Year 9 Administrative & Course Handbook
Welcome to Year 9.

This course handbook has been developed to assist you in the selection of your studies in Year 9.

Mooroolbark College provides you with a diverse range of curriculum offerings. In Year 9 there will be core and elective units to choose from. This will enable you to have some degree of control and choice over the course of study that you pursue next year. It is important that you balance your ambitions for the future, your talents and your interests when developing your course of study. You will need to commit yourself to setting aside some time to read about the course structure and the subject unit entries. When you make the final choice of subjects, you need to have full knowledge of the unit content and course requirements and then make responsible and informed choices.

The course structure at Year 9 is designed for students to select a balanced course of study across the eight key learning areas. Year 9 students will study core units of English, Mathematics, Science, Health, World of Work and Physical Education each semester. The units of Health and World of Work are semester based units. Students must also choose one elective unit from each of the Technology, The Arts and Humanities areas. The remaining five elective units for the year may be chosen from any of the remaining elective units offered by any of the Key Learning Areas.

In addition to an Information Evening where the Year 9 curriculum program will be explained, all Year 9 students will receive course counselling. The course counselling will be led by the Mooroolbark College House and Cluster Leaders.

As a student at Year 9 you have the unique opportunity to exercise a degree of control over the selection of the course of study that you will pursue in the next year.

Yours sincerely,

GLENN ESNOUF
Yellow House Leader

SIMON REID
Principal
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MATTERS FOR YOUR CONSIDERATION

HOMEWORK
To obtain the most benefit from schooling, each student needs to spend some time on homework and home study. HOMEWORK includes definite additional tasks set by teachers to be completed at home, completion of unfinished assignments commenced at College and completion of notes and other work missed during absence from classes.

HOME STUDY includes following up, practising, learning and consolidating (revising) classwork.

Both homework and home study are necessary to develop responsible attitudes towards the use of time and to develop effective work habits. It is suggested that the average amount of homework/home study per weeknight at Year 9 should be 1.5 – 2 hours.

SINGLE-SEXED CLASSES
One feature of the Year 8 curriculum that continues into Year 9 is the single sex classes for both English and Physical Education.

NON-SCHOOL VACATION DAYS
Parents are requested to discuss unavoidable planned long term absences with their student’s House Leaders well ahead of time so that appropriate work can be arranged. School work otherwise missed may not be credited. It is recommended that parents do not plan long term holidays in school time.

COLLEGE PLANNER
All students must have the ‘Mooroolbark College’ Planner. This Planner is to be used only for College based activities. Graffiti and personal notes are not permitted. Remember, this Planner is a means of communication between the home and the College. Parents are encouraged to make use of the Planner to communicate with staff on a range of issues including homework and progress of their child. The College planner is to be signed weekly by parents/guardians.

COLLEGE FEES
The cost of each Year 9 program can be paid in instalments per term or per month via Bpay, credit card and/or cheque/cash. There are also Essential Education costs for Year 9 elective units. These Curriculum and Materials charges for each unit are an approximate cost based on 2015 figures. These costs are subject to change. During course confirmation in Term 4 2015, these Essential Education costs will be due before courses can be confirmed.

When selecting a course there is an expectation that students purchase the required textbooks and requisites listed in the booklist for specific subjects. Students also need to ensure that they have adequate printing and internet credits to meet the requirements of the course.

Transport to Sporting venues outside the College as part of the Sports program and involvement in co-curricula activities such as excursions, camps, outdoor education and instrumental music lessons, will require students to pay an additional charge.
TASMANIA TOUR

The year level camp for Year 9 2016 will occur on Group A – Sunday 10th April till Thursday 14th April 2016 and Group B - Monday 11th April – Friday 15th April 2016. We will be travelling over on the Spirit of Tasmania and flying back to Victoria. Details of the Tasmania Tour have already been made available to students at a specially arranged meeting.

NATIONAL ASSESSMENT PROGRAM – LITERACY AND NUMERACY (NAPLAN)

At Year 9 students will take part in the National Assessment Program – Literacy and Numeracy (NAPLAN) TESTING Program to determine progress Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy.

REPORTING AND ASSESSMENT

Reporting at Mooroolbark College is primarily designed to improve student learning by providing parents with a picture of their child’s development over time. Teacher assessment is made against the Victorian Essential Learning Standards and is based on a range of assessment processes and evidence such as teacher observations, annotated student work samples, tests, portfolios, exhibitions and presentations. Through these reports, assessment information is communicated to students and parents to provide information about what students know and can do, along with recommendations for their future learning. Student progress is regularly monitored and teachers provide ongoing, constructive feedback to students that focus on ways their learning can be further developed. This process develops students’ capacity to reflect on their learning, their successes and areas for further learning - and hence assist their development as independent, life-long learners.

Teachers’ provide interim reports at the end of Term 1 and Term 3 followed by Parent/Teacher/Student conferences. At the conclusion of each semester, comprehensive written reports are published.

COMPASS

Compass is the College's Learning Management System. It is available for access 24/7 at http://mooroolbarkcollege.vic.jdlf.com.au

Compass is our primary electronic communication system between teachers and their students. Teachers make selected materials, activities or assignments available for students so that they may access them at anytime.

The out of school hours availability enables students to take a responsible approach to managing their time and gives them the flexibility to ensure they meet deadlines.

EBOOKS

For students who have iPads, we are offering the $103.00 (2015 price) Jacaranda eBook Digital Bundle.(Price may vary in 2016)
### UNIFORM

<table>
<thead>
<tr>
<th>Girls - Summer</th>
<th>Boys - Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dress</strong></td>
<td><strong>Shorts &amp; Polo Shirt</strong></td>
</tr>
<tr>
<td>Mooroolbark College dress</td>
<td>Tailored navy blue shorts</td>
</tr>
<tr>
<td><strong>Shorts &amp; Polo Shirt</strong></td>
<td><strong>Polo Shirt</strong></td>
</tr>
<tr>
<td>Tailored navy blue shorts and white</td>
<td>White polo shirt with College logo</td>
</tr>
<tr>
<td>shirt with College logo</td>
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</tr>
<tr>
<td><strong>Jumper</strong></td>
<td><strong>Jumper</strong></td>
</tr>
<tr>
<td>Navy blue College jumper with logo or</td>
<td>Navy blue College jumper with logo or</td>
</tr>
<tr>
<td>College rugby jumper</td>
<td>College rugby jumper</td>
</tr>
<tr>
<td><strong>Socks</strong></td>
<td><strong>Socks</strong></td>
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<tr>
<td>Plain white socks that cover the ankle</td>
<td>Plain white socks that cover the ankle</td>
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<tr>
<td>or knee length</td>
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<tr>
<td><strong>Shoes</strong></td>
<td><strong>Shoes</strong></td>
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<tr>
<td>Black polishable lace up or buckled</td>
<td>Black polishable lace up or buckled</td>
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<tr>
<td>school shoes</td>
<td>school shoes</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Girls - Winter</th>
<th>Boys - Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skirt</strong></td>
<td><strong>Trousers</strong></td>
</tr>
<tr>
<td>Mooroolbark College tartan skirt</td>
<td>College grey trousers</td>
</tr>
<tr>
<td><em>(Douglas tartan)</em></td>
<td></td>
</tr>
<tr>
<td><strong>Trousers</strong></td>
<td><strong>Polo Shirt</strong></td>
</tr>
<tr>
<td>Navy blue trousers</td>
<td>White College polo shirt</td>
</tr>
<tr>
<td>*(A plain white long sleeve or plain</td>
<td>*(A plain white long sleeve business</td>
</tr>
<tr>
<td>short sleeve t-shirt may be worn</td>
<td>style shirt (Year 11 and 12 only)</td>
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<tr>
<td>underneath the polo shirt for</td>
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<tr>
<td>warmth)*</td>
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<tr>
<td><strong>Polo Shirt</strong></td>
<td><strong>Shirt</strong></td>
</tr>
<tr>
<td>White College polo shirt (A plain</td>
<td>A plain white long sleeve business</td>
</tr>
<tr>
<td>white long sleeve or plain short</td>
<td>style shirt (Year 11 and 12 only)</td>
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<tr>
<td>sleeve t-shirt may be worn</td>
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<td>underneath the polo shirt for</td>
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<td>warmth)*</td>
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<tr>
<td><strong>Shirt</strong></td>
<td><strong>Jumper</strong></td>
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<tr>
<td>A plain white long sleeve business</td>
<td>Navy blue College jumper with logo or</td>
</tr>
<tr>
<td>style shirt (Year 11 and 12 only)</td>
<td>College rugby jumper</td>
</tr>
<tr>
<td><strong>Jumper</strong></td>
<td><strong>Socks</strong></td>
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<tr>
<td>Navy blue College jumper with logo or</td>
<td>Grey, black or white</td>
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<tr>
<td>College rugby jumper</td>
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</tr>
<tr>
<td><strong>Stockings</strong></td>
<td><strong>Jacket</strong></td>
</tr>
<tr>
<td>Plain black or navy blue stockings or</td>
<td>The College jacket is the only</td>
</tr>
<tr>
<td>tights *(Matching ankle socks may be</td>
<td>permissible jacket to be worn.</td>
</tr>
<tr>
<td>worn over the top of stockings for</td>
<td>Year 12 students may wear the</td>
</tr>
<tr>
<td>warmth)*</td>
<td>customised jackets</td>
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<tr>
<td><strong>Socks</strong></td>
<td><strong>Shoes</strong></td>
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<tr>
<td>White socks that cover the ankle or</td>
<td>Black polishable lace up or buckled</td>
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<tr>
<td>knee length</td>
<td>school shoes</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td><strong>Scarves</strong></td>
</tr>
<tr>
<td>Black polishable lace up or buckled</td>
<td>Plain scarves in navy, white, dark</td>
</tr>
<tr>
<td>school shoes</td>
<td>green, black or Douglas tartan</td>
</tr>
<tr>
<td><strong>Jacket</strong></td>
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<tr>
<td>The College jacket is the only</td>
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<tr>
<td>permissible jacket to be worn.</td>
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<tr>
<td>Year 12 students may wear the</td>
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</tr>
<tr>
<td>customised jackets</td>
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</tbody>
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**Note:** Summer and winter uniform may not be combined.

### PE/Sports Uniform

| Polo Shirt | Navy and green College sports polo shirt |
| Shorts     | Mooroolbark College navy sports shorts  |
| Tracksuit pants | Navy or Black tracksuit pants or black leggings |
| Shoes      | Lace up sports shoes                    |
| Jumper     | College Rugby Jumper                    |
| Hat        | A plain navy hat must be worn terms 1 & 4|
| Additional items | It is recommended that all students bring a drink bottle, sunscreen and a mouth guard to all sports classes/activities |

It is recommended that a plain navy cap be worn whenever a student is outside. No hats/caps are to be worn inside; they are to be stored in lockers during class time.
YEAR 9 COURSE OFFERINGS

ENGLISH

English (Semesters One and Two)
Literature
WERX Study Group
Writing for Writers

SCIENCE

Science (Semesters One and Two)

ARTS

Art Ceramics
Art and Design
Art Print
Digital Discovery
Drama
Music Unit 1
Music Unit 2
Production Studies
Visual Communication Design

HUMANITIES

Making The Modern World (one Semester)
World of Work (One semester)
Economics and Business
Geography – The Global Tourist

TECHNOLOGY

Special Occasion Food
Food for Life
Fashion Design
Metalwork
Robotics
Using ICT
Wood Unit 1
Wood Unit 2
Food

HEALTH/PE

Physical Education (Semester One & Two)
Health Education (One semester)
Advance – Sports Leadership / Outdoor Education
Advance – Duke of Edinburgh
Bike Education

LANGUAGES

German Unit 1
German Unit 2

MATHEMATICS

Mathematics Unit 1
Mathematics Unit 2

NB All the subjects that are bold are compulsory
One unit from The Arts must be studied in either semester one or semester two.

The Arts provides an exciting program developed for the individual. Students can study Art, Ceramics, Digital Discovery, Printmaking, Visual Communication, Music and Drama.

If you are considering VCE ART, VCE STUDIO ART, and/or VCE VISUAL COMMUNICATION AND DESIGN then it is advisable to choose at least one unit at Year 9. Students may enter VCE without having studied a Visual Arts or Visual Communication unit, however it is to their advantage to develop skills in these subjects.

If you are considering VCE Music Performance then it is advisable to choose at least one unit of Music at Year 9. Instrumental / vocal lessons should also be considered.

VISUAL ARTS
  ART CERAMICS
  ART & DESIGN
  ART PRINT
  DIGITAL DISCOVERY
  VISUAL COMMUNICATION DESIGN

PERFORMING ARTS
  DRAMA
  PRODUCTION STUDIES
  MUSIC Unit 1
  MUSIC Unit 2

INTRODUCTION
Did you enjoy making mud pies when you were little? Then it's time to take the next step... It's time to apply those innate skills you developed all those years ago and move up to making some ‘seriously fabulous pies’. This 3 dimensional art form offers you a chance to make truly impressive artworks, both sculptural and utilitarian, with no prior skills. Ceramics is a perfect choice for the artistically inspired amongst you who enjoy a creative challenge, and equally as perfect for students who enjoy art but lack confidence in their abilities. You will be taught to design, sculpt and mould an array of clay pieces that you can be proud of. You will learn to use oxides, glazes and decorative techniques to accent the aesthetic appeal of your work, while learning about equipment, processes and the work of other artists in an enjoyable and thorough appreciation of this exciting medium.

Skills
Designing    Manipulating
Finishing    Evaluating
Hand building    Analysing
Presenting    Drawing

Common Assessment Tasks – (CATs)
Preliminary designs    Written/Theory work
Resolved Artworks

An Essential Education Cost of $40.00 applies to this unit. (approximate)
INTRODUCTION
Pencil, paint, pastel, paper all produce products that are made of picturesque potential. Do you get sick and tired of doing work that is specific and repetitious? With Art you have the opportunity to create your own works with a theme or topic that is creative, imaginative and exciting. Explore different mediums and materials to express your ideas visually. Learn how artists develop their own style and give your opinion of their work in a critical manner. Why did Andy Warhol paint soup cans? Who named the art style 'Pop Art' and why? What sort of work did Roy Lichtenstein do? Come and find out in Art and Design.

Skills
Observation
Painting
Designing

Common Assessment Tasks – (CATs)
Practical Folio
Resolved Artworks

An Essential Education Cost of $20.00 applies to this unit (approximate).

INTRODUCTION
Have you ever done a handprint? If you have, you know what printing can be. What is a monoprint? How do T-shirts get printed? Come and learn different printing techniques that are used for different purposes. Use different mediums and skills to broaden your knowledge of printmaking and design. Find out about the artists who use printing as a very strong and influential art style. You don’t have to be brilliant at drawing, however ‘having a go’ and trying this alternative medium will help you to be more creative and explore design ideas for folio enhancement. Enjoying a challenge and seeing through the printing process can produce great artworks. Discovering artists that use this method of producing artworks and interpreting their work will give students a better understanding of the processes and skills used in Art Printmaking.

SKILLS
Observation
Print making
Designing
Interpretation of styles

Common Assessment Tasks – (CATs)
Practical Folio

An Essential Education Cost of $25.00 applies to this unit. (approximate)
**VISUAL ARTS - DIGITAL DISCOVERY – ELECTIVE UNIT**

**INTRODUCTION**
Do you want to learn the art of photo manipulation? Are you a budding animator? Or do you like the idea of running your own magazine one day? If so, this is the subject for you! Digital Discovery will cover both the theoretical and practical aspects of digital design. The course will include the use of Photoshop, Illustrator, Indesign and allow you to develop the skills necessary to use these programs.

**SKILLS**
- Researching
- Using digital software and hardware
- Preparing layout designs
- Interpretation of styles
- Analysis
- Organising and preparing folio of work

**Common Assessment Tasks – (CATs)**
- Folio of Finished Products
- Written Assignment – Ethical Values of Photoshop
- Written Analysis

An Essential Education Cost of $35.00 applies to this unit.

**VISUAL ARTS – VISUAL COMMUNICATION DESIGN – ELECTIVE UNIT**

It is advisable for students to complete at least ONE unit of Visual Communication Design at Year 9 or Year 10 if they want to continue with VCE Visual Communication Design.

**INTRODUCTION**
How do you create a cube to jump out of the page? Is it easy to draw buildings in a landscape? There are many ways of rendering with different media to create different effects in your drawings. You can learn these skills and more in Visual Communication Design. Design suitable solutions to given design briefs that will display your creative flair and talents, as well as, learning presentation skills, layout and technical drawing.

**SKILLS**
- Freehand drawing
- Instrumental drawing
- Rendering
- Idea drawing
- Idea drawing

**Common Assessment Tasks – (CATs)**
- Practical Folio
- Artworks
- Written Theory work

An Essential Education Cost of $20.00 applies to this unit (approximate).
**PERFORMING ARTS – PRODUCTION STUDIES – ELECTIVE UNIT**

**INTRODUCTION**
All over the world there are stories every day in every way. So what makes a good story? How do you write a good story? How do these stories get translated onto stage and onto screen? In Year 9 Production Studies, students are introduced to the 'building blocks' of story writing, or 'narrative structure'. They are then shown how using production techniques, better known as 'stagecraft', to enhance their story for the masses.

**SKILLS**
- Enhance their script writing or story writing abilities.
- Learn more about production technique on stage and/or on film.

**Common Assessment Tasks – (CATs)**
- Develop, plan and perform for an audience
- Drama Journal

Assist in the stagecraft areas of the College Production.
- Study Theatre Studies or Media at a VCE level.

It would be advised they take this subject.

An Essential Education Cost of $20.00 applies to this unit (approximate).

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**PERFORMING ARTS – DRAMA – ELECTIVE UNIT**

**INTRODUCTION**
Are you the next Johnny Depp or Kristen Stewart? They all had to start somewhere, and chances are it was in an introductory acting class just like this one. So if you are dreaming of the footlights, Hollywood or simply want an opportunity to develop confidence and performance skills—this class is for you. Students can develop acting skills and have the opportunity to rehearse and create performances with other class members. All of the seeds of a star studded career may begin here!

**SKILLS**
- Rehearsal, planning and performance
- Improvisational performance skills

**Common Assessment Tasks – (CATs)**
- Improvisation Performances
- Scripted Scene

Ability to use a stage effectively
- Creative development of narrative

Assignment Journal

An Essential Education Cost of $15.00 applies to this unit (approximate).
PERFORMING ARTS – MUSIC UNIT 1 – ELECTIVE UNIT

It is advisable that students complete at least one unit of music at Year 9 if they wish to study VCE Music Performance. Instrumental/Vocal lessons should also be considered.

INTRODUCTION
Do you want to be a rock star or solo performer? We provide a range of activities to help you gain experience and learn about your instrument. Perform either as a group or solo on your chosen instrument. Discover ways to protect your hearing, compose and listen to some great popular music.

SKILLS
Theory Performance
Aural Comprehension Listening Analysis

Common Assessment Tasks – (CATs)
Theory & Oral Work Research/Analysis
Performance

An Essential Education Cost of $35.00 applies to this unit (approximate).

PERFORMING ARTS – MUSIC UNIT 2 – ELECTIVE UNIT

It is advisable that students complete at least one unit of music at Year 9 if they wish to study VCE Music Performance. Instrumental/Vocal lessons should also be considered.

INTRODUCTION
Could you be the next Voice winner or do you just enjoy playing music? Then our music course is the one to choose! Learn to perform solo or as a member of a group. Choose your own music, record your performances using music computer technology and uncover the Highlights of Rock History through listening to some of the greatest rock artists of our time.

SKILLS
Theory Performance
Aural Comprehension Listening Analysis

Common Assessment Tasks – (CATs)
Theory & Aural Work Written Work/Composition
Performance Listening Analysis

An Essential Education Cost of $35.00 applies to this unit (approximate).
INTRODUCTION
This course is designed to assess and improve current skill levels and to introduce new skill areas for Year 9 students. Reading, writing mechanics, speaking and listening skills are emphasised.

Students are required to:
Complete a variety of written tasks which incorporate vocabulary, spelling, punctuation, grammar, editing and drafting skills
Study and analyse a variety of texts (including a selection of fiction, poetry, newspapers, magazines and film) and respond in a variety of styles
Develop listening and speaking skills via formal and informal situations
Read widely. (This may include fiction, non-fiction and film as text)

Common Assessment Tasks – (CATs)
Writing
Oral Presentation

SPECIAL REQUIREMENTS
An excursion or in-school production may be organised.

An Essential Education Cost of $20.00 applies to this unit (approximate).

LITERATURE – ELECTIVE UNIT

INTRODUCTION
Literature will run as an elective unit for one semester. Students who choose this course should enjoy reading and be prepared to read a substantial amount of material.

READING AND VIEWING
Students are required to read a class novel chosen by the teacher. They should also read at least two novels by an author of their choice, recording responses in the reading journal. Students will view a film and analyse the themes and characters in the story. Finally, students will complete poetry reading in a particular theme.

WRITING
Students will write regularly in their reading journal and complete a variety of written exercises on the film, the class play, poetry and the two novels by the author of their choice.

ORAL LANGUAGE
Students will be encouraged to develop speaking and listening skills according to VELS guidelines. When assessing this area, participation in class and group discussions, listening and speaking skills will be considered. These may be assessed via formal or informal means.

During the semester’s course students will be required to –
- Read a novel chosen by the teacher for all of the class to write about and discuss. Develop skills in text response writing.
- Read two novels by an author of the students’ choice.
- Maintain a reading journal in which responses to material read are recorded.
- Study poems by a variety of poets on a particular theme eg: love, war, the environment, animals.
- Study a film and complete written work.

Common Assessment Tasks – (CATs)
AT1          AT2
AT3          AT4

An Essential Education Cost of $15.00 applies to this unit (approximate).
INTRODUCTION
Writing for Writers is an elective aimed at students interested in developing their own creative writing styles through the study of writing strategies and skills, and the analysis of short stories across a range of genres. Students will be introduced to the conventions of writing such as character, setting, dialogue, imagery, structure and intertextuality. Students will develop their own pieces of writing through a drafting process and workshopping stories with the class.

Skills
At the end of this semester long course, students will have:
- Learned the conventions of writing short fiction
- Applied these concepts to their own written work.
- Analysed these concepts in a published short text
- Learned how to draft and workshop their own written pieces

Assessment
Workbook
Two original short stories
Oral analysis of a selected short text

Common Assessment Tasks – (CATs)
Short Story Opening  Short story analysis Oral Presentation
Short Story #1  Short Story #2

An Essential Education Cost of $15.00 applies to this unit (approximate).

WERX – STUDY GROUP – ELECTIVE UNIT

At Year 9, some students will have been identified by teachers and cluster coordinators, as students who would benefit from extra assistance to be successful in Year 9 studies, students will be advised, after consultation with parents, to participate in the compulsory WERX Study Group sessions by selecting that elective option. The Study Group assists with organization, planning and research, runs tutorials in particular subjects or homework sessions and is a place to discuss any challenges the student may be having at school.

The Study Group encourages students to make informed choices and to develop a more responsible attitude towards their learning.

Common Assessment Tasks – (CATs)
Uses Planner to plan Homework (Organisational Skills)

An Essential Education Cost of $15.00 applies to this unit (approximate).
INTRODUCTION
This course takes students out of the classroom and offers them a range of opportunities in youth leadership and community service. Students are responsible for planning, organising and running the course, with a focus on carrying out community service in their local area. This course usually focuses on sports leadership where students teach a range of sporting activities to grades 1-6 in primary schools around Mooroolbark.

Semester 1:
Students develop the team building and leadership qualities needed through a series of outdoor activities. These may include Rock Climbing, Mountain Biking, Sailing, Life Saving, Bushwalking, Archery, Surfing, Kayaking, Camping, Dark Zone and Commando Course. Students will also gain qualifications in AFL umpiring (with opportunities to umpire Aus Kick at the MCG & Etihad Stadium) First Aid, Athletics officiating in jumps, throws and track, Bronze Medallion/Bronze Star and complete a Smart Rugby Course with the Melbourne Rebels to officiate and umpire primary Tag-Rugby

Semester 2:
Students use their leadership qualities, planning and organisational skills to run a series of sporting lessons with the local primary children.

On completion of the course students will have worked toward achieving competence in the following areas:
- Contribute to the planning and budgeting of team building activities
- Working with others, appreciating their strengths and weaknesses
- Using and evaluating their own strengths and weaknesses
- Planning and running sporting activities
- What it means to be a sports leader and role model
- First Aid qualified – Level 1
- Umpiring qualifications
- Bronze Medallion

Skills
Planning Accredited First Aid
Budgeting AFL Umpire
Evaluating Trackfield Official
Leadership Bronze Medallion/Bronze Star
Outdoor Ed Smart Rugby (Coach/Umpire)
Hoop Time

SPECIAL REQUIREMENTS
The course does require students to be off site and be available for late finishes each week (3.30-4.00pm). Those wishing to apply must fill out the application form printed from the College website this form must be submitted with the completed Course Selection Form.

Common Assessment Tasks – (CATs)
Participation and Co-operation Community Engagement
Leadership Written/Lesson Preparation

An Essential Education Cost of $300.00 applies to this unit (approximate).
INTRODUCTION
The Duke of Edinburgh Award is an internationally recognised award that engages students by providing an alternate learning environment, outside the regular classroom structure. The Award empowers students to take responsibility for themselves as they will encounter a wide range of challenges throughout the program. Students will complete the four sections during the year in order to obtain the Bronze level.

Semester 1:
Students will develop teamwork and leadership qualities through a series of outdoor activities. These will possibly include Orienteering, Archery, Wheelchair Basketball, Team Building Activities, Level 1 First Aid and a 3-day trial expedition involving Bushwalking, Camping & Cooking.

Semester 2
During term 3, Bike Education will be a focus, covering maintenance, road safety and bike skills. Further outdoor activities will take place together with theory based lessons to prepare for the different environments. These activities will possibly include Surfing, Fencing and the qualifying expedition building upon our Bushwalking, Camping & Cooking skills.

On completion of the course students should have developed many of the following:
- Self-belief and self confidence
- A positive and realistic self-image
- A sense of responsibility to others
- A connection to the local community
- New or improved interests, skills, and abilities
- A willingness to try new things
- New friendships and relationships with their peers and older people
- The ability to make a plan and then make their plan happen
- Team skills
- Life skills – negotiation, research, communication, problem solving, presentation skills

Common Assessment Tasks – (CATs)
Research/Class Work Participation
Award Components Team Work and Leadership

SPECIAL REQUIREMENTS
The course does require students to be off site and be available for late finishes at times. (3.30-4.00pm). Those wishing to apply must fill out the application form printed from the College website and this form must be submitted with the completed Course Selection Form.

An Essential Education Cost of $300.00 applies to this unit (approximate).

HEALTH EDUCATION – COMPULSORY UNIT

INTRODUCTION
Health Education is a compulsory elective for all students, studied for one semester in Year 9. The aim of this course is to provide all students with the knowledge, skills and behaviours to enable them to develop and maintain their physical, social, mental and emotional health and wellbeing. Students explore the concepts of challenge, risk and safety. They identify the harms, and issues associated with particular situations and behaviours, and how to take action to minimise these harms. They develop an understanding of health services and how to access them, available from government and non-government bodies.

The three units of study are Mental Health, Sex Education and Drug Education.

Common Assessment Tasks – (CATs)
Participation and Attitude Assignments
Group Work and Discussions Theory Work and Book Work

An Essential Education Cost of $15.00 applies to this unit (approximate).
PHYSICAL EDUCATION – COMPULSORY UNIT

Physical Education is a compulsory subject for all students. The program encourages effective participation in physical activity in both individual and team pursuits.

- Students identify and implement ways of improving movement performances.
- Students compare and contrast a range of strategies in skill and teamwork.
- Students refine techniques and movements within a team structure.
- Students enhance their understanding of fitness.
- Students are introduced to community values and responsibilities through the SEPEP program.

Students will undertake studies in Cricket, Lacrosse, Gymnastics, Volleyball, Tennis, Fitness and resistance training, European Handball, Rugby/Dance.

Course Requirements:
- Active participation in all classes
- Completion of all assessment tasks

Common Assessment Tasks – (CATs)
- Participation
- Assignment

Skills Development
- Fitness

SPECIAL REQUIREMENTS
- Hat & water bottle for all classes
- Medical certificate or written note, if unable to participate.
- Physical Education/ Uniform as per College requirement – see College Planner
- appropriate sports footwear that is tied securely to the foot and is suitable for running activities
- P.E. Bag – (not back packs or plastic)

An Essential Education Cost of $30.00 applies to this set unit (approximate).

BIKE EDUCATION – ELECTIVE UNIT

INTRODUCTION
This is an elective designed for the student who wishes to develop knowledge and skills in the Fitness, Sport and Recreation areas, specific to Cycling.

Students will develop bike handling skills, road rules knowledge and bike maintenance both in theory and practical classes. Rides will take on a number of varying terrain including road, single track and bike paths with an emphasis on team riding. A series of excursions is planned which may include Warburton, Lysterfield, Lilydale, Kilsyth, East Link, Melbourne City. Overnight Camps are possible. Linking the course to optional activities like Around the Bay, Anaconda Chase the Sun and Great Victorian Bike Ride is desired.

This course will benefit those considering studying VCE Physical Education Units 1-4 and Outdoor Environmental Studies Units 1-4.

Students will be able to
- Demonstrate detailed knowledge of Bike components and maintenance.
- Develop skills in Independence, Teamwork and Community Safety
- Develop bike handling skills or team riding skills

Skills
- Working in Teams
- Knowledge of Bikes - Display Independence
- Demonstrate Road Safety

Common Assessment Tasks – (CATs)
- Bike Maintenance knowledge
- Research

Bike Riding Skills
- Participation/Leadership

An Essential Education Cost of $155.00 applies to this unit (approximate).
HUMANITIES

In addition to World of Work, and Making The Modern World, one unit of Humanities must be studied in either semester one or semester two.

Humanities cover the subjects of Commerce, History and Geography. Students should study these subjects to develop knowledge, skills, values and a corresponding sense of identity. Through understanding their past, their physical environment, the social, democratic and economic fabric of their nation, students gain an understanding of their place in the global community.

HISTORY – MAKING THE MODERN WORLD – COMPULSORY UNIT

INTRODUCTION
This unit provides a study of the making of the modern world from 1750 to 1918, from an Australian perspective. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. The period culminated in World War 1.

On Completion of this unit, students will have covered the following:
Making a better world – movement of people (slaves, convicts, settlers)
Australia and Asia the history of Australia in the period 1750 – 1918 (making a nation)
World War 1 (1914 – 1918)

Students will be able to:
Describe reasons for the colonisation of Australia.
Analyze the continuing significance of major events and ideas which shaped Australian society.

Skills
Critical and creative thinking
Interpret, evaluate and analyse a range of primary and secondary resources
Research and report on a set topic
Empathise with people’s experiences from the past

Common Assessment Tasks- (CATs)
Classwork Tests
Assignments Documents Study

Required Text Books
*Text: History Alive 9 For The Australian Curriculum
Darlington, et/a Jacaranda
(Hard copy or e-Book)

*Student Workbook: History Alive 9
For the Australian Curriculum
Student Workbook
Tulloh, E. Jacaranda
(Hard Copy Required)

An Essential Education Cost of $15.00 applies to this unit (approximate).
ECONOMICS AND BUSINESS – ELECTIVE UNIT

INTRODUCTION
This unit will develop student understanding of the essential role Economics and Business plays in our modern complex society. This will include:

- Effect of financial, economic and legal decisions
- Commercial factors which drive societies from primitive to modern industrial societies
- Interdependence of countries
- Competition and conflict of various sectors of the economy
- Money, banking and budgets

On the completion of this unit students will be able to:
Describe the management of the Australian economy in an international context
Demonstrate an understanding of personal and business financial management

Skills
Management skills
Communication Skills
Research skills
Analysis of information gathered

Common Assessment Tasks – (CATs)
Class Work Tests
Assignments Case Studies

An Essential Education Cost of $15.00 applies to this unit (approximate).

WORLD OF WORK – COMPULSORY UNIT

INTRODUCTION
This semester length core unit examines the World of Work. Areas examined will include: careers, work and the future, taxation, personal money management, insurance, leisure and travel and wise buying.

Having completed World of Work, students will be able to:

- Describe the management of the Australian economy in an international context.
- Demonstrate an understanding of personal and business financial management.
- Describe factors that affect opportunities for current and future work.
- Analyse pathways and educational training requirements to develop career paths.

Skills
Management skills
Research skills
Communication skills
Analysis of information gathered

Common Assessment Tasks – (CATs)
Classwork Tests
Assignments Case Studies

An Essential Education Cost of $15.00 applies to this unit (approximate).
INTRODUCTION
This subject includes two units; *Biomes and Food Security* looks at the major communities of plants and animals of the world (such as grasslands, coastal wetlands and deserts), their role in food and fibre production, environmental issues and the challenge of how to feed the world’s population in the future.

Geographies of Interconnections focuses on how people are connected to places and how these connections change environments throughout the world. It includes studies of tourism, fair trade, the geography of fear, and the trade of illegal wildlife.

At the completion of this unit students will be able to:
- Plan an inquiry
- Collect and organise geographical data and information
- Identify how geographical information systems (GIS) might be used to analyse data and make predictions
- Present findings in a range of forms
- Propose action in response to a geographical challenge

Skills
- Mapping and graphing
- Collecting and organising geographical data
- Using GIS
- Drawing conclusions based on data analysis
- Presenting findings in a range of different forms

Common Assessment Tasks – (CATs)
- Classwork
- Tests
- Assignments
- Case Studies

An Essential Education Cost of $15.00 applies to this unit (approximate).
The Australian Government stresses that in a global society and market, the learning of a Language other than English is important and is a valuable asset for students to acquire. Year 9 students need to study one unit of German in order to meet the requirement for continuing German in Year 10, but it is recommended that two units be selected.

**GERMAN UNIT 1 & UNIT 2 – ELECTIVE UNIT**

**INTRODUCTION**
These units encourage students to continue learning German through a number of interesting topics. Activities include short interviews, talking about themselves, family and friends, expressing likes and dislikes and an email exchange with students in Germany.

**Topics:**
Unit 1: Us and Them – Teenage Life in Germany and German Food and Entertaining
Unit 2: My Kind of Music, Theme Parks and A German Adventure

**Skills**
- Students continue to develop skills within the areas of listening, speaking, reading and writing. They learn to:
  - Talk about themselves, friends, family and daily experiences
  - Express likes and dislikes
  - Understand main points of written and spoken texts on topics studied
  - Ask and answer simple questions
  - Write short scripts of linked sentences
  - Use present, past and future tense
  - Understand German culture and geography

**Common Assessment Tasks – (CATs)**

<table>
<thead>
<tr>
<th>Speaking</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Writing</td>
</tr>
</tbody>
</table>

An Essential Education Cost of $20.00 applies to this unit (approximate).
MATHEMATICS

MATHEMATICS UNITS 1 & 2 – COMPULSORY UNIT

Introduction
In the Mathematics Key Learning Area (KLA), we aim that all students:
• Develop useful mathematical and numeracy skills for successful employment and functioning in society.
• Develop abilities to solve practical problems using mathematics.
• Develop an understanding of the role of mathematics in life, society and work.
• Develop specialist knowledge in mathematics that provides for further study.

Australian Curriculum (AusVELS)
The AusVELS curriculum framework provides a single, coherent curriculum for Years F – 10 that incorporates the Australian Curriculum within a structure that reflects particular Victorian priorities and approaches to teaching and learning. This provides the basis for our learning program.

Student Expectations
In order to be successful in Mathematics, students are expected to:
• To have a copy of the textbook Jacaranda Maths Quest 9 for the Australian Curriculum for Victoria.
• Have a scientific calculator.
• Complete all work requirements on time, which includes tests, assignments, homework and other tasks assigned by the teacher.
• Ask for assistance in class and to take responsibility for their learning.
• Have their textbook, workbook, calculator, pens, pencils, ruler and erasers to every class.
• Catch up on work missed whilst absent.

Australian National Curriculum Proficiency Strands
To achieve the standards set by the National Curriculum, Year 9 students are expected to be able to:
• Describe the relationship between graphs and equations, simplify a range of algebraic expressions, explain the function of relative frequencies and probabilities, calculate areas of shapes and surface areas of prisms and the constancy of the trigonometric ratios for right-angle triangles.
• Apply the index laws to expressions with integer indices, express numbers in scientific notation, list outcomes for experiments and develop familiarity with calculations involving the Cartesian plane.
• Calculate surface areas and volumes of right prisms, apply ratio and scale factors to similar figures, solve problems involving right-angle trigonometry, and collect data from secondary sources to investigate an issue.
• Follow mathematical arguments, evaluate media reports and use statistical knowledge to draw conclusions, develop strategies in investigating similarity and sketch linear graphs

Common Assessment Tasks – (CATs)
Tests
Problem Solving
Workbook

An Essential Education Cost of $30.00 applies to this subject.
Science is a core study for all Year 9 students and consists of 2 semester length units.

**INTRODUCTION**

Year 9 Science is comprised of Biology, Geology, Chemistry and Physics units. In Biology students will investigate the energy in food and how plants and animals use this energy. Human biology will also be introduced, specifically the nervous, hormonal and excretory systems, including a brain dissection. In Geology, students will also study how mountains form, why earthquakes occur, the extraction and use of fossil fuels and how the earth, including the universe, began and what its future may be.

In Physics, students will be introduced to how light rays reflect and refract, including how the eye and cameras work. They will identify electronic components, learn circuit symbols and build basic electronic circuits. In Chemistry, students will study atomic structure and perform experiments comparing different types of reactions, including metals and non-metals. They will investigate how batteries work and how energy is obtained from fossil fuels.

**Skills**

Design, conduct and report on experiments
Perform experiments safely
Dissection Techniques
Accurate use of scientific equipment
Analysis of scientific issues
Construct electric circuits
Write chemical symbols and equations
Research projects

**Common Assessment Tasks – (CATs)**

<table>
<thead>
<tr>
<th>Classwork</th>
<th>Practical work/reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>Tests</td>
</tr>
</tbody>
</table>

An Essential Education Cost of $25.00 applies to these units (approximate).
One unit of Technology must be studied either in semester one or semester two.

This Key Learning Area comprises of the following three technological areas:

**MATERIALS TECHNOLOGY**
Studies which are included in Materials Technology are:
- Fashion Design
- Special Occasion Foods
- Food
- Metalwork
- Wood Unit 1
- Wood Unit 2
- Food for Life

Prerequisites studies in this area are:
- Wood 1 must be studied before Wood 2

**SYSTEMS TECHNOLOGY**
Studies in Systems and Technology are:
- Robotics

**INFORMATION TECHNOLOGY**
Studies in Information Technology are:
- Using ICT

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**MATERIALS TECHNOLOGY – SPECIAL OCCASION FOODS – ELECTIVE UNIT**

**INTRODUCTION**
This course focuses on design elements and creativity in the production of special occasion foods and edible gifts. Students are challenged with a broad range of skills and are introduced to current trends in the food industry. They will be given the opportunity to learn cake decorating skills and characteristics of different icings and applications, along with how to create the delectable appearance of specialty foods, including working with chocolate. Students will investigate the safety and hygiene requirements of working in the kitchen and with specialised tools and equipment. The design process will be explored and students will select a specific client/group, function/event to use to create a “design brief” and subsequently produce a product to meet the brief.

Students will need to obtain at least a satisfactory performance for all assessment tasks to achieve an overall satisfactory subject result.

**Skills**
- Kitchen Management
- Safe and Hygienic kitchen work practices
- Food Preparation, cooking, techniques and presentation skills

**Design Task**
- Folio Production

**Special Requirements**
- Apron
- Hair Tie
- Named display folder

**Workbook**
- Named plastic container to take food home

**Common Assessment Tasks – (CATs)**
- Theory Test
- Design Task

**Folio**
- Production Work

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An Essential Education Cost of $70 applies to this unit (approximate).
INTRODUCTION
We are what we eat. Is this true? Find out what foods are really doing to your body and health. What do you need to eat to keep your body working to its optimum? Analyse your diet using current food models.

Is there such a thing as “healthy” fast food? Investigate popular fast food outlets and discover which foods are really good for you.

During this unit you will develop real life skills in preparing a variety of foods using a range of cooking methods maximising foods nutritional value and develop skills in the safe and hygienic use of a range of tools and equipment in the kitchen. Students will design and produce their own recipe book including all you need to know to cook for yourself.

This unit provides you with skills and knowledge which will better equip you for future studies in foods.

Special Requirements
Apron
Hair Tie (Where Appropriate)
Plastic container
Workbook

Course Requirements
Attendance
Production Tasks
Safe and Hygienic use of equipment
Successful completion of all Assessment Tasks

Skills
Food preparation / Production
Kitchen management
Research, Analysis and Evaluation

Common Assessment Tasks – (CATs)
Theory Test
Folio/Classwork
Production Work
Research Task

An Essential Education Cost of $70 applies to this unit (approximate).
INTRODUCTION
A unit where students will find themselves creating more than they thought they could……..
Students will explore current fashion outlooks, investigate the fabrics used to produce them and create
design adaptable to their own image. Upon completion of the unit students will have produced a range of
fashionable clothing from both recycled and emerging fabrics. The practical skills and techniques students
will gain will enable them to produce independently, as well as establishing a foundation for future Textiles
studies. This unit is highly recommended for students with Big Ideas about fashion.

Investigating and Designing
- Prepare a design brief for a variety of client groups to satisfy these needs
- Develop solutions to the design brief
- Identify a range of criteria for evaluating their products

Producing
- Carry out a range of processes accurately, consistently, safely and responsibly using a variety of
  complex tools and equipment
- Explain decisions about the suitability of the materials and techniques used
- Produce a production plan with logical sequences of production stages
- Make products and explain any modifications

Analysing and Evaluating
- Evaluate the finished product using the previously established criteria
- Critically analyse the product and make appropriate suggestions for improvements
- Draw conclusions of the impact of their design on others

Course Assessment Tasks - (CATs)
Research Assignment  Design Tasks
Folio Construction  Production Tasks

An Essential Education Cost of $35.00 applies to this unit (approximate).
INTRODUCTION
Students will use a variety of ferrous and non-ferrous materials to produce a range of projects. There will be a broadening of skills learned in Year 8 along with the introduction of lathe work and oxygen and acetylene welding. If you can draw it, you can make it.

In this unit students will:
• complete a range of design proposals and designs and products
• research and present a written assignment
• complete a workbook and evaluation journals
• if you can draw it, you can make it

Skills
Safe and correct working practices
Principles of design
Machine processes, oxy welding techniques
Evaluation techniques
Drawing & development skills

Common Assessment Tasks – (CATs)
Design Task
Workbook
Production
Research Task

An Essential Education Cost of $60.00 applies to this unit (approximate).

INTRODUCTION
Students are introduced to: safe working practices and environmental issues; the production and assembly of a simple material testing; design issues relating to the product including function and aesthetics; evaluation of work practices and related competency of tool handling and techniques.

At the completion of this unit students will be able to:
• understand the characteristics of materials and their effect on product design
• design a product considering function, aesthetics, materials, processes
• produce the product using appropriate techniques and processes safely
• evaluate the effectiveness of the product

Skills
Marking out
Filing and sanding
Finishing
Assembling
Shaping
Sawing
Designing
Joint cutting.

Course Assessment Tasks – (CATs)
Design Task
Workbook
Production
Research Task

An Essential Education Cost of $35.00 applies to this unit (approximate).
MATERIALS TECHNOLOGY – WOOD UNIT 2 – ELECTIVE UNIT

INTRODUCTION
Students experience: safe working practices and environmental issues; the production and assembly of a coffee table; simple material testing; design issues relating to the product, including function and aesthetics; evaluation of work practices and related competency in tool handling and techniques.

At the completion of this unit students will be able to:
- understand the characteristics of materials and their effect on product design
- design a product considering function, aesthetics, materials, processes
- produce the product using appropriate techniques and processes safely
- evaluate the effectiveness of the product

Skills
Designing  Finishing  Screwing
Filing and sanding  Assembling  Sawing
Joint construction  Shaping  Marking out

Course Assessment Tasks – (CATs)
Design Task  Production
Workbook  Research Task

An Essential Education Cost of $35.00 applies to this unit (approximate).

SYSTEMS TECHNOLOGY – ROBOTICS – ELECTIVE UNIT

INTRODUCTION
Are you a creative person? Do you think engineering is a possible career choice?

Look no further than robotics.

In this subject students will build robots that can react to light, movement and sound to complete a number of tasks using Lego Mindstorms Technology. Students will look at all aspects of creating a robot; design build, and testing their robots, just like a real engineer. To get an idea of what our robot will look like once it’s completed, students will be able to create a 3D image prior to building it.

Assessments are based on understanding of key concepts, as well as a digital portfolio to present your work.

Skills
Designing  Creating
Programming  Modifying
Gearing

Course Assessment Tasks – (CATs)
Design Task  Production
Workbook  Research Task

An Essential Education Cost of $70.00 applies to this unit (approximate).
INTRODUCTION
Have you ever wanted to make your own computer game?
Have you ever wondered how the internet works?
Would you like to manipulate those digital photographs or make your own animated gifs?
Perhaps your ambition is to make your own animated movies.

In this unit students will learn to use features of Microsoft Word, and Dreamweaver which they can apply in other subjects as they do various assessment tasks. They will learn to use Kahootz to produce animated movies and Photoshop to manipulate images.

They will learn to use Web Authoring tools to produce and manage their own web sites. Students will also be given the opportunity to create a computer game using gamemaker.

In this unit students will be able to:
- Develop an understanding of the ethical use of ICT in society
- Understand the need for and be able to secure electronic data
- Be able to work in teams to plan and develop an information product
- Develop an awareness of the capabilities and limitations of different software for different tasks
- Be able to choose appropriate software to produce information products for different audiences
- Evaluate their information products against a set of standards

Skills
Word processing skills including advanced formatting
Application of basic programming techniques using Game Maker
Creating animated videos with Kahootz
Web authoring
Digital manipulation

Course Assessment Tasks – (CATs)
Work Project
Folio/Classwork
Gamemaker/Kahootz Project
Website Project

An Essential Education Cost of $10.00 applies to this unit (approximate).