent contact, conduct card, contract, withdrawal from class, detention, formal discipline meeting, suspension, expulsion or other consequences as felt appropriate.
- In accordance with DEECD requirements for discipline procedures.

## **PROGRAM INFORMATION**

### **MIDDLE SCHOOL PROGRAM**

South Oakleigh College's Middle School structure enables students to satisfy the broad, general education requirements of the VELs and at the same time, allows students to take additional units in areas of special interests.

The two-year structure of the program is an excellent preparation for VCE studies.

In each school year the students are required to complete units chosen from the College's eight key learning areas. At year nine and 10 the units are each a semester in length,. There are two semesters per year.

The eight key learning areas are:

- Arts
- English / English as Second Language (ESL)
- Health and Physical Education
- Languages other than English (LOTE)
- Mathematics
- Science
- Studies of Society and the Environment (SOSE)
- Technology

#### **What must I do to complete the Middle School?**

As a guide, to satisfy the requirements of the Middle School program you must attempt the following number of units.

|                             |                  |
|-----------------------------|------------------|
| ENGLISH or ESL              | 4 Units          |
| MATHEMATICS                 | 4 Units          |
| SOSE                        | 3 Units          |
| SCIENCE                     | 2 Units          |
| HEALTH & PHYSICAL EDUCATION | 3 Units          |
| TECHNOLOGY*                 | 2 Units          |
| ARTS*                       | 2 Units          |
| <b>TOTAL</b>                | <b>20 UNITS*</b> |

**PLUS ANOTHER 8 UNITS FROM THE ELECTIVE CHOICES (WHICH CAN INCLUDE VCE UNITS – see below).**

**THE TOTAL NUMBER OF UNITS THAT YOU ARE EXPECTED TO COMPLETE OVER THE TWO YEARS IS 28 UNITS.**

\* Language and / or VCE subjects may prevent attainment of the recommended units in these subjects.

#### **VCE Units**

It is possible for year 10 students to undertake some VCE units during their final year of the Middle School. To be eligible for consideration, the student must be able to demonstrate a maturity and ability to cope with the subject content and study requirements. The student is not guaranteed a position in the VCE class; this will depend on existing class sizes and timetabling constraints. As a general guide, the VCE subject being considered should line up with the elective blocks.

#### **Selecting Your Course**

1. Take your Handbook home and with your parents/guardians, read it.
2. Fill out selection sheet
3. Complete your separate selection sheet and return it to the Middle School Leader by the set date.

#### **Here's your course selection checklist:**

- I have read carefully the course booklet and selection sheet and *checked the cost of my VCE units*.
- My selections meet the requirements to be eligible to pass the Middle School Program.
- I have discussed my selections with my parent(s)/guardians, teachers and Coordinator.
- My parent(s)/ guardian and I have signed my selection sheet and returned it.

**It must be understood that students will not be guaranteed all of their choices as subjects and places in subjects depend on demand for classes, staff availability and timetable constraints.**

## **CORE UNIT DESCRIPTIONS**

**KEY LEARNING AREA:** **ENGLISH**

**UNIT TITLE:** **YEAR 9 ENGLISH**

**LENGTH OF UNIT:** Year (2 units)

**AIMS:** This course enables students to build on their skills in speaking and listening, reading and writing, and to extend them as far as possible.

**COURSE DESCRIPTION:**

Following VELS guidelines, the English course is designed with language use in each of the following modes - listening, speaking, writing, reading and responding to texts. Drawing on a range of material and teaching strategies, the study strives to build on the student's critical, analytical and imaginative skills. Ultimately, our goal is to create competent users of the language for a range of purposes and audiences, developing the student's vocabulary, spelling and punctuation skills through their interaction with the language. Students participate in a range of learning activities which include the following:-

- > preparing and presenting spoken and written language exercises;
- > responding to classroom discussions and questions;
- > drafting and editing written pieces for different purposes;
- > critically assessing literature, using a variety of techniques;
- > analysing an issue, drawing on appropriate modes of presentation;
- > cooperating with other students in a set language task including role plays and debating.
- > developing communications skills through writing and speaking.
- > developing an awareness of 'metalanguage'.

These units develop skills in all language modes.

**ASSESSMENT:**

- Selected pieces of writing
- Responses to novels, plays and films
- Responses to issues
- Formal speeches / debating
- Exam at the end of each semester

**WORK REQUIREMENTS:** Keep a workbook, build up a writing folio, complete assignments on texts, read widely, participate in debating and other oral work.

**REQUISITES:** Novels, Dictionary, A4 Binder, Plastic Pockets, Lined Paper.

**KEY LEARNING AREA:** **ENGLISH**  
**UNIT TITLE:** **YEAR 9 ENGLISH AS A SECOND LANGUAGE**

**LENGTH OF UNIT:** Year (2 Units)

**AIMS:** This course enables students to build their confidence and skills in the English language. We aim to keep a balance in the development of students' reading, writing, speaking and listening skills.

**COURSE DESCRIPTION:** Students study a range of topics similar to those taught in English, but modified to best suit their needs and standards.

**ASSESSMENT:**

- Selected pieces of writing
- Responses to novels, plays and films
- Responses to issues
- Oral work
- Exam at the end of each semester

**WORK REQUIREMENTS:** Keep a workbook, build up a writing folio, complete work on texts, read widely, participate in debating and other oral work, complete language exercises.

**REQUISITES:** Dictionary, A4 Binder, Plastic Pockets, Lined Paper.

**KEY LEARNING AREA:** **ENGLISH**  
**UNIT TITLE:** **YEAR 10 ENGLISH**

**LENGTH OF UNIT:** Year (2 Units)

**COURSE DESCRIPTION:**

Following VELS guidelines, the English course is designed with language use in each of the following modes - listening, speaking, writing, reading and responding to texts. Drawing on a range of material and teaching strategies, the study strives to build on the student's critical, analytical and imaginative skills. Ultimately, our goal is to create competent users of the language for a range of purposes and audiences, developing the student's vocabulary, spelling and punctuation skills through their interaction with the language.

Students participate in a range of learning activities which include the following:-

- > preparing and presenting spoken and written language exercises;
- > responding to classroom discussions and questions;
- > drafting and editing written pieces for different purposes;
- > critically assessing literature, using a variety of techniques;
- > analysing an issue, drawing on appropriate modes of presentation;
- > cooperating with other students in a set language task including role plays and debating.
- > developing communications skills through writing and speaking.
- > developing an awareness of 'metalinguage'.

These units develop skills in all language modes

**ASSESSMENT:**

- Selected pieces of writing
- Responses to novels, plays and films
- Responses to issues
- Formal speeches / debating

- Exam at the end of each semester

**WORK REQUIREMENTS:** Keep a workbook, build up a writing folio, complete assignments on texts and issues, read widely, participate in debating and other oral work.

**REQUISITES:** Dictionary, Novel and Play, A4 Binder, Plastic Pockets, Lined Paper.

**KEY LEARNING AREA: ENGLISH**

**UNIT TITLE: YEAR 10 ENGLISH AS A SECOND LANGUAGE**

**LENGTH OF UNIT:** Year (2 Units)

**AIMS:** This course enables students to build their confidence and skills in the English language. We aim to keep a balance in the development of students' reading, writing, speaking and listening skills. The course is focused on preparing students for VCE.

**COURSE DESCRIPTION:** Students study a range of topics similar to those taught in English, but modified to best suit their needs and standards.

**ASSESSMENT:**

- Selected pieces of writing
- Responses to novels, plays and films
- Responses to issues
- Oral work
- Exam at the end of each semester

**WORK REQUIREMENT:** Keep a workbook, build up a writing folio, complete work on texts and issues, read widely, participate in debating and other oral work, complete language exercises.

**REQUISITES:** Dictionary, A4 Binder, Plastic Pockets, Lined Paper.

**KEY LEARNING AREA: MATHEMATICS (YEARS 9 & 10)**

The MATHS PROGRAM consists of 2 compulsory semester units, 4 periods a week each. Students in Year 10 will have an option of General Maths or Maths Methods. Maths courses are designed to satisfy the needs of individual students. All Maths subjects offered have both work requirements and assessment tasks and it is imperative that these are all completed, by all students, to the best of their ability. ALL students must have a scientific calculator in order to complete the program.

**UNIT TITLE: YEAR 9 MATHS**

**LENGTH OF UNIT:** Year (2 Units)

**AIMS:** This course enables the students to further develop skills and to acquire new concepts in **all dimensions** covered by the previous year's course, to prepare them for Year 10 Maths and equips them with the mathematical skills required on daily basis.

**COURSE DESCRIPTION:** This course will cover in depth the following topics with extension work available in all areas of study:

- Consumer Maths
- Geometry
- Linear Relationships

- Algebraic Expressions
- Pythagoras Theorem
- Quadratic Relationships
- Statistics and Probability
- Trigonometry

**ASSESSMENT:** Assessment is based on topic tests, assignments, teacher observation, problem solving tasks, homework and completed work. These will be assessed in accordance with VELS requirements. Students are required to complete all assessment tasks.

**WORK REQUIREMENTS:** All students have to maintain an organised workbook in which set tasks have to be completed to a particular level.

**REQUISITES:** Scientific Calculator.

**KEY LEARNING AREA:** **MATHEMATICS**  
**UNIT TITLE:** **YEAR 10 GENERAL MATHS**

**LENGTH OF UNIT:** Year (2 Units)

**AIMS:** This course enables students to further develop skills and to acquire new concepts in **all dimensions** covered by the previous year's course. This course is specifically designed for students intending to undertake Foundation Maths or General Maths in Year 11.

**COURSE DESCRIPTION:** This course will cover the following topics:

- Consumer Maths
- Linear Algebra
- Linear Relationships
- Exponential Notation
- Measurement
- Statistics and Probability
- Geometry
- Trigonometry

Extension work will be offered to interested students.

**ASSESSMENT:** Assessment is based on the topic tests and assignments. These will be assessed in accordance with VELS requirements. Students are required to complete all assessment tasks.

**WORK REQUIREMENTS:** All students have to maintain an organised workbook in which set tasks have to be completed to a particular level.

**REQUISITES:** Scientific Calculator.

**KEY LEARNING AREA:** **MATHEMATICS**  
**UNIT TITLE:** **YEAR 10 MATHS METHODS**

**LENGTH OF UNIT:** Year (2 Units)

**AIMS:** This course enables students to further develop skills and to acquire new concepts in all dimensions covered by the previous year's course. This course is designed for students who intend to undertake Advanced Maths studies in VCE.

**COURSE DESCRIPTION:** This course will cover in depth the following topics with extension work available in all areas of study:

- Exponential Relationships
- Quadratic Relationships
- Algebraic Expressions
- Geometry
- Trigonometry
- Statistics and Probability

By the end of Year 10, students will be expected to demonstrate competency in level 6 and in many cases, to have moved beyond it.

**ASSESSMENT:** Assessment is based on the topic tests and assignments. These will be assessed in accordance with VELS requirements. Students are required to complete all assessment tasks.

**WORK REQUIREMENTS:** All students have to maintain an organised workbook in which set tasks have to be completed to a particular level.

**REQUISITES:** Scientific Calculator, prescribed textbook

**KEY LEARNING AREA:** **STUDY OF SOCIETY AND THE ENVIRONMENT (SOSE)**

**UNIT TITLE:** **YEAR 9 GEOGRAPHY**

**LENGTH OF UNIT:** Semester

**AIMS:** This course explores the nature of human settlements and our impact on the environment. Students investigate the causes and outcome of natural phenomena and how the world absorbs such events.

**COURSE DESCRIPTION:** Geography uses both Australian and International examples to study issues related to the environment. The topics studied include:

- Mapping
- Urban Living
- Weather
- Living with Nature – Global Warming

**ASSESSMENT:** Students are assessed using a variety of activities such as inquiry learning projects, case studies, observation and working in cooperative learning groups.

**WORK REQUIREMENTS:** Completion of Workbook and Research Projects.

**REQUISITES:** A4 exercise book.

**KEY LEARNING AREA: STUDY OF SOCIETY AND THE ENVIRONMENT (SOSE)**

**UNIT TITLE: YEAR 10 CIVICS AND CITIZENSHIP**

**LENGTH OF UNIT:** Semester

**AIMS:** This course enables students to learn about the world of work and business enterprise, and Australia's political and legal systems. They gain an understanding of contemporary economic, legal and political issues.

**COURSE DESCRIPTION:** Civics and Citizenship introduces issues of personal financial management, vocational pathways, and the rights and responsibilities of Australian citizens. The topics studied include:

- Careers/Education/Work
- Organising your Money
- Introductory Law
- Government and Politics

**ASSESSMENT:** Inquiry learning activities are used to assess each topic.  
**WORK REQUIREMENTS:** Completion of Workbook and Research Projects.

**REQUISITES:** A4 folder with loose leaf paper.

**KEY LEARNING AREA: STUDY OF SOCIETY AND THE ENVIRONMENT (SOSE)**

**UNIT TITLE: YEAR 10 TWENTIETH CENTURY**

**LENGTH OF UNIT:** Semester

**AIMS:** This course enables students to learn about significant events, institutions, people and issues of the 20<sup>th</sup> Century. They gain an understanding of Australia's role in the modern world and the part its people have played in major world events.

**COURSE DESCRIPTION:** Twentieth Century History identifies different categories of historical change, compares the way people and events have been represented and investigates the impact of change on people's lifestyles. The topics studied include:

- The Transport Revolution
- The Wars of This World
- Entertainment Through the Years
- Changes to Family Life During This Century
- People Who Had an Impact
- Civil and Political Rights issues of Aboriginal and Torres Strait Island communities.

**ASSESSMENT:** Inquiry learning activities are used to assess each topic.  
**WORK REQUIREMENTS:** Completion of Workbook and Research Projects.

**REQUISITES:** A4 folder with loose leaf paper and textbook.

**KEY LEARNING AREA:** **HEALTH & PHYSICAL EDUCATION**  
**UNIT TITLE:** **YEAR 9 HEALTH and PHYSICAL EDUCATION**

**LENGTH OF UNIT:** All year (4 periods per week).

**COURSE DESCRIPTION:** ***Movement and Physical Activity:*** At level 6, students will demonstrate proficiency in the execution of manipulative and movement skills during complex activities. They will demonstrate advanced skills in selected physical activities and they will use training methods to improve their fitness level and participate in sports, games, recreational and leisure activities that maintain regular participation in moderate to vigorous physical activity. ***Health Knowledge and Promotion:*** At level 6, students will identify and describe a range of social and cultural factors that influence the development of personal identity and values. They will identify and explain the rights and responsibilities associated with greater independence, including those related to sexual matters and sexual relationships.

**ASSESSMENT TASKS and  
WORK REQUIREMENTS:**

1. Workbook
2. Assignments
3. Tests – written and practical
4. Attitude and Sportsmanship
5. Motor skills and tactical knowledge

**REQUISITES:** P.E. uniform is to be worn to all physical education classes. The uniform is: black shorts with logo / green polo shirt with college logo / runners (not volleys or skate shoes). A note must be supplied to explain why a student is not in full P.E. uniform or otherwise, an after school detention will be given after one warning has been issued.

**KEY LEARNING AREA: HEALTH AND PHYSICAL  
EDUCATION****UNIT TITLE: YEAR 10 PHYSICAL EDUCATION****LENGTH OF UNIT:** All year (2 periods per week)**COURSE DESCRIPTION:**

***Movement and Physical Activity:*** At level 6, students will further refine what they have learnt in year 9. They will also employ and devise skills and strategies to counter tactical challenges in games and situations. They will assume responsibility for the conduct of aspects of a sporting competition in which roles are shared. Students will also display appropriate sporting behaviour.

**ASSESSMENT TASKS and  
WORK REQUIREMENTS:**

1. Exam
2. Project
3. Training methods
4. Attitude and Sportsmanship
5. Motor skills and tactical knowledge

**REQUISITES:**

P.E. uniform is to be worn to all physical education classes. The uniform is: black shorts with logo / green polo shirt with college logo / runners (not volleys or skate shoes). A note must be supplied to explain why a student is not in full P.E. uniform or otherwise, an after school detention will be given after one warning has been issued.

**KEY LEARNING AREA: SCIENCE**  
**UNIT TITLE: YEAR 9 SCIENCE**  
**LENGTH OF UNIT: Semester****AIMS:**

This course enables students to reflect upon their understanding of Science and start making decisions on the role they see for Science in today's society. For a complete coverage of Science, core subjects must be taken in conjunction with elective Science subjects.

**COURSE DESCRIPTION:**

- Topics covered are:
- Life Cycle of Stars
  - Nuclear Power
  - Acids in Everyday Life
  - Natural Cycles
  - Light and Sight

Homework is also an important aspect of coursework.

**ASSESSMENT:** Assessment will be drawn from tasks such as projects, assignments, practical and theory tests.

**WORK REQUIREMENTS:** Students are required to maintain a record of their work, participate in practical work and complete the set assignments.

**REQUISITES:**

- Exercise Book
- Scientific Calculator
- Prescribed Text Book

**KEY LEARNING AREA:** **SCIENCE**  
**UNIT TITLE:** **YEAR 10 SCIENCE**  
**LENGTH OF UNIT:** Semester

**AIMS:** This course enables students to complete their studies in compulsory Science and (in conjunction with Elective Science Units) prepare for further studies in VCE Science (Chemistry, Biology, Physics). For a complete coverage of Science, core subjects must be taken in conjunction with Elective Science subjects.

**COURSE DESCRIPTION:** Topics covered are:

- Climate Change
- Motion
- Electricity
- Genetics

Homework is also an important aspect of coursework.

**ASSESSMENT:** Assessment will be drawn from tasks such as projects, assignments, practical and theory tests.

**WORK REQUIREMENTS:** Students are required to maintain a record of their work, participate in practical work and complete the set assignments.

**REQUISITES:** Exercise book; Scientific Calculator; Prescribed Text Book.

# ELECTIVE UNIT DESCRIPTIONS

## YEAR 9

**KEY LEARNING AREA:** ENGLISH

**UNIT TITLE:** Year 9 ESL Elective

**LENGTH OF UNIT:** Semester

**AIMS:** This course enables students to build their confidence and skills in the English language. We aim to keep a balance in the development of students; reading, writing, speaking and listening skills. The course is focused on preparing students for VCE.

**COURSE DESCRIPTION:** Students study a range of topics suited to their individual needs and standards. The course also deals with any language problems students may be having in other subject areas and offers support for those subjects where necessary.

**ASSESSMENT:**

- Selected pieces of writing
- Responses to texts and issues
- Oral work

**WORK REQUIREMENTS:** Keep a workbook, build up a writing folio, complete work on texts, read widely, participate in debating and other oral work, complete language exercises.

**REQUISITES:** See Core ESL.

**KEY LEARNING AREA:** ARTS

**UNIT TITLE:** 2D VISUAL ARTS (Year 9)

**LENGTH OF UNIT:** Semester

**CAN BE REPEATED?** Yes

**AIMS and**

**COURSE DESCRIPTION:**

The aims of this unit are to give students a deeper understanding and appreciation of learning, while developing their visual art skills and knowledge. In the domain of making and creating, students will develop a folio of drawings, paintings, designs and mixed – media. They will develop a greater understanding of their own world and other cultures through analysing a range of different artistic styles and responding to them in a creative manner. Students will record their work in a visual journal and complete all the work required, including homework.

**ASSESSMENT:**

1. Folio – 2 completed artworks.
2. Research assignment.
3. Visual Journal.
4. Evaluation of skills developed.

**REQUISITES:** Sketchbook, Spiral A3, Art Smock, Computer Disks.

**KEY LEARNING AREA:** **ARTS**  
**UNIT TITLE:** **3D VISUAL ARTS – CERAMICS (Year 9)**

**LENGTH OF UNIT:** Semester

**CAN BE REPEATED?** Yes.

**AIMS:** This course enables students to:

- Develop skills in creative thought and practice.
- Discuss, analyse and evaluate visual art forms from the past to the present.
- Produce artworks using techniques appropriate to producing 3 dimensional work.
- Make informed choices for VCE studies in the arts.

**COURSE DESCRIPTION:** This course will encompass two outcomes.

1. Art Practice: Arts practice will incorporate the development of skills needed to produce both functional ceramic products and non-functional creative clay sculptural pieces.
2. Responding to the Arts: Responding to the arts will incorporate the research and exploratory work. Artworks from the past to the present will be analysed, discussed and evaluated. This work will be maintained in a visual journal.

**ASSESSMENT:**

1. Folio –completed production pieces
2. Research assignment.
3. Visual journal.
4. Evaluation of skills developed.

**REQUISITES:** Sketchbook, A3 Spiral, Art Smock

**KEY LEARNING AREA:** **ART**  
**UNIT TITLE:** **VISUAL COMMUNICATION (Year 9)**  
**LENGTH OF UNIT:** Semester

**CAN BE REPEATED:** Yes

**AIMS:** The content and structure of this unit enables students to communicate ideas and information through visual presentation using:

- The design process to explore, develop and refine ideas.
- Freehand drawing and rendering.
- Use and evaluation of design elements and principles.
- A range of media including pencils, pens, markers, paints, collage media.
- Computer programs such as Corel Draw 11 & 12 and Photoshop 7 & CS

**COURSE DESCRIPTION:** Students will be required to complete the following:

- A. One major project from the following areas
  - Fashion Design
  - Product design
  - Environmental and Architectural Design
  - Graphic Design
  
- B. A pamphlet, poster or brochure using one of the above mentioned computer programs.
  
- C. A set of design exercises.

**ASSESSMENT:**

1. Design Process
2. Finished Visual Communications.
3. Design exercises and evaluation.

**REQUISITES**

1. A3 spiral sketchbook
2. Computer disks or Pen Drive
3. Basic drawing kit which includes – 3B & 2H pencils, Fine liners .4 & .6, Eraser, pencil sharpener, No. 6 paintbrush, 30-60 set square –small.

Please note: This kit may also be used for other Arts & Technology subjects

**KEY LEARNING AREA:** **ARTS**

**UNIT TITLE:** **CREATIVE MUSIC (Year 9)**

**LENGTH OF UNIT:** Semester

**CAN BE REPEATED?** Yes.

**AIMS:**

- Develop skills in practical work and performance
- Discuss, analyse and evaluate own compositions and performances
- Develop understanding of music theory and aural skills
- Produce work looking at different styles of music ranging from classical period to present
- Prepare for VCE

**COURSE DESCRIPTION:**

- Practical work
- Aural skills
- Music theory
- Movie music
- Listening diaries
- composition
- Computer work
- Styles of music
- Analysis of music

**WORK REQUIREMENTS:**

- Workbook of all theory work, aural skills tests and class work
- Practical work
- Critical listening and analysis of music

**ASSESSMENT:**

- Practical performance exam of at least one piece on chosen instrument
- Research assignment
- Workbook
- Theory and aural

**REQUISITES:**

Exercise book

**KEY LEARNING AREA:** **ARTS**  
**UNIT TITLE:** **STAGEWORKS (Year 9)**

**LENGTH OF UNIT:**

Semester

**AIM and  
COURSE DESCRIPTION:**

The aim of this course is to introduce students to playmaking, basic dramatic techniques and theories through the examination of the stagecraft elements. Students will be introduced to the stagecraft elements of Acting, Lighting, Set Design, Costume, Properties, Sound and Publicity. They will learn how these elements can be used in performance as well as how these elements can be used as a basis for creating performance.

Students will be trained in the specific stagecraft areas of Set Design, Properties, Costume, Sound, Publicity, Lighting and Acting, which will include creating their own performances as well as working with set stimuli, such as script.

**ASSESSMENT:**

Assessment will be based upon the student's ability to display an understanding and skills in the specific stagecraft areas as well as an ability to create performances, rehearse and present various group performances. Students will be required to submit homework and maintain a workbook as part of their assessment.

- Performance Assignment
- Written Stagecraft Task
- Stagecraft Products
- Homework/Journal
- Class participation

**REQUISITES:**

An Exercise book, enthusiasm and a willingness to perform.

**KEY LEARNING AREA:** **ARTS**  
**UNIT TITLE:** **YEAR 9 PHOTOJOURNALISM**

**LENGTH OF UNIT:** Semester

**AIMS and  
COURSE DESCRIPTION:**

The aim of this course is to introduce students to Media focusing especially on representations in the media. They will examine various media forms such as News journalism, Television and Print. Students will analyse these various forms of media leading to the opportunity to create their own media products based on their findings.

Students will be trained in specific photographic skills such as Composition and Framing, Storytelling as well as the production of Digital Video from Music Video to Current affairs, Documentary and Digital Photography. Students will learn how to apply the techniques they study to create their own products.

**ASSESSMENT:**

Assessment will be based upon the student's ability to display an understanding and skills in the specific Production Processes as well as an ability to create their own products as individuals and in groups. Students will be required to submit homework and maintain a folio as part of their assessment.

- Major Product Assignment
- Media Analysis Task
- Homework/Journal
- Class participation

**REQUISITES:** Internet access, A 2G USB, an exercise book/folio and eye for detail

**KEY LEARNING AREA:** **HEALTH AND PHYSICAL  
EDUCATION**

**UNIT TITLE:** **YEAR 9 BODY WORKS**

**LENGTH OF UNIT:** Semester

**CAN BE REPEATED?:** No

**AIMS:** This course will focus on the Australian Dietary Guidelines and the National Physical Activity Guidelines. Social, economic and physiological factors that influence an individual's, family's and community's food choices will also be studied.

**COURSE DESCRIPTION:** A particular guideline will be studied each week. For example, Enjoy a wide variety of foods – a banquet of healthy meals/foods may be produced by the class to share and evaluate. Another example may include. All school aged children should be doing 30 minutes of moderate to vigorous physical activity per day – students could design an activity program for the local kindergarten.

**ASSESSMENT:** Research project/participation in activities and discussions/workbook.

**WORK REQUIREMENTS:** Completion of set class and homework tasks/Completion of research project.

**REQUISITES:** A4 display folder/A4 loose leaf paper/pens/  
A \$25.00 fee will be charged to cover food materials used in class.

**KEY LEARNING AREA:** **L.O.T.E.**

**UNIT TITLE:** **YEAR 9 ADVANCED GREEK  
(Pathway 1)**

**LENGTH OF UNIT:** Four terms

**AIMS:** Language skills in Greek are developed through a variety of activities focussing on literacy, comprehension, communication, speaking, listening, writing and research skills, as well as an appreciation of Greek literature and culture.

**COURSE DESCRIPTION:**

- Adolescents and their problems.
- Olympic Games.
- History of Greece.
- Geography/Special holidays.
- Novel.
- Grammar and spelling.
- Play.
- Cyprus.

**WORK REQUIREMENTS:**

- Workbook / Homework.
- Grammar Tasks.
- Reading comprehension tasks.
- Oral/Aural tasks.
- Research.
- Listening comprehension tasks.
- Poster on teenage rights.
- Film text study.
- Role-plays.

**ASSESSMENT:**

- Oral presentations.
- Debate.
- Reading and listening tests.
- Grammar tests.
- Research.
- Aural comprehension tests.
- Role-plays.

**PREREQUISITES:**

Year eight Greek

**REQUISITES:**

- Greek / English Dictionary
- Some extra costs for excursions.

**KEY LEARNING AREA:****L.O.T.E.****UNIT TITLE:**

**YEAR 9 BEGINNERS GREEK  
(Pathway 2)**

**LENGTH OF UNIT:**

Four terms

**AIMS:**

Language skills in Greek are developed through a variety of activities focussing on literacy, comprehension, speaking, listening, writing and research skills, as well as an appreciation of Greek literature and culture.

A special unit on “Greek for Travellers” will be offered for those students wishing to go to Greece and visit our Sister School but who haven’t previously studied Greek.

NB: This unit does not prepare students for VCE Greek.

**COURSE DESCRIPTION:**

- Social situations.
- Name days.
- Family,
- Travelling to Greece.
- Greek Australian experience.
- Film text study.
- Greek culture.

**WORK REQUIREMENTS:**

- Vocabulary activities
- Spelling.
- Pronunciation.
- Role-plays.
- Grammar. Oral/Aural work.
- Language games.
- Reading.

**ASSESSMENT:**

- Grammar test.
- Oral presentations.
- Workbook/homework.
- Role-plays.
- Research project.
- Aural activity tasks.
- Spelling/pronunciation.

**REQUISITES:**

Extra costs for excursions.

**KEY LEARNING AREA:** **L.O.T.E.**  
**UNIT TITLE:** **YEAR 9 JAPANESE**

**LENGTH OF UNIT:** Four terms

**AIMS:** This course aims to provide knowledge of the Japanese language and culture. Skills of literacy, comprehension, grammar and communication will be developed and activities will include researching, reading, listening and writing, oral work, role playing and working in groups.

**COURSE DESCRIPTION:**

- History of Japan.
- Japanese culture.
- School life.
- Media.
- Teenagers.
- Homestay.
- Dining out.
- Food.
- Transport.

**WORK REQUIREMENTS:**

- Workbook / Homework.
- Oral work.
- Textbook.
- Listening comprehension activities.
- Reading comprehension activities.
- Japanese Restaurant and shop.

**ASSESSMENT:** Students will be given tests – aural, oral and written, throughout the year.

**PRE-REQUISITES:**

Year 8 Japanese.

**REQUISITES:**

- Extra costs for excursions.
- Purchase special pens from school.

**KEY LEARNING AREA:** **SCIENCE**  
**UNIT TITLE:** **YEAR 9 FORENSIC SCIENCE**  
**LENGTH OF UNIT:** Semester

**AIMS:** This course enables students to investigate the role of Forensic Science in modern criminal investigations.

**COURSE DESCRIPTION:** Forensic Science is the science carried out to provide evidence for court proceedings. It integrates chemistry, physics, biology and psychology. It is concerned with all kinds of evidence that can be assessed scientifically, from pieces of thread, fragments of glass, slivers of wood, the presence of an inflammable liquid to fingerprints and bite marks and results of post-mortem examinations. Forensic Scientists are regularly called upon to present their results in court.  
 In year 9 Forensics there is an emphasis on technique and activities.

|                            |   |
|----------------------------|---|
| <b>ASSESSMENT:</b>         | You will be required to complete the following assessment tasks: <ul style="list-style-type: none"><li>➤ Research, design and utilise appropriate investigative techniques to analyse evidence. Your booklet and notes will be assessed.</li><li>➤ Written Case Report of all the investigations carried out to analyse the evidence.</li><li>➤ Forensic Research Folio.</li><li>➤ A series of video worksheets.</li><li>➤ Presentation of your final analysis (who committed the crime) in the context of a court trial.</li><li>➤ End of Unit test.</li></ul> |
| <b>REQUISITES:</b>         | Exercise book and Scientific Calculator.  |
| <b>KEY LEARNING AREA:</b>  | <b><u>SCIENCE</u></b>   |
| <b>UNIT TITLE:</b>         | <b>PHYSICAL SCIENCE (Year 9)</b>  |
| <b>LENGTH OF UNIT:</b>     | Semester  |
| <b>CAN BE REPEATED?</b>    | No  |
| <b>AIMS:</b>               | This course enables students to further pursue an interest in Science or more effectively prepare for VCE subjects such as Chemistry and Physics. Completion of Elective Science subjects is important for students undertaking VCE Science subjects. Course content is largely the result of a negotiation process between the teacher and students.   |
| <b>COURSE DESCRIPTION:</b> | Past topics covered includes: <ul style="list-style-type: none"><li>➤ Chemical reactions, catalysts etc.</li><li>➤ Technologically Important Materials (eg. Polymers or nano-materials)</li><li>➤ Water rockets and related propulsion devices</li></ul> Homework is also an important aspect of coursework.  |
| <b>ASSESSMENT:</b>         | Assessment will be drawn from tasks such as projects, assignments, practical and theory tests.  |
| <b>WORK REQUIREMENTS:</b>  | Students are required to maintain a record of their work, participate in practical work and complete the set assignments.   |
| <b>REQUISITES:</b>         | Exercise Book and Scientific Calculator.  |

**KEY LEARNING AREA: STUDIES OF SOCIETY AND ENVIRONMENT**

**UNIT TITLE: YEAR 9 NEWSMAKERS**

**LENGTH OF UNIT:** Semester

**SUBJECT OUTLINE:** This subject looks closely at issues and events that are featured in the media. The course will particularly focus on the print media – newspapers. Student will require Internet access throughout the course.

Topics will be structured to ensure that both current and past newsworthy stories are analysed; International and Australian stories will be included in the syllabus. For example, the sinking of the Titanic, the first moon landing, the war in Afghanistan / Iraq, the death of Princess Diana may be studied). Also, important Australian events such as Cyclone Tracey, the Thredbo landslide, the collapse of the West Gate and / or Tasman bridge, the Bali bombings, the Granville rail disaster and the Tampa refugee crisis can be incorporated into the course.

Students are also required to complete a significant number of comprehension and analysis activities that are based upon newspaper stories. The activities will generally focus upon small daily news reports.

**ASSESSMENT:** Assessment will include:-

- Completion of newspaper analysis activities
- Research project about a major Australian news event
- Research project about a major international news event.

**REQUISITES:** A4 folder with loose leaf paper

**KEY LEARNING AREA: TECHNOLOGY**

**UNIT TITLE: YEAR 9 FOODS**

**LENGTH OF UNIT:** Semester

**CAN BE REPEATED?** No

**AIMS &**

**COURSE DESCRIPTION:** This course will enable students to gain skills in food preparation, knowledge about safe & hygienic work practices, skills in the use of range of tools, equipment & machines. Topics to be covered include grains, gluten free diets; eating well for the future, Heart Tick; Eating with family & friends, meal planning, celebration foods; international cuisine, influences on eating in Australia.

**ASSESSMENT:** *Investigating & Designing* – research & construction projects  
*Producing* – practical work/production activities  
*Analysing & Evaluating* – production reports/peer assessments/nutritional analysis

**REQUISITES:** Textbook: Food By Design (Levels 5 & 6) on booklist.  
 \$70.00 per semester for food materials.  
 A4 Display folder & exercise book  
 USB is recommended.

**KEY LEARNING AREA: TECHNOLOGY****UNIT TITLE: MATERIALS WOOD****LENGTH OF UNIT:** Semester**CAN BE REPEATED?** Yes.

**AIMS:** This course enables students to build on skills already learnt, enabling them to further gain an understanding of the use of wood as a construction material and the processes required to develop a finished product.

**COURSE DESCRIPTION:** Students implement the Technology Process which involves investigating, designing, producing and evaluating. They will produce two pieces of useful furniture for the home. Students will learn basic joinery techniques (doweling, gluing, trenching and rebating) along with the other skills required to complete their productions. Safe work practices and the correct use of hand and static power tools are a priority in the workshop at all times.

**ASSESSMENT:** Design Folio which includes:-  
 Investigation: of appropriate materials and methods used for productions.  
 Design: Designs and plans of methods of construction.  
 Production: of furniture pieces using appropriate tools, techniques and materials.  
 Evaluation: Written evaluation of completed project.

Workbook: Completed exercises in theory workbook.

**REQUISITES:** Exercise Book

**KEY LEARNING AREA: TECHNOLOGY****UNIT TITLE: MATERIALS TEXTILES****LENGTH OF UNIT:** Semester**CAN BE REPEATED?** Yes.

**AIMS:** This course enables students to gain skills in using tools, equipment and machines to design, make and evaluate textile products.

**COURSE DESCRIPTION:** Students will design and make textile products. They will develop skills in designing for a specific need and will complete products using fabric and the appropriate tools, equipment and machines.

**ASSESSMENT:**

- Investigation: Investigate the characteristics of the materials they are using.
- Design: Design and plan the construction of products that use more advanced processes.
- Production: Implement the planning and construction to make products using textile materials.
- Evaluation: Evaluate their planning and construction of the completed product.

**REQUISITES:** Exercise Book

|                            |                                  |
|----------------------------|----------------------------------|
| <b>KEY LEARNING AREA:</b>  | <b><u>TECHNOLOGY</u></b>         |
| <b>UNIT TITLE:</b>         | <b>YEAR 9 SYSTEMS TECHNOLOGY</b> |
| <b>LENGTH OF UNIT:</b>     | Semester                         |
| <b>CAN IT BE REPEATED:</b> | Yes                              |

**AIMS:**

This course enables students who enjoy a “hands on” approach to develop these skills while learning about electronics, mechanical systems and materials.  
It may also lead to the VCE subject Systems Engineering.

**COURSE DESCRIPTION:**

Students will investigate, design, produce and evaluate electronic models involving components such as resistors, capacitors, transistors, light emitting diodes and integrated circuits, as well as some mechanical models involving motors and gears.  
Computer software for the design and simulation of the above will be introduced.  
Students will also learn to work with different materials such as metals and plastics as required for the production of their models.  
The relevant theory, as well as correct workshop behaviour and safety, will be covered and emphasized at all times.

**ASSESSMENT:**

A range of appropriate tasks, such as written reports, assessment of models and tests will be used to assess the following standards:

1. **Investigation:** Using a design brief as a starting point, investigate so as to select components, materials and processes needed to build a model.
2. **Design:** Devise and draw up plans for making the model, and justify the option that best meets the requirements of the design brief.
3. **Production:** Build and present the model using appropriate tools and procedures
4. **Evaluation:** compare the outcomes of design, production and testing activities with planned intentions as well as making suggestions for future improvements.

**REQUISITES:**

Exercise Book

**KEY LEARNING AREA:** **TECHNOLOGY**  
**UNIT TITLE:** **Year 9 INFORMATION TECHNOLOGY**  
**LENGTH OF UNIT:** Semester

**AIMS:**

This course enables students to use software in an integrated fashion so that the blending between individual software packages becomes a normal way of computing. Life skills and work requirements require people to be very flexible with software and this course is intended to encourage these skills. Computers are now a part of everyday life, so knowing how to use them well is wise and technology can be creative and fun as well as rewarding. Future study and work are sure to be more effective if you can make technology work for you.

**COURSE  
DESCRIPTION:**

Students will develop effective searching for information skills on the Internet and the ability to discriminate and filter out poor information. They will learn methods for successful presentation of information and electronic output. Students will develop skills in image creation and manipulation, use multimedia and common office software.

**ASSESSMENT:**

Continuous assessment is used and marks are awarded for work during each unit. There is one project to be completed in the student's own time by a deadline date. Periodically students will be given a current news item related to computing and asked to write a thoughtful response. All units completed receive report marks and students should plan to do at least one of the optional units that will be offered.

## **ELECTIVE UNITS**

### **YEAR 10**

**KEY LEARNING AREA: ENGLISH**

**UNIT TITLE: YEAR 10 ESL ELECTIVES**

**LENGTH OF UNIT:** Year (2 Units)

**AIMS:** This course enables students to build their confidence and skills in the English language. We aim to keep a balance in the development of students; reading, writing, speaking and listening skills. The course is focused on preparing students for VCE.

**COURSE DESCRIPTION:** Students study a range of topics suited to their individual needs and standards. The course also deals with any language problems students may be having in other subject areas and offers support for those subjects where necessary.

**ASSESSMENT:**

- Selected pieces of writing
- Responses to texts and issues
- Oral work

**WORK REQUIREMENTS:** Keep a workbook, build up a writing folio, complete work on texts, read widely, participate in debating and other oral work, complete language exercises.

**REQUISITES:** See Core ESL.

**KEY LEARNING AREA: ARTS**

**UNIT TITLE: Year 10 2D VISUAL ARTS**

**LENGTH OF UNIT:** Semester

**CAN BE REPEATED?** Yes

**AIMS and**

**COURSE DESCRIPTION:**

The aims of this unit are to give students a deeper understanding and appreciation of learning, while developing their visual art skills and knowledge. In the domain of making and creating, students will develop a folio of drawings, paintings, designs and mixed – media. They will develop a greater understanding of their own world and other cultures through analysing a range of different artistic styles and responding to them in a creative manner. Students will record their work in a visual journal and complete all the work required, including homework.

Students will have gained enough experience exploring a wide range of materials and techniques and in developing their creative skills to make informed choices for VCE studies.

**ASSESSMENT:**

1. Folio – 2 completed artworks.
2. Research assignment.
3. Visual Journal.
4. Evaluation of skills developed.

**REQUISITES:** Sketchbook, Spiral A3, Art Smock, Computer Disks.

**KEY LEARNING AREA: ARTS****UNIT TITLE: CREATIVE MUSIC (Year 10)****LENGTH OF UNIT:** Semester**CAN BE REPEATED?** Yes.**AIMS:**

- Develop skills in practical work and performance
- Discuss, analyse and evaluate own compositions and performances
- Develop understanding of music theory and aural skills
- Produce work looking at different styles of music ranging from classical period to present
- Prepare for VCE

**COURSE DESCRIPTION:**

- Practical work
- Theory
- Aural skills
- Musicals
- Movie music
- Music industry skills
- Composition
- Computer work
- Critical analysis of music
- Styles of music

**WORK REQUIREMENTS:**

- Workbook of all theory, aural tests and class work
- Practical work
- Critical listening and analysis of music

**ASSESSMENT:**

- Practical performance at the end of each term performing at least one song on chosen instrument
- Research assignment in each term
- Workbook
- Theory and aural

**REQUISITES:** Exercise book

**KEY LEARNING AREA:** **ARTS**  
**UNIT TITLE:** **STAGEWORKS (Year 10)**

**LENGTH OF UNIT:** Semester.

**AIMS and  
COURSE DESCRIPTION:**

In this unit students will develop skills in playmaking, basic dramatic techniques and theories through the examination of the stagecraft elements. Students will be introduced to the stagecraft elements of Acting, Lighting, Set Design, Costume, Properties, Sound and Publicity. They will learn how these elements can be used in performance as well as how these elements can be used as a basis for creating performance.

Students will be trained in the specific stagecraft areas of Set Design, Properties, Costume, Sound, Publicity, Lighting and Acting, which will include creating their own performances as well as working with set stimuli, such as script.

**ASSESSMENT:**

Assessment will be based upon the student's ability to display an understanding and skills in the specific stagecraft areas as well as an ability to create performances, rehearse and present various group performances. Students will be required to submit homework and maintain a workbook as part of their assessment.

- Performance Assignment
- Written Stagecraft Task
- Stagecraft Products
- Homework/Journal
- Class participation

**REQUISITES:** An Exercise book, enthusiasm and a willingness to perform.

**KEY LEARNING AREA:**            **ARTS**  
**UNIT TITLE**                            **Year 10 VISUAL COMMUNICATION**

**LENGTH OF UNIT**                    Semester  
**CAN BE REPEATED**                Yes

**AIMS:**

The content and structure of this unit enables students to develop the necessary skills for successful VCE study in Visual Communication & Design through skill development in:

- Communication of ideas and information through visual presentations
- Freehand and instrumental drawing including isometric, planometric and perspective drawing.
- Rendering, technique and media use including pencils, pens, markers, paints, collage media and computer programs such as Corel Draw and Photoshop.
- Use of the design process to explore, develop and refine ideas
- The production of finished visual communications
- Application and use of design elements and principles
- Analysis and evaluation of visual communications in both past and present contexts.
- Working to a design brief.

Students will have the opportunity to design and market a product, construction, service or idea for a specific target audience and may elect to work in one or more of the following areas:

- Fashion design
- Product design
- Architectural design and construction
- Packaging
- Illustration
- Graphic design.

**ASSESSMENT / OUTCOMES:**

1. Freehand and Instrumental Drawing
2. Design Process
3. Finished Visual Communications
4. Analysis and evaluation of professional visual communications.

**REQUISITES:**

- A3 spiral sketchbook or Visual Diary
- Computer disks or Pen Drive
- Basic drawing kit which includes – 3B & 2H pencils, Fine liners .4 & .6, Eraser, pencil sharpener, No. 6 paintbrush, 30-60 set square –small.

Please note: This kit may also be used for other Arts & Technology subjects.

|                           |                           |
|---------------------------|---------------------------|
| <b>KEY LEARNING AREA:</b> | <b><u>ART</u></b>         |
| <b>UNIT TITLE:</b>        | <b>YEAR 10 MEDIA ARTS</b> |
| <b>LENGTH OF UNIT:</b>    | Semester.                 |
| <b>CAN BE REPEATED?:</b>  | Yes.                      |

**AIMS and  
COURSE DESCRIPTION:**

The aim of this course is to introduce students to the skills and knowledge in the area of production processes of various media forms ranging from Print (magazine/newspaper), Storyboarding (visual ideas in comic strip form) to Film and Television. Students will work as individuals and within groups to analyse media products as well as producing their own media products using the key skills they have learnt.

Students will be trained in the areas of Production Processes, Storyboarding, Film and Storytelling as well as the production of Digital Video from Music Video to Current Affairs, Documentary and Digital Photography.

**ASSESSMENT:**

Assessment will be based upon the student's ability to display an understanding and skills in the specific Production Processes as well as an ability to create their own products as individuals and in groups. Students will be required to submit homework and maintain a folio as part of their assessment.

- Major Product Assignment
- Media Analysis Task
- Homework/Journal
- Class participation

**REQUISITES:** Internet access, A 2G USB, an exercise book/folio and eye for detail

**KEY LEARNING AREA:** **HEALTH AND PHYSICAL  
EDUCATION**

**UNIT & TITLE:** **YEAR 10 TOTAL WELL BEING (HEALTH)**

**LENGTH OF UNIT:** Semester

**CAN BE REPEATED?:** No

**AIMS:** This unit focuses on what we need to do to maximise our lives in relation to our physical, social, emotional and intellectual health.

**COURSE DESCRIPTION:** Topics will include: Recreation and Relaxation; Safe Partying; Human Development and Nutrition for Life.  
This unit will prepare students for senior studies in the following subjects: Health and Human Development; Psychology and Physical Education.

**ASSESSMENT:** Research projects/participation in activities and discussions/workbook.

**WORK REQUIREMENTS:** Completion of set class and homework tasks/Completion of research projects.

**REQUISITES:** A4 display folder; A4 loose leaf paper; pens

**KEY LEARNING AREA: L.O.T.E.****UNIT TITLE: YEAR 10 ADVANCED GREEK  
(Pathway 1)****LENGTH OF UNIT:** 2 semesters**AIMS:** Language skills in Greek are developed through a variety of activities focussing on literacy, comprehension, communication, speaking, listening, writing and research skills, as well as an appreciation of Greek literature and culture.**COURSE DESCRIPTION:**

- Greek migration and identity.
- Novel.
- Interview a migrant.
- Songs on Migration.
- Play.
- Greek mass media.
- Grammar and spelling.
- Greek history (including Troy).
- Film text study.
- Newspaper articles.

**WORK REQUIREMENTS:**

- Workbook.
- Homework.
- Grammar tasks.
- Essays.
- Interview a migrant.
- Oral presentations.
- Role-plays.
- Debate.
- Text response.
- Aural comprehension tasks.

**ASSESSMENT:**

- Essays: Personal, informative.
- Role-plays.
- Grammar tests.
- Interview a migrant.
- Oral presentations.
- Spelling.
- Listening comprehension tests.
- Debate.

**PRE-REQUISITES:  
REQUISITES:**

Year 9 Advanced Greek.

- Greek/English Dictionary.
- Some extra costs for excursions.

**KEY LEARNING AREA: L.O.T.E.****UNIT TITLE: YEAR 10 BEGINNERS GREEK  
(Pathway 2)****LENGTH OF UNIT:** Two semesters**AIMS:** Language skills in Greek are developed through a variety of activities focussing on literacy, comprehension, speaking, listening, writing and research skills, as well as an appreciation of Greek literature and culture.

NB: This unit does not prepare students for units 3 / 4 VCE Greek.

**COURSE DESCRIPTION:**

- Social situations.
- Name days.
- Family,
- Travelling to Greece.
- Greek Australian experience.
- Film text study.
- Greek culture.

**WORK REQUIREMENTS:**

- Vocabulary activities
- Spelling.
- Pronunciation.
- Role-plays.
- Grammar. Oral/Aural work.
- Language games.
- Reading.

**ASSESSMENT:**

- Grammar test.
- Oral presentations.
- Workbook/homework.
- Role-plays.
- Research project.
- Aural activity tasks.
- Spelling/pronunciation.

**REQUISITES:**

Extra costs for excursions.

**KEY LEARNING AREA: L.O.T.E.****UNIT TITLE: YEAR 10 JAPANESE****LENGTH OF UNIT:** Two semesters**AIMS:** This unit aims to provide knowledge of the Japanese language and culture. Skills of literacy, comprehension, grammar and communication will be developed and activities will include researching, reading, listening and writing, oral work, role playing and working in groups.**COURSE DESCRIPTION:**

- History of Japan.
- Teenagers.
- Transport.
- Food.
- Japanese culture.
- Media.
- Travelling to Japan.
- Japanese customs and beliefs.

**WORK REQUIREMENTS:**

- Workbook / Homework.
- Oral work.
- Textbook.
- Listening comprehension activities.

**ASSESSMENT:**

Students will be given tests – aural, oral and written, throughout the year.

**PRE-REQUISITES:**

Year 9 Japanese.

**REQUISITES:**

- Extra costs for excursions.
- Purchase special pens from school.

**KEY LEARNING AREA: SCIENCE****UNIT TITLE:**

**YEAR 10 ENVIRONMENTAL AND SUSTAINABILITY STUDIES**

**LENGTH OF UNIT:**

Semester

**CAN BE REPEATED:**

Yes

**AIMS:**

- Students will gain knowledge of their environment (ecology) and will gain awareness of the need for sustainability and responsible citizenship.
- This unit is to involve a number of possibilities for **excursions** and **visits** from organisations such as CSIRO (Atmospheric research – Aspendale), Origin Energy, Greening Australia etc. The excursions would be to visit sites such as wet-lands, land-fills, water treatment works etc.
- A key aim is to facilitate engagement in learning towards lifelong learning, and will help to shape positive values and attitudes, based on ethical awareness.
- Students will become capable of advising and assisting the school in reducing its ‘**ecological footprint**’.
- Students will learn how to **reduce, reuse, recycle** to assist the school in becoming a more environmentally friendly place with a reduced usage of energy and water.
- Establish links with other schools on the International Sustainable Schools Network.

**VELS DIMENSIONS:**

- The unit will focus in on the dimension ‘Science Knowledge and Understanding’ with an emphasis on the sustainable relationships between living things and the environment, the concept of energy (sources of energy, efficient use of energy and energy waste), and the interaction between ourselves and the Earth including its atmosphere.
- The ‘Science at Work’ dimension focus is on the relationship between science, technology and society. The unit will enable students to meet with scientists and will gain an insight into how scientists work.

**REQUISITES:**

- No text-book is required.
- The school provides access to the 'Ecological Footprint DVD' and 'Planet Slayer' CDROM
- Explore and leverage Internet sites for learning materials on Sustainability and Environment Studies, including linking up with other schools' web sites.
- Community based organisations , Energy Businesses, Government utilities and CSIRO.

**LEARNING OUTCOMES:**

Develop an understanding of the concept of ecological footprint and how it applies to the student, their home and their school.  
 Gain experience in using the Australian Schools Ecological Footprint Calculator.  
 Students will analyse their home and school environments to identify opportunities to reduce, reuse and recycle energy, water and waste materials.  
 Measure the home and school's usage of energy, water, paper and waste production.  
 Develop ethical awareness with consideration of future generations.  
 Take up opportunities for decision making and taking action.

**ASSESSMENT:**

Logbook entries of observations made on excursions.  
 Report on home and school environments with emphasis on energy, water and paper usage, including recommendations on areas for saving through reduction, reuse and recycling. The reports to be either in Word or PowerPoint format, or a Movie-Maker file.

**KEY LEARNING AREA:** **SCIENCE**  
**UNIT TITLE:** **PHYSICAL SCIENCE (Year 10)**

**LENGTH OF UNIT:** Semester

**CAN BE REPEATED?** No

**AIMS:** This course enables students to further pursue an interest in Science or more effectively prepare for VCE subjects such as Chemistry and Physics. Completion of Elective Science subjects is important for students undertaking VCE Science subjects. Course content is largely the result of a negotiation process between the teacher and students. Data-logging will be used to monitor experiments and provide data to evaluate experiments.

**COURSE DESCRIPTION:**

Past topics covered includes:

- Electroplating (electrolysis/conductivity)
- Waves and Lasers (incl. Polarisation)
- Explosive dusts
- Technologically Important Materials (incl. Polymers)
- Water rockets and related propulsion devices
- Hovercraft
- Food smells
- Alcohol
- Advanced crystal growing

Homework is also an important aspect of coursework.

**ASSESSMENT:** Assessment will be drawn from tasks such as projects, assignments, practical and theory tests. Self assessment is also an important tool used.

**WORK REQUIREMENTS:** Students are required to maintain a record of their work, participate in practical work and complete the set assignments.

**REQUISITES:** Exercise Book and Scientific Calculator.

**KEY LEARNING AREA:** **SCIENCE**  
**UNIT TITLE:** **APPLIED SCIENCE (Year 10)**

**LENGTH OF UNIT:** Semester

**AIMS:** This elective subject gives students knowledge in the basic aspects of materials science and chemistry. Using this knowledge, students extend the concepts taught to learn about and understand the fundamentals of why atoms interact, bond and form various materials. They relate the properties of a material to the structure and arrangement to the atoms present. They gain an insight as to how the elements of the periodic table are arranged, the obvious trends and how they behave when combined.

**COURSE DESCRIPTION:** Students carry out basic practical investigations, including the building of molecular models, displaying the relative sizes of atoms and their arrangements. They create electrochemical cells that produce electrical current. They investigate electroplating and the coating of different metals onto objects. Students undertake two major projects, one each term, investigating the production and usage of a specific chosen material of importance to society. Students also investigate the generation of power, the implications of same and the alternatives. Both projects will be done using a PowerPoint application and are presented to the class using a data projector.

**TOPICS:**

- Materials Science
- Electrochemistry
- Energy and Society
- Project 1 – Metals
- Project 2 – Power Generation

**ASSESSMENT:** Assessment will be drawn from tasks such as projects, assignments, practical and theory tests.

**KEY LEARNING AREA: STUDY OF SOCIETY AND THE ENVIRONMENT (SOSE)**

**UNIT TITLE: YEAR 10 MONEY MANAGEMENT**

**LENGTH OF UNIT:** Semester

**SUBJECT OUTLINE:** This subject is about money, finance and business. The aim of the course is to give students a greater understanding of issues relating to income and investment. Topics that can be included in the course are:-

- Paying tax
- Investing in shares
- Using a credit card
- Obtaining / repaying loans
- Personal budgeting
- Financial contracts
- Wage and salary levels
- Insurance

The subject will serve as an excellent introduction to students who may wish to study one or both of the VCE subjects Accounting and Business Management.

**ASSESSMENT:** Assessment tasks will include:-

- Portfolio of class activities
- Class tests
- Research project on investment
- Research assignment about budgeting

**KEY LEARNING AREA: TECHNOLOGY**  
**UNIT TITLE: YEAR 10 INFORMATION TECHNOLOGY**

**LENGTH OF UNIT:** Semester.

**AIMS:** This course enables students to:

- Describe the nature of some emerging technologies, and explain some likely uses and effects of these technologies if they were widely used.
- Analyse information problems, and design, implement and evaluate solutions both individually and as a team member.

**COURSE DESCRIPTION:** Students will study the nature and potential effects of emerging technologies. They will use a range of software, which could include word processing, database, spreadsheet, graphics, presentation and multimedia applications, to solve problems. They will work individually and in teams to solve information problems, using the four phases of: investigation, design, production and evaluation.

**ASSESSMENT:** Assessment will include:

- Short exercises using specific skills for different software.
- Research into emerging technologies, eg. Internet commerce.
- Projects where the students work individually, or in teams, to investigate an information problem, design and produce a solution and evaluate the effectiveness of the proposed solution.

**KEY LEARNING AREA: TECHNOLOGY****UNIT TITLE:** **YEAR 10 FOODS****LENGTH OF UNIT:** Semester**CAN BE REPEATED?** No**AIMS &**

**COURSE DESCRIPTION:** This course will enable students to further develop their skills in food preparation, knowledge about safe & hygienic work practices, skills in the use of range of tools, equipment & machines. Topics to be covered include Eating with family & friends, food styling & presentation; Eating well for the future, maintaining health & nutrition, diet related diseases; Principles of baking, celebration cakes.

**ASSESSMENT:** *Investigating & Designing* – research & construction projects  
*Producing* – practical work/production activities  
*Analysing & Evaluating* – production reports/peer assessments/nutritional analysis

**REQUISITES;** Textbook: Food By Design (Levels 5 & 6) on booklist.  
 \$70.00 per semester for food materials.  
 A4 Display folder & exercise book  
 USB is recommended.

**KEY LEARNING AREA: TECHNOLOGY****UNIT TITLE:** **YEAR 10 MATERIALS WOOD****LENGTH OF UNIT:** Semester.**CAN BE REPEATED?** Yes.

**AIMS:** This course enables students to gain an understanding of the use of wood as a construction material and the processes required to develop a finished product.

**COURSE DESCRIPTION:** The students will implement the technological processes of investigation design, production and evaluation. They will select and produce a number of models requiring them to develop a range of woodworking skills (eg. selection of appropriate construction materials, correct use of hand tools and approved static and portable power tools, measurement, cabinet making/joinery skills and finishing techniques). Safety in the workshop will be a priority at all times.

**ASSESSMENT:**

- Investigation: Selection of model, investigation of appropriate Materials for production.
- Design: Design and plan method of production.
- Production: Use of tools, techniques and materials to develop and complete finished product.
- Evaluation: Written evaluation of completed product.

**KEY LEARNING AREA:** **TECHNOLOGY**  
**UNIT TITLE:** **SYSTEMS TECHNOLOGY**

**LENGTH OF UNIT:** Semester  
**CAN IT BE REPEATED:** Yes

**AIMS:**

This course enables students who enjoy a “hands on” approach to develop these skills while learning about electronics, mechanical systems and materials.  
It may also lead to the VCE subject Systems Engineering.

**COURSE DESCRIPTION:**

Students will investigate, design, produce and evaluate a number of more advanced electronic and mechanical models, with a strong emphasis on Integrated or Electro-Mechanical systems. (eg robotics) Digital electronics as well as the Picaxe microcontroller will also be introduced and used.  
Students will use computer software for the design and simulation of the above as well as for the production of printed circuit boards.  
They will also learn to work with different materials such as metals and plastics as required for the production of their models.  
The relevant theory, as well as correct workshop behaviour and safety, will be covered and emphasized at all times.

**ASSESSMENT:**

A range of appropriate tasks, such as written reports, assessment of models and tests will be used to assess the following standards:

5. **Investigation:** Using a design brief as a starting point, investigate so as to select components, materials and processes needed to build a model.
6. **Design:** Devise and draw up plans for making the model, and justify the option that best meets the requirements of the design brief.
7. **Production:** Build and present the model using appropriate tools and procedures
8. **Evaluation:** compare the outcomes of design, production and testing activities with planned intentions as well as making suggestions for future improvements.

**REQUISITES:** Exercise Book

**KEY LEARNING AREA: TECHNOLOGY**  
**UNIT TITLE: MATERIALS TEXTILES****LENGTH OF UNIT:** Semester.**CAN BE REPEATED?** Yes.**AIMS:** This course enables students to gain advanced skills in using tools, equipment and machines to design, make and evaluate textile products. By the end of the course students will have a good foundation for VCE Textiles Studies.**COURSE DESCRIPTION:** Students will learn how to read and interpret commercial garment making patterns. Students will design and make a major textile product. They will develop research skills in designing for a specific need and will complete products using fabric and the appropriate tools, equipment and machines. An opportunity is available for students to extend their skill level in advanced problem solving.**ASSESSMENT:**

- Investigation: Investigate the characteristics of the materials they are using by basic material testing. The theme of fashion will be studied also.
- Design: Design and plan the construction of products that use more advanced processes.
- Production: Implement the planning and construction to make products using textile materials.
- Evaluation: Evaluate their planning and construction of the completed product.

**REQUISITES:** Exercise Book

**KEY LEARNING AREA:** **VCAL**  
**UNIT TITLE:** **YEAR 10 WORK AND ENTERPRISE STUDIES**

**LENGTH OF UNIT:** Semester

**AIMS:** This course aims to help students meet the challenges involved in making choices about career and transition pathways. Students explore life and work choices through team projects and activities, workplace investigations and work experience. They extend their personal and team skills through setting up and managing small events or mini-enterprises.

**COURSE DESCRIPTION:**

1. **What's out there?** Exploring different jobs and careers.
2. **Dreams and plans** Lifestyles, income and costs of living.
3. **Work and play** Work and leisure choices
4. **Choose me!** Competition in the workplace
5. **Career planning** Matching skills, interests and wishes with jobs and careers.

**ASSESSMENT:** Assessment is drawn from a variety of sources, including portfolios, team work evaluations, employer evaluations, visual and written presentations.

**WORK REQUIREMENTS:** Students are required to keep a drafting portfolio of all experiences as well as a professional portfolio of final work pieces and presentations. Students must participate in individual and team tasks and complete set course activities.

**PREREQUISITES:** Ability to work in a team. Ability to use basic IT skills.

**REQUISITES:** 1 x stationary wallet; 1 x display booklet (20 plastic pockets); access to SOC computer network; Internet credit on the SOC computer network.