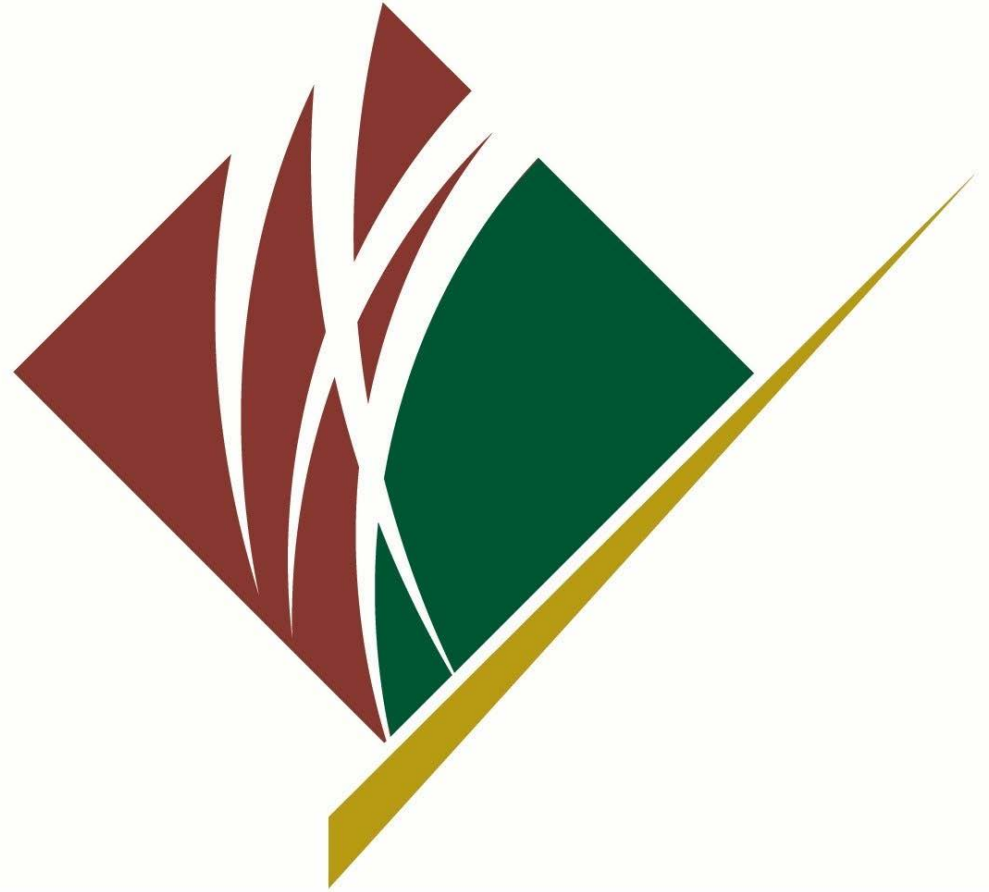


SOUTH OAKLEIGH COLLEGE



Middle School Guidelines & Course Information 2020-2021

knowledge conquers all

knowledge conquers all

High Expectations

Respect

Responsibility

Resilience

Teamwork

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WELCOME LETTER

Dear Students, Parents and Guardians

Welcome to Middle School at South Oakleigh College (SOC).

Your journey with us through Middle School will be exciting, inspiring and challenging. We support all students through an engaging and comprehensive curriculum and foster the knowledge and skills you need to develop as active and engaged citizens. We understand that the transition into Middle School can be refreshing but also challenging so we endeavour to focus intensively on supporting the academic, emotional and social development of each student during this initial transition phase.

Our vision is to foster a love of learning. We prepare students to be life-long learners who participate and contribute to an ever-changing world. As a school community we challenge one another to strive for our best and to advocate for the greater good in our multicultural and diverse community.

The College continues to develop and refine the interests of all students. We recognise that our students have individual talents and we aim to provide a broad range of opportunities for our students to achieve their potential and become efficient, effective learners who contribute productively as they become global citizens of the 21st century. We celebrate diversity and encourage them to develop a strong sense of social responsibility, empathy and compassion for others.

Our core purpose is underpinned by the following shared values:

- **High Expectations:** challenging ourselves and the status quo
- **Respect:** for ourselves, each other and our environment
- **Responsibility:** for our learning, our actions and our community
- **Resilience:** to confront challenges with optimism and perseverance
- **Teamwork:** working co-operatively with others to achieve success

The College places high but fair expectations on students' effort, attendance, participation, behaviour and study habits. Our community is committed to ensuring that our students are supported to achieve their very best and work hard to ensure that all students' needs are met.

We wish you every success in your journey through the Middle School Years at SOC.



Ms. H. Koziaris
College Principal



Mr. M. Picone
Assistant Principal

USING THIS BOOKLET

This booklet contains a wealth of information that will assist parents and students to make informed choices. This will enable students to maximise their opportunities and enjoy a positive and rich Middle School experience.

All students are taught in accordance with the Victorian Curriculum guidelines.

Subjects in the Middle School are arranged into **Core**, **Specialist** and **Elective** subjects.

CORE

All core subjects offered are **mandatory**. All students in Year 7 – 9 must complete the following:

- English, EAL or Accelerated English
- Mathematics or Accelerated Mathematics
- Science or Accelerated Science
- Humanities
- Health and Physical Education

SPECIALIST

At Years 7 and 8, students are assigned to specialist subjects which are **not optional** and run for one semester only. Specialist subjects are designed to provide students with the opportunity to be exposed to a broad range of Art and Technology subjects, and to encourage the exploration of new skills, talents and interests in preparation for their individual elective choices in Year 9.

All Year 8 students continue with their language learned in Year 7 for the full school year.

At Year 9 students may elect to continue with LOTE, however this will run throughout the year.

All Year 9 students can choose four Electives each semester, (or three electives if they have chosen LOTE or the Duke of Edinburgh as these electives run for the entire year. Students who choose both a LOTE and the Duke of Edinburgh will only select an additional two electives each semester).

Note: Some electives have associated material costs. Enrolment in such electives cannot be confirmed without payment.

Learning Area	Learning Area Coordinator
English	Mr Platenkamp
Humanities	
Maths	Mr Kuruc
Science	
Technology	
LOTE	Ms Maniatis
Arts	Ms Close
HPE	Ms Wallis
Accelerated Program	Ms Downs

Teamwork

Resilience

Responsibility

Respect

High Expectations

MIDDLE SCHOOL PATHWAYS SUBJECT SELECTION

		Year 7	Year 8	Year 9
Accelerated Programs	Accelerated English	✓	✓	✓
	Accelerated Mathematics	✓	✓	✓
	Accelerated Science	✓	✓	✓
English	English	✓	✓	✓
	EAL	✓	✓	✓
	Literacy	✓	✓	
	Creative writing			✓
Mathematics	Mathematics	✓	✓	✓
Humanities	Business and Economics	✓	✓	✓
	Civics and Citizenship	✓	✓	✓
	Geography	✓	✓	✓
	Global Citizenship			✓
	History	✓	✓	✓
Science	Forensic Science			✓
	Science	✓	✓	✓
LOTE	Modern Greek	✓	✓	✓
	Japanese	✓	✓	✓
Arts	Applied Art			✓
	Art	✓	✓	
	Drama	✓	✓	
Health and Physical Education	Health and Physical Education	✓	✓	✓
	High Performance			✓
	Duke of Edinburgh			✓
Technology	Food Technology		✓	✓
	Robotics and Coding		✓	✓
	Designs and Mechanisms	✓		
	Electro- technology		✓	
	Digital Media			✓
	Material Textiles	✓	✓	✓
	Media Technology	✓		

LEARNING TASKS

Late Submission Policy

It is a requirement of South Oakleigh College that assessment tasks are submitted punctually. Students who require an extension need to approach individual teachers prior to the due date with a legitimate reason or a medical reason as to why they cannot meet the deadline. If a student misses a major assessment deadline, the following protocol will occur:

- Parents or Guardians notified through Compass, 'Late work notice'
- Students notified of new submission date (7 days later).

Late submissions will be penalised accordingly:

- Work submitted late = automatically 20% reduction (unless medical certificate provided)
- 1 maximum week extension is granted (late work notice sent)
- After 1 week late, the work must still be submitted, but the maximum result is 30%.

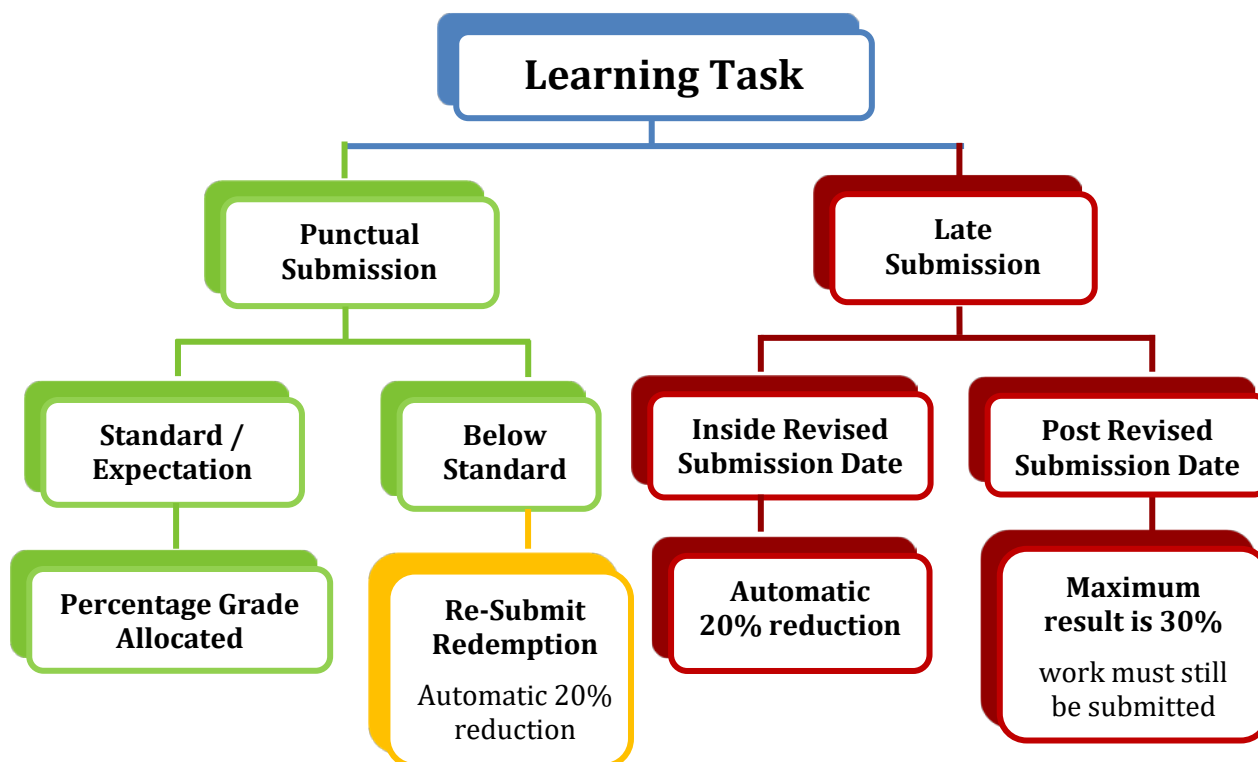
Submission

Learning Tasks:

Learning Tasks are set assignments/projects/tests that students need to complete to demonstrate their overall understanding of a particular topic. Learning Tasks appear on end of semester reports and are visible to all parents and students.

Re-Submit Redemption:

If a student submits work that does not satisfactorily meet the criteria of the assessment task, they are given the opportunity to re-do their assignment and submit it to their teacher by an agreed time to achieve a satisfactory grade.



ACCELERATED LEARNING PROGRAM

Following the Victorian Curriculum guidelines, the Accelerated Learning Program aims to offer English, Mathematics and Science in a 21st century context (see pages 10, 11 and 12). The Accelerated Learning Program curriculum is designed to offer high-performing students the opportunity to refine and develop higher-order thinking, problem-solving as well as critical, creative and lateral thinking. Our program fosters growth, resilience and independence.

The Accelerated Learning Program is an educational intervention that moves students through a program at a faster rate and greater depth than usual. Acceleration is defined as matching the level, complexity, and pace of the curriculum with the readiness and motivation of the student. Our specialised Accelerated Learning Program allows students to progress at their own pace alongside like-minded peers in their year level.

With the SOC values of *HERRRT* in mind (see green ribbon along left edge of this page), students are required and expected to make a genuine commitment to meet both educational and social development standards in all aspects of schooling. Students need to have a high level of maturity, and the determination and discipline to strive and establish effective life-long-learning skills. It is expected that all Accelerated students participate in all University of New South Wales competitions in English, Humanities, Mathematics and Science.

The program enables students to broaden the range of subjects they can undertake. Some students will have the opportunity to undertake VCE Extension Studies allowing them to complete one or more University subjects as part of their VCE. This program allows students to take a wider choice of VCE subjects over three years, be challenged and accelerated whilst still remaining at school for six years.

Enrolment into the Accelerated Learning Program for new students is determined via a testing process. The results of the tests may indicate whether a student may access individual accelerated subjects, or all accelerated subjects offered. Academic results, ongoing assessment and teacher recommendation will determine access to the program for current SOC students.

Accelerated English

The Accelerated English course employs the strands of Literature, Language and Literacy to engage students with different styles of communication prominent in the 21st Century context. Within the framework, students will participate in activities which require: Reading and Viewing, Speaking, Listening, and Writing.

Year 7

In semester one, students will develop their core skills by analysing and presenting orals, persuasive writing and informative texts. In semester two, students will respond analytically and creatively to the texts with an additional focus on refining analytical and creative skills.

Year 8

In semester one, students will study poetry. They will examine texts closely and become familiar with the conventions of poetry and prose. In semester two, students will engage with their novel as well as developing their own Genius Hour Project. The units foster independence and key organisational skills.

Year 9

Students study a variety of classic texts over the year and complete a range of tasks including persuasive writing and analytical approaches. Each unit of work develops skills for VCE Literature and English and are designed to provide advanced and independent understanding of complex texts.

Learning Activities for all Years:

- preparing and presenting spoken and written language for different purposes
- participating in and facilitating classroom discussions
- working in groups on self-guided projects
- crafting and refining written pieces
- critically assessing literature (novels/poetry/short stories) using a variety of techniques
- analysing issues, author agendas and audience responses within a current world context.

Assessments Tasks:

- Comparative essay
- Poetry
- Creative writing
- Text response
- Persuasive writing
- Semester exams
- Oral presentation
- Non-fiction writing
- Group project

Pathways:

Year 10 Electives

- Accelerated English

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- English
- Literature

Accelerated Mathematics

Year 7:

The Accelerated Mathematics course differs from the mainstream Year 7 course in that it contains content from Year 8. While coherence is retained, the additional content demands a faster pace for instruction and learning. The curriculum is organised into three strands: Algebra and Number, Measurement and Geometry, and Statistics and Probability. Students develop skills allowing them to solve routine and non-routine problems, carry out mathematical investigations and problem-solving activities, interpret and communicate mathematical ideas using mathematical language, notation, and calculators.

Year 8:

The Year 8 Accelerated Mathematics course builds on the concepts taught in the Year 7 Accelerated Mathematics course and new topics are introduced. The content from the Year 9 Victorian Curriculum is studied with the opportunity for further extension. Students revise basic numerical concepts building up to complex problem-solving and project work that challenges their understanding. Students develop familiarity with a broader range of non-linear and linear functions and relations, and related algebra and graphs. They use Pythagoras theorem and trigonometry ratios to solve problems in the plane involving right angles and triangles. Students compare techniques for collecting data from primary and secondary sources, and identify mean and median in skewed, symmetric and bi-modal displays - and use these to describe and interpret the distribution of the data.

Year 9:

The Year 9 Accelerated Mathematics curriculum is organised by the three strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students will progress along a curriculum continuum that provides the achievement standards at Years 9 and 10 levels.

The sub strands involved are: Number, Financial Mathematics, Linear and Non- Linear Relationships, Patterns and Algebra, Measurement, Geometric Reasoning, Location and Transformation, Data Representation and Chance.

Assessments Tasks:

- Class tasks and text book exercises
- Projects and problem solving assessments
- Topic tests
- Semester exams

Pathways:

Year 10 Electives

- Mathematical Methods Preliminary

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Mathematical Methods Units 1 - 4
- Foundation Mathematics Units 1-2
- Further Mathematics Units 3 & 4
- Specialist Mathematics Units 1 - 4
- General Mathematics Units 1-2

Accelerated Science

The Accelerated Science curriculum is designed to offer high-performing students the opportunity to extend their skills in Science by engaging in: abstract thinking; creative and analytical skills; and practical activities to enhance their academic potential. The key focus areas are: Biological Sciences; Chemical Sciences; Earth and Space Sciences; and Physical Sciences - and linking these sciences to the world around us. Our goal is to provide students with the skills necessary to thrive in VCE and beyond.

Year 7:

Students learn about safety in the laboratory and the equipment used to conduct experiments, as well as the scientific method of analysis to answer 'big' questions through conducting fair investigations where data is collected, and evidence is analysed and compared. Students develop a foundation in Chemistry, Physics, Biology and Earth Science by learning about elements, forces, classification and ecosystems. They explore curriculum links to society and use numeracy skills to explore and analyse application tasks.

Year 8:

The course builds on the skills and content covered from Year 7 and expands further upon it. Students explore Chemistry, Biology, Physics and Earth Science in greater depth. They learn about elements and their connection to the periodic table. We explore human body from cells to systems. Energy types, uses, and conversions are covered in depth with reference to potential, kinetic and stored forms. Students also learn about the impact society has had on the environment and discover how indigenous cultures managed land and resources more sustainably.

Year 9:

The final year of the Accelerated Science program allows the students to continue to develop their scientific skills through the different topics and activities run throughout the year. The main topics covered during the year include Genetics, Electromagnetism, Newton's Laws, and Chemical Reactions. Students will get many opportunities to be hands on with their learning during practicals in class as well as develop their analytical skills throughout the year.

Assessments Tasks:

- Practical reports
- Student-designed practical activity
- Semester exams
- Research assignments
- Topic tests

Pathways:

Year 10 Electives

- General Science
- Physics & Systems Engineering
- Biochemistry

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Biology
- Chemistry
- Physics
- Psychology

CORE SUBJECTS FOR YEARS 7-9

English

The English curriculum is built around three interrelated strands: Language, Literature and Literacy. The English course is designed with language use in each of the following modes: listening, speaking, writing, reading and responding to texts.

Year 7:

Students read and analyse a variety of texts as well as develop their grammar and comprehension skills. They will learn to use core skills for effective communication; and they will analyse and present persuasive arguments.

Year 8:

Students engage with a variety of texts in order to refine their critical and imaginative skills. Students will read and analyse short stories. They will refine their grammar, spelling and punctuation skills and use core skills for effective and complex communication. They will analyse and present persuasive arguments.

Year 9:

Students evaluate, critique and manipulate language for a range of purposes and audiences. They are required to develop a rich vocabulary and understanding of multimodality which will allow them to examine 21st century texts. Students will read and analyse short stories; they will maintain their grammar, spelling and punctuation skills; and they will analyse and present persuasive arguments.

Learning Activities for all Years:

- Preparing and presenting spoken and written language exercises
- Responding to classroom discussions and questions
- Drafting and editing written pieces for different purposes and audiences
- Critically assessing literature (novels/ poetry/ short stories) using a variety of techniques
- Analysing an issue, drawing on appropriate modes of presentation
- Co-operating with other students in set language-tasks including group-work, role-plays and debating.

Assessment Tasks:

- Creative Writing
- Analysing text and presenting arguments
- Semester Exams
- Core skills

Pathways:

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- English
- Literature

EAL

Learning English is an essential requirement for success both at school and for further education, training or employment for students who speak a language, or languages, other than English as their first language. The English as Another Language (EAL) program aims to develop EAL students' English language competence and improve their learning outcomes throughout the curriculum to a level where they can fully participate in schooling and independently pursue further education and training.

Year 7:

Drawing on a range of material and teaching strategies, the study strives to build on the student's critical and imaginative skills. Ultimately, the EAL program aims to assist EAL students to become competent users of the language for a range of purposes and audiences, developing their vocabulary, spelling and punctuation skills through their interaction with the language in oral or written form.

Year 8:

Students engage with a variety of texts in order to refine their critical and imaginative skills. Students work towards constructing language for a range of purposes and audiences in oral and written form. They are encouraged to consider how vocabulary choices and sentence structure contribute to meaning in their own and others' writing.

Year 9:

Students engage with and work towards developing variety of texts while broadening their critical and imaginative skills. Students learn to evaluate and analyse language for a range of purposes and audiences. They continuously extend their vocabulary, as well as their understanding of multimodality. This will allow them to examine 21st century texts and present a wide range of their own text types in oral and written form.

Learning Activities for all Years:

- Preparing and presenting spoken and written language exercises
- Responding to classroom discussions and questions
- Drafting and editing written pieces for different purposes and audiences
- Critically assessing literature (novels/ poetry/ short stories) using a variety of techniques
- Analysing an issue, drawing on appropriate modes of presentation
- Co-operating with other students in set language-tasks including group-work, role-plays and debating.

Assessment Tasks:

- Creative Writing
- Semester Exams
- Analysing text and presenting arguments
- Core skills

Pathways:

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- EAL
- English

Literacy

Year 7:

Year 7 Literacy supports students who may require additional help with reading and writing. In the classroom, students are given the support they require to gain and build upon their skills and key knowledge, and to grow confident in their own abilities.

Students work through 'The Sound Way Program', a phonics-based reading and writing tool that is designed to improve reading, writing, and spelling skills. Students are given a wide variety of tasks tailored to their abilities, in order for them to achieve their set goals for the unit.

Year 8:

Building on the foundation of skills and knowledge they acquired in Year 7 Literacy, students are presented with more challenging work in order to grow as learners, as the focus changes to prepare them for upper-Middle and Senior School.

Assessment Tasks:

- Communication
- Reading
- Comprehension

Health and Physical Education

Year 7:

Year 7 Health and Physical Education focuses on students further enhancing their own health and wellbeing. This is achieved through participation in learning experiences that are both theoretical and practical. Students are provided with opportunities to develop physical skills through independent activities, expressive movement and through team activities and sports. Students are encouraged to improve their skills and develop an appreciation for physical activity for overall wellbeing. Through the curriculum students examine concepts such as personal identity, cyber safety and community health and wellbeing. Students reflect on strategies for improving their own health and explore basic first-aid responses.

Year 8:

Year 8 Health and Physical Education focuses on developing complex movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. Through the curriculum, students explore the concept of risk-taking behaviours and how making choices can impact on development. Through learning about respectful relationships students critically analyse media content with regard to respect and inclusivity. Students are also provided with learning opportunities through which they practise critiquing nutritional information, and promoting community health for all ages.

Year 9:

Year 9 Health and Physical Education focuses on students developing the knowledge and skills to assess and improve on their own and others' physical activity and sedentary behaviour levels. Students are challenged to critique mainstream sports and activities, and then design alternatives that promote inclusivity and movement opportunities for all. Students develop an understanding of what makes a healthy and respectful relationship, and then develop strategies to apply this to their own real-life situations. Students strengthen their understanding of mental health, as well as exploring the impact of harm-minimisation and risk-taking on their own health and development.

Assessment Tasks:

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> • Practical participation • Test • Peer Teaching • Collaborative Design Tasks 	<ul style="list-style-type: none"> • Practical participation • Test • Assignment • Peer Teaching • Collaborative Tasks 	<ul style="list-style-type: none"> • Practical participation • Tests • Report • Problem-Solving Task • Folio • Collaborative Design Task

Pathways:

Year 10 Elective

- Year 10 Human Movement
- Year 10 Health & Physical Education
- Year 10 Health & Psychology

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Health and Human Development
- Physical Education

HUMANITIES

In the Middle School, Humanities is broken up into sub units of Business and Economics, Civics and Citizenship, Geography, and History.

Business and Economics

Business and Economics develops the skills and knowledge that allows students to engage in a free market economy, such as Australia's. Students learn how economic choices, the work place and the world of business interrelate. The South Oakleigh College approach to teaching Business and Economics develops fundamental life-skills.

Year 7:

Students focus on business concepts of supply and demand and managing finances. This is explored through the use of development of entrepreneurial skills and students developing business ideas for consumers.

Year 8:

Students focus on economic concepts and how to interpret and present data and statistics. These concepts are explored through resource-allocation and making choices in small businesses. Students begin to rationalise how they may participate in the workforce.

Year 9:

Students expand their focus to include global markets and the impact of international trade. Students compare Australian businesses with businesses across the world to investigate how competitive advantages are created and maintained. A key focus of this study is the importance of ethics and social responsibility for enterprises and the impact it has in a competitive market. Students also begin exploring their personal finances, including saving and investing options and strategies.

Assessment Tasks:

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> Entrepreneurial business pitch Semester exam 	<ul style="list-style-type: none"> Business and economics consumer choices report Semester exam 	<ul style="list-style-type: none"> Saving and budgeting investigation Semester Exam

Pathways:

Year 10 Electives

- Year 10 Commerce

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Accounting
- Legal Studies
- Business Management
- Global Politics

Civics and Citizenship

Civics and Citizenship develops skills and knowledge that allows students to become active and informed citizens who participate in and sustain Australia's democracy. The SOC approach to teaching Civics and Citizenship allows students to explore a diverse range of topics in the Middle School.

Year 7:

Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. This provides a foundation for understanding how the rights of individuals are protected through the justice system.

Year 8:

Students are introduced to the Australian legal system, including the values, principles, institutions and practices of Australia's system of democratic government and law.

Year 9:

The Year 9 curriculum builds students' understanding of the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also explore how global connectedness is shaping contemporary Australian society.

Assessment Tasks:

Year 7	Year 8	Year 9
<ul style="list-style-type: none"> National Identity test Semester exam 	<ul style="list-style-type: none"> Justice and law examination Semester exam 	<ul style="list-style-type: none"> Criminal case study Australia identity report Semester exam

Pathways:

Year 10 Electives

- Year 10 Commerce
- Year 10 History

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Legal Studies
- Global Politics
- Ancient History

Geography

Year 7:

Year 7 Geography is comprised of two units of study: Water in the world, and Place and Liveability. Water in the World focuses on water as an example of a renewable environmental resource, while Place and Liveability explores what characterises places where humans can live and flourish.

Year 8:

Year 8 Geography is comprised of two units of study: Landforms and Landscapes, and Changing Nations. Landforms and Landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. On the other hand, Changing Nations investigates the changing human geography of countries, as revealed by shifts in population distribution.

Year 9:

Year 9 Geography is comprised of two units of study: Biomes and Food Security, and Geographies of Interconnections. Biomes and Food Security investigates the role of the environment in food and fibre production. Students examine key biomes in the world and develop an understanding of how they support life in a variety of ecosystems. Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world. Students investigate how these connections characterise and influence places for both humans and other fauna.

Assessment Tasks:

Year 7	Year 8	Year 9
<ul style="list-style-type: none">Local Area Livability report.Wetlands field researchSemester exam	<ul style="list-style-type: none">Urbanisation collaboration taskLandscapes and Landform testSemester exam	<ul style="list-style-type: none">Biomes research taskFood Waste Management investigationSemester exam

Pathways:

Year 10 Electives

- Year 10 History

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Ancient History
- Global Politics

History

Year 7: The Ancient World

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BCE – c.650 CE. Students will develop their historical skills in studying Ancient China and Indigenous Australian history. These key skills include the use of primary and secondary sources as evidence in the study of history, as well as the interrelationship between events and changes over time.

Year 8: The Ancient to the Modern World

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period: c.650 CE – 1750 CE. Social, economic, religious, and political beliefs were often challenged and significantly changed. Students focus on honing their use of sources while accounting for a variety of perspectives and biases that affect the way history is documented. Our students explore the periods of Feudal Japan and Medieval Europe.

Year 9: The Making of the World

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the so-called 'war to end all wars'. Students focus on analysing and evaluating historical ideas and events, allowing them to present arguments and draw conclusions on contested historical issues.

Assessment Tasks:

Year 7	Year 8	Year 9
<ul style="list-style-type: none">Indigenous artefact analysisAncient China political essaySemester exam	<ul style="list-style-type: none">Black Death research essayJapanese biography research taskSemester exam	<ul style="list-style-type: none">Industrial Revolution analysisWorld War 1 essaySemester exam

Pathways:

Year 10 Electives

- Year 10 History

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- English
- Ancient History
- Global Politics

Mathematics

Year 7:

Students study Number and Algebra. They explore the magnitude and properties of numbers. They apply a range of strategies for computation and understand the connections between operations. They recognise patterns and understand the concepts of variable and function. In Measurement and Geometry, students develop an increasingly sophisticated understanding of size, shape, relative position and movement of two dimensional figures in the plane and three-dimensional objects in space. They make meaningful measurements of quantities, choosing appropriate metric units of measurement. In Statistics and Probability students recognise and analyse data and draw inferences. They represent, summarise and interpret data, and undertake purposeful investigations involving the collection and interpretation of data.

Year 8:

Students use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers. They identify and describe rational and irrational numbers in context. They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students solve linear equations and graph linear relationships on the Cartesian plane. Conversions between units of measurement for area and for volume are performed and the perimeter and area of parallelograms, rhombuses and kites are calculated. Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. They use various approaches, including the use of digital technology, to generate simple random samples from a population.

Year 9:

Students establish a strong foundation in Number, Algebra, Measurement, Geometry, Statistics and Probability. They will explore the following topics: Pythagoras, Trigonometry, Algebra, Geometry, Linear Equations, Linear Graphs, Probability, Indices, Statistics, Financial Arithmetic, and Measurement. Learning mathematics creates opportunities in the lives of all students. It develops numeracy capabilities needed in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Assessment Tasks:

- Topics Tests
- Project - Problem solving
- Semester exams
- Homework tasks
- Online Assessments

Pathways:

Year 10 Electives

- Standard Mathematics
- Mathematical Methods Preliminary

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Foundation Mathematics (Units 1 & 2)
- Mathematics Methods (Units 1 - 4)
- General Mathematics (Units 1 & 2)
- Specialist Mathematics (Units 1- 4)
- Further Mathematics (Units 3 & 4)

Science

Year 7:

Students will gain skills in conducting experiments safely in the laboratory. Students study the properties of substances, Earth's resources, Earth in space, the classification of living things, forces and Ecology. Students will be encouraged to become independent learners, as well as good team members working co-operatively with peers.

Year 8:

Students in Year 8 will learn how to design and perform fair experiments to test hypotheses that they have developed and report on their own investigations. Students will learn a variety of areas including: the key body systems such as the digestive system, circulatory system and the respiratory system; the use of microscopes in the study of cells; the particle model of matter; how to conduct experiments on chemical change; Geology; forces and energy; the experiment on wind energy and solar energy as part of the STELR (Science and Technology Education Leveraging Relevance) program.

Year 9:

In the final year of Science students will learn: an animal's response to a stimulus coordinated by its central nervous system and immune system; the internal structure of the atom; chemical reactions; plate tectonics; astrophysics; the study of how electricity can produce magnetism and how magnetism can produce electricity.

Assessment Tasks:

- Practical reports
- Student-designed posters (visual)
- Research assignments
- Topic tests
- Semester exams

Pathways:

Year 9 Electives

- Forensic Science

Year 10 Electives

- Year 10 General Science
- Year 10 Biochemistry
- Year 10 Physics & Systems Engineering

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Biology
- Chemistry
- Physics
- Psychology

YEAR 7 SPECIALIST SUBJECTS

Art

Description:

In year 7, students explore elements and principles of Art by investigating and applying a variety of critical- and creative-thinking skills to art-making processes; including, painting, drawing, printmaking, sculpture, and collage.

With guidance, students select, explore and apply a range of materials, techniques and processes relevant to creating art.

Types of Assessments:

- Folio of exploration exercises
- Research investigation
- Completed artworks
- Workbook

Pathways:

Year 9 Elective

- Year 9 Applied Art

Year 10 Electives

- Year 10 Creative Industries
- Year 10 Textiles Product Design
- Year 10 Drama
- Year 10 Music

VCE

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Studio Arts
- Visual Communication & Design
- Drama
- Media
- Music

Drama

Description:

Drama students explore the creation and performances of characters and stories to communicate ideas. In this unit, students will use a range of stimulus material and play-making techniques to develop and present devised work. Students will learn about a range of performance styles to enhance the meaning of their performance material. Through performance and analysis, they will learn to refine their use of conventions to present different forms of drama as a pathway to VCE Drama. In this subject, students will cover the following skills:

- Designing and presenting performances
- Pre-Modern Theatre Styles: Elizabethan and Shakespearean
- Modern Theatre Styles: Theatre of Absurd and Epic Theatre
- Play-script writing
- Performance analysis.

Pathways:

Year 9 Elective

- Year 9 Drama

Year 10 Elective

Students completing this subject may be interested in selecting the following Year 10 subjects:

- Year 10 Drama
- Year 10 Media

VCE

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Drama
- Theatre Studies
- Media

Materials Textiles

Description:

The Materials Textiles course enables students to learn to sew by hand and with a sewing machine. Students use their visual diary to record planning, inspiration and design ideas for their projects. The first unit involves learning three different hand-stitching techniques and in the second unit students learn to safely use a sewing machine to create a soft toy of their own design. For the final unit students engage with sustainability and work with second-hand clothing to create a project of their choice.

Assessment Tasks:

- Visual Diary
- Sampler Unit
- Softies Unit
- Upcycling Unit

Pathways:

Year 9 Elective

- Materials & Technology-Textiles

Year 10 Elective

- Creative Industries Elective

VCE

Satisfactory completion of this subject will enable students to take the following subjects at VCE level:

- Visual Communication and Design
- Studio Arts
- Media

Media Technology

Description:

Students examine the role of I.T. and media in society. They engage with creative- and critical-thinking to participate in, experiment with, and interpret the media-rich culture and communications practices that surround them. They explore knowledge and skills in information-handling, the use of digital devices and software, and media-production techniques to engage with a wide range of curriculum content.

Assessment Tasks:

- Folio
- Practical Project
- TV broadcast
- Written Reflection Diary

Pathways:

Year 9 Elective

- Digital Media

Year 10 Elective

- Year 10 Coding (Information Technology)

VCE

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Applied Computing
- Software Development
- Media

Designs and Mechanisms

Description:

This elective will allow the students to explore different mechanical components such as simple machines and tech drawing. The students will then use these skills to create different projects and use the laser cutter to their creations. Students will also get familiar with the engineering design process as well as develop their designing, thinking and hands on skills.

Types of Assessments:

- Folio of work
- Research Investigation
- Practical Work
- Workbook

Pathways:

Year 9 Elective

- Robotics & Coding

Year 10 Electives

- Physics & Systems Engineering
- Coding (Information Technology)

VCE

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Physics & Systems Engineering
- Mathematics
- Applied Computing
- Software Development

LOTE ELECTIVES

Japanese

Description:

Students apply rules of pronunciation, rhythm, stress and intonation to a range of sentence types and vocabulary, including double-consonant and long-vowel sounds and borrowed words. Students read and write hiragana, including elongated vowels, double consonants and contractions.

Students learn to recognise values that are important in Japanese society; such as, maintaining harmony and a sense of collective well-being, and how these are reflected through language and behaviours.

Assessments Tasks:

- Written tests
- Oral presentations
- Reading and responding
- Cultural studies

Pathways:

Students continue with this language in Year 8 and have the opportunity to study it as an elective:

Year 9 Elective

- Japanese

Year 10 Elective

- Japanese

VCE

Satisfactory completion of this LOTE pathway enables students to take the following subject at VCE level:

- Japanese

Modern Greek

Description:

In Modern Greek, students have the opportunity to develop a range of language skills and cultural knowledge through the study of relevant themes and topics; such as, the importance of learning Greek; origins of Greek language and Greek alphabet; family and friendship; Greek cuisine; Greek drama and theatre; the Olympic Games; Greek tourism & travel; and Greek celebrations, traditions and festivals.

Sequence 1 Advanced and Sequence 2 Beginner students cover topics of interest in further scope, extending their communication skills through social, cultural and linguistic settings. Students learn to explain how cultural assumptions, attitudes and beliefs can affect interactions and they learn to appreciate the importance of mutual understandings for effective verbal and written communication.

Assessments Tasks:

Communication

- Socialising tasks – dialogues
- Informing tasks – orals
- Creative tasks – cultural projects
- Translating – written
- Reflecting – written

Understanding

- Language Systems – tests/grammar
- Language variation – tests/grammar
- Role of language culture – cultural project

Pathways:

Students continue with this language in Year 8 and have the opportunity to study it as an elective:

Year 9 Elective

- Greek

Year 10 Elective

- Greek

VCE

Satisfactory completion of this LOTE pathway enables students to take the following subject at VCE level:

- Modern Greek

YEAR 8 SPECIALIST SUBJECTS

Art Technologies

Description:

In year 8, students are introduced to the technologies and process for creating artworks and examine art and artists from a range of cultures and periods. With guidance, students apply creative and critical-thinking skills to explore and select from a range of materials, techniques, and processes to create original artworks.

Types of Assessments:

- Folio of exploration exercises
- Research investigation
- Completed artworks
- Workbook

Pathways:

Year 9 Elective

- Applied Art

Year 10 Electives

- Creative Industries
- Textiles Product Design

VCE

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Studio Arts
- Visual Communication & Design
- Ancient History
- Media

Food Technology

In Year 8 students will analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.

Description:

Students will examine basic characteristics and properties of food preparation techniques and presentation.

Students will develop decision-making skills about their health and strategies to apply in the kitchen to further enhance their nutritional health.

Students will continue to practice hygiene and safety principles in the kitchen.

Types of Assessments:

- Folio of Recipes
- Research Investigation
- Practical Work
- Workbook

Pathways:

Year 9 Elective

- Food Studies

Year 10 Elective

- Café Catering

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Food Studies

Music Performance

Description:

Music Performance is designed to develop students' self-confidence through a number of performance opportunities. Students are required to play an active role in group rehearsal, performance and analysis. The unit extends student knowledge of music theory and develops their creative voice and personal presentation style. Communication within a group environment is paramount within this unit, and students are required to provide constructive peer feedback in formal and informal settings.

Types of Assessments:

- Radio Program DJ & research presentations
- Individual performance assessments
- Small Group performance assessments
- Recording Studio assessments
- Live performances
- Written & Aural Theory tests

Pathways:

Year 9 Elective

- Year 9 Music Performance

Year 10 Elective

- Music

VCE

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Music
- Drama
- Studio Art
- Visual Communication & Design
- Mathematics

Electro-technologies

Description:

In Year 8, students will expand their knowledge of electro technology by experimenting on programming platforms. The focus area of this module is to develop a low-level program on a microcontroller to control the function of an electronic circuit. Students will be introduced to key concepts of programming which are common to both low-level and high-level programming. Students will develop a sophisticated electronic kit with user-defined control functionality. Students will also further improve their knowledge on the operation of passive electronic components including capacitors and transistors.

Types of Assessments:

- Folio of work
- Research Investigation
- Practical Work
- Workbook

Pathways:

Year 9 Electives

- Robotics & Coding
- Digital Media

Year 10 Electives

- Systems & Physics Engineering
- Coding (Information Technology)

VCE

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Applied Computing
- Software development
- Systems Engineering
- Mathematics

Drama

Description:

Drama students explore the creation and performances of characters and stories to communicate ideas. In this unit, students will use a range of stimulus material and play-making techniques to develop and present devised work. Students will learn about a range of performance styles to enhance the meaning of their performance material. Through performance and analysis, they will learn to refine their use of conventions to present different forms of drama as a pathway to VCE Drama. In this subject students will cover the following skills:

- Designing and presenting performances
- Pre-Modern Theatre Styles: Elizabethan and Shakespearean
- Modern Theatre Styles: Theatre of Absurd and Epic Theatre
- Play-script writing
- Performance analysis.

Pathways:

Year 9 Elective

- Year 9 Drama

Year 10 Elective

Students completing this subject may be interested in selecting the following Year 10 subjects:

- Year 10 Drama
- Year 10 Media

VCE

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Drama
- Theatre Studies
- Media

Materials Textiles

Description:

The year 8, the Materials Technology course enables students to engage with a range of materials. Students use their visual diary to record planning, inspiration and design ideas for their projects. The first unit involves creating a scale model of a tiny house. Students will then work with Adobe Illustrator to create a cross-curricular face for the digital clock they build in Electro-technologies. This is then cut on the laser and students then assemble the finished product.

Assessment Tasks

- Visual Diary
- Tiny House Unit
- Laser Cutting Unit

Pathways:

Year 9 Electives:

- Materials & Technology-Textiles

VCE

Satisfactory completion of this subject will enable students to take the following subjects at VCE level:

- Visual Communication and Design
- Studio Arts
- Media
- Food Studies
- Systems Engineering

LOTE ELECTIVES

In the Middle School, LOTE (Language Other Than English) students continue with the LOTE subject they studied in Year 7.

Japanese

Year 8 Description:

Students use Japanese to interact with peers, the teacher and others to exchange information, recount experiences and express opinions. Students apply appropriate word order in their spoken and written language, varying the order of noun phrases without altering the meaning.

Students will be able to explain how cultural values and ideas are embedded in all languages and how their own communicative behaviour might be interpreted from other cultural perspectives.

Assessments Tasks:

- Written tests
- Oral presentations
- Reading and responding
- Cultural studies

Pathways:

Students who have completed the Year 8 Japanese stream have the opportunity to continue with the following pathway:

Year 9 Elective

- Year 9 Japanese

Year 10 Elective

- Year 10 Japanese

VCE

Satisfactory completion of this LOTE pathway enables students to take the following subjects at VCE level:

- Japanese

Modern Greek

Description:

There are two sequences in Modern Greek, Sequence 1 Advanced and Sequence 2 Beginner. In both sequences students are immersed in learning opportunities which develop a range of communication and cultural-understanding skills, through the study of combinations of themes and topics; such as, the history of the Greek language, traditional family values, weather, seasons and environment, fashion and clothing, cultural identity, impact of globalisation, migration, and technology.

Students participate in collaborative tasks and respond to a variety of texts in culturally and linguistically diverse contexts. Students understand how the Greek language has evolved and how it continues to change due to globalisation, migration and the influences of technology and popular culture.

Assessments Tasks:

Communication

- Socialising tasks – dialogues
- Informing tasks – orals
- Creative tasks – cultural projects
- Translating - written
- Reflecting - written

Understanding

- Language Systems – tests/grammar
- Language variation – tests/grammar
- Role of language culture – cultural project

Pathways

Students who have completed the Year 8 Modern Greek stream have the opportunity to continue with the following pathway:

Year 9 Elective

- Year 9 Modern Greek

Year 10 Elective

- Year 10 Modern Greek

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Modern Greek

YEAR 9 ELECTIVES

Creative Writing

Description:

In this unit, students will explore a wide range of text genre and writing styles to use as models for their own writing. They will be encouraged to experiment with a range of styles and genre. Students will be challenged to understand and use a range of literary devices to create particular effects. They will also share and publish their work using a range of media both print, digital and imagery in order to gain understanding of audience and purpose.

Assessment Tasks:

- Folio of Published Works
- Oral presentation of an original piece
- Research assignment

Pathways

Students who have completed the Year 9 Creative Writing stream have the opportunity to continue with the following pathway:

Year 10 Elective

- Year 10 English

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- English
- Literature

Digital Media

Description:

In Year 9, students will expand their knowledge about how computers store data; including, digital image, videos, audio and video games. Students design an interactive video-game prototype that incorporates various digital media including digital images, videos, audio and text. Students learn the basics of drawing basic shapes, images and pixel art extending the objects for interactivity.

Types of Assessments:

- Folio of work
- Research Investigation
- Practical Work
- Workbook

Pathways

Year 10 Elective

Students completing this subject may be interested in selecting the following Year 10 subject:

- Year 10 Coding (Information Technology)

VCE

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Applied Computing
- Software development
- Systems Engineering
- Mathematics

Duke of Edinburgh Award

Description

The Duke of Edinburgh Award is a leading structured (non-formal education) youth development program, empowering all young Australians between age 14 to 25 to explore their full potential regardless of their location or circumstance. The Award is a fully inclusive program and has no social, political, or religious affiliations.

At South Oakleigh College, students in Year 9 can participate in the Bronze level and will have the option to continue to complete the Silver and Gold levels.

The Award is a program involving community service and adventure-based activities of a practical and physical nature. These activities provide opportunities for the student to acquire and develop new skills, work in the community, develop leadership, and build communication skills, initiative and self-esteem. Achievement in The Duke of Edinburgh Awards, especially the Silver and Gold Awards, are recognised by many employers and universities when choosing applicants for employment and courses.

There are three Award Levels: Bronze, Silver and Gold, with the requirements of each level becoming progressively more demanding. Year 9 students commence at the Bronze level.

There are four aspects of The Duke of Edinburgh Bronze Award: Volunteering, Skill, Physical Recreation and Adventurous Journey. Parallel components of the course that are offered to our Year 9 students at South Oakleigh College would count towards these aspects.

It is expected that these activities would also be further developed outside of school. At Bronze level, the minimum time commitment for each of Volunteering, Skill and Physical Recreation is 3 months, with one of these to be extended to 6 months. There will be an overnight bushwalk offered to the students later in the year, which will act as the Adventurous Journey.

Types of Assessment

- Logbook to satisfy the Duke of Edinburgh requirements
- Practice adventurous journeys
- Completion of a community service, physical recreation and skill development

Pathways

- Working towards Silver & Gold levels

Cost: \$350 approximately per student. Final price to be confirmed in Term 4.

Food Technology

In Year 9, students will investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food.

Description:

Students will examine nutrition and dietary-related problems enabling them to make informed food choices in the future.

Students will investigate, design, prepare, cook and evaluate various foods to further develop their practical skills in the kitchen.

Students will incorporate new food processing techniques in their food productions.

Students will develop their skills in selecting and using appropriate tools and equipment in the creation of food products.

Types of Assessments:

- Folio of Recipes
- Research Investigation
- Practical Work
- Workbook

Pathways:

Year 10 Elective

Students completing this subject may be interested in selecting the following Year 10 subject:

- Year 10 Café Catering

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Food Studies

Materials & Technology- Textiles

Year 9 Textiles introduces students to the world of garments and textile products.

Description:

Students learn to use commercial patterns to create garments and textile products which are negotiated with the class. Students explore a range of advanced sewing techniques using sewing machines, overlockers and various decorative techniques. Students investigate sustainable fashion and up-cycling of garments and research how we can use recycling to produce sustainably-sourced clothing. The design process is used to design, produce and evaluate their product.

Types of Assessment:

- Design Folio
- Product Design
- Research Task

Pathways:

Year 10 Elective

Students completing this subject may be interested in selecting the following Year 10 subject:

- Creative Industries

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Studio Art
- Visual Communications and Design

Music Performance

Description:

Music Performance is designed to develop students' self-confidence through a number of performance opportunities. Students are required to play an active role in group rehearsal, performance and analysis. The unit extends student knowledge of music theory and develops their creative voice and personal presentation style. Communication within a group environment is paramount within this unit, and students are required to provide constructive peer feedback in formal and informal settings.

Types of Assessments:

- Radio Program DJ & research presentations
- Individual performance assessments
- Small Group performance assessments
- Recording Studio assessments
- Lunchtime performances
- Written & Aural Theory tests

Pathways:

Year 10 Elective

Students completing this subject may be interested in selecting the following Year 10 subject:

- Year 10 Music

VCE

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- VCE Music
- Drama
- Studio Art
- Visual Communication & Design
- Mathematics

Robotics and Coding

Description:

In Year 9, students will expand their knowledge on electro-technology by developing an electro-mechanical system and enclosure unit. Students will learn about basic mechanical systems. They will then develop a double-reduction gear system with a motor-control unit. Students will integrate this mechanical unit to an electronic circuit which is user-programmable. Students will then design and develop an enclosure to assemble their electro-mechanical circuit.

Types of Assessments:

- Folio of work
- Research Investigation
- Practical Work
- Workbook

Pathways:

Year 10 Electives

Students completing this subject may be interested in selecting the following Year 10 subjects:

- Year 10 Systems Engineering
- Year 10 Coding (Information Technology)

VCE

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Applied Computing
- Software development
- Systems Engineering
- Mathematics

Applied Art

Description:

Year 9 art students continue to manipulate and explore art elements and principles to create and make artworks. Students also explore and respond to artworks from a range of times, styles, forms, traditions and cultures.

Types of Assessments:

- Folio of exploration exercises
- Research investigation
- Completed artworks
- Workbook

Pathways:***Year 10 Elective***

Students completing this subject may be interested in selecting the following Year 10 subject:

- Year 10 Creative Industries

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Studio Arts
- Visual Communication & Design
- Ancient History
- Media

Drama

Description:

Drama students will explore a range of theatrical styles to arrange their own drama performances. In this unit, students will study theatrical ideologies around theatre by analysing different play scripts and performances. Students will also develop skills in stagecraft areas through involvement in the production process. Through performance and analysis, they will learn to refine their use of conventions to present different forms of theatre as a pathway to VCE theatre studies.

- Stagecraft
- Play-script Analysis.
- Realism and naturalism.
- Absurdum and Epic Theatre.
- Costume design & set design

Pathways:

Year 10 Elective

Students completing this subject may be interested in selecting the following Year 10 subject:

- Year 10 Drama

VCE

Satisfactory completion of this subject enables students to pursue the following pathways at VCE level:

- Music
- Drama

Japanese

Description:

Students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language.

Students use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others' use of a variety of gestures.

Students ask and respond to questions, elaborating responses by providing reasons or explanations, using a range of adjectives and adverbs. Students begin to use plain form to communicate with their peers. They use Kanji to read and write verbs.

Assessments Tasks:

- Written tests
- Oral presentations
- Reading and responding
- Cultural studies

Pathways:

Year 10 Elective

Students completing this subject may be interested in selecting the following Year 10 subject:

- Year 10 Japanese

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Japanese

Forensic Science

Description:

The Forensic Science course provides students with the opportunity to explore the application of scientific methods and techniques to matters under investigation by a court of law. Students will explore different evidence available at a crime scene and use a variety of techniques and supporting evidence to prove which suspect committed the crime.

Students will simulate how to process a crime scene, collect and preserve evidence, identify types of physical evidence, toxicology, arson and explosion investigations, serology, DNA, fingerprints, firearms, and document analysis. Students will have the opportunity to research famous crimes, criminals and forensic advancements from the 20th & 21st centuries.

Assessments Tasks:

- Practical work
- Personal investigations
- Case studies
- Group analysis tasks

Pathways:

Year 10 Elective

Students completing this subject may be interested in selecting the following Year 10 subject:

- Year 10 Biochemistry

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Biology
- Chemistry

High Performance

Description:

In this subject, students will learn to differentiate between elite, recreational and amateur performers in sport. Students will learn how the role of a coach can use feedback to support athletes. Additionally, students will learn how to improve their own skills through looking at nutrition, sports psychology and practice methods to learn and execute skills to a high standard.

Students will explore training cycles and methods to construct a tailored training and/or fitness program to support performers at different levels. Students will use stages of learning and types of practice to support learners across a range of levels.

This course is a combination of practical and theoretical classes, with a major focus on laboratory activities that aim to enhance student understanding.

Assessments Tasks:

- Laboratory reports
- Performance Training Project
- Test
- Creating a Fitness test battery

Pathways:

Year 10 Elective

Students completing this subject may be interested in selecting the following Year 10 subjects:

- Year 10 Human Movement
- Year 10 Health & Psychology

VCE

Satisfactory completion of this subject will enable students to take the following at VCE level:

- Physical Education
- Health & Human Development (HHD)

Teamwork

Resilience

Responsibility

Respect

High Expectations



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