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Year 9

Administrative & Course
Handbook



2018

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, History – Making The Modern World and Physical Education each semester. The units of Health and World of Work are semester based units. For students wishing to choose a language subject at Year 9 for both units can treat the second unit as a Technology, The Arts or Humanities. 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,



MATTHEW BELL
Yellow House Leader



ANN STRATFORD
Principal

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Mooroolbark College supports and promotes the principles and practices of Australian democracy, including a commitment to:

- *Elected government*
- *The rule of law*
- *Equal rights for all before the law*
- *Freedom of religion*
- *Freedom of speech and association*
- *The values of openness and tolerance.*

Nothing in the clause is intended to affect the rights accorded to, or the compliance with any obligation imposed on, a school under an action of the State or of the Commonwealth.

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.

NON-SCHOOL VACATION DAYS

Parents are requested to discuss unavoidable planned long term absences with their student's Cluster 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 2014 figures. These costs are subject to change. During course confirmation in Term 4 2016, 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 2018 will occur on Group A –Sunday 25th March till Thursday 29th March 2018 and Group B Sunday 25th March to Thursday 29th March 2018. Group A will fly up and return on the Spirit of Tasmania and Group B will travel across on the Spirit of Tasmania and will fly back. 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.

UNIFORM

Girls - Summer		Boys - Summer	
Dress	Mooroolbark College dress	Shorts & Polo Shirt	Tailored navy blue shorts
Shorts & Polo Shirt	Tailored navy blue shorts and white polo shirt with College logo	Polo Shirt	White polo shirt with College logo
Jumper	Navy blue College jumper with logo or College rugby jumper	Jumper	Navy blue College jumper with logo or College rugby jumper
Socks	Plain white socks that cover the ankle or knee length	Socks	Plain white socks that cover the ankle
Shoes	Black polishable lace up or buckled school shoes	Shoes	Black polishable lace up or buckled school shoes
Girls - Winter		Boys - Winter	
Skirt	Mooroolbark College tartan skirt (Douglas tartan)	Trousers	College grey trousers
Trousers	Navy blue trousers	Polo Shirt	White College polo shirt (A plain white long sleeve or plain short sleeve t-shirt may be worn underneath the polo shirt for warmth)
Polo Shirt	White College polo shirt (A white plain long sleeve or plain short sleeve t-shirt may be worn underneath the polo shirt for warmth)	Shirt	A plain white long sleeve business style shirt (Year 11 and 12 only)
Shirt	A plain white long sleeve business style shirt (Year 11 and 12 only)	Jumper	Navy blue College jumper with logo or College rugby jumper
Jumper	Navy blue College jumper with logo or College rugby jumper	Socks	Grey, black or white
Stockings	Plain black or navy blue stockings or tights (Matching ankle socks may be worn over the top of stockings for warmth)	Jacket	The College jacket is the only permissible jacket to be worn. Year 12 students may wear the customised jackets
Socks	White socks that cover the ankle or knee length	Shoes	Black polishable lace up or buckled school shoes
Shoes	Black polishable lace up or buckled school shoes	Scarves	Plain scarves in navy, white, dark green, black or Douglas tartan
Jacket	The College jacket is the only permissible jacket to be worn. Year 12 students may wear the customised jackets		
Scarves	Plain scarves in navy, white, dark green, black or Douglas tartan		

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
Visual Communication Design
Production Studies
Drama
Dance
Music Unit 1
Music Unit 2

Extra Curricula
Instrumental Music

HUMANITIES

History - Making The Modern World (one Semester)

World of Work (One semester)

Economics and Business
Hazard Geography

TECHNOLOGY

Special Occasion Food
Food for Life
Food Studies
Textile Design
Cosplay & Garment Construction
Metal
Storage Solutions
Sustainable Product
Robotics
Game Development

HEALTH/PE

Physical Education (Semester One & Two)
Health Education (One semester)

Advance – Sports Leadership / Outdoor Education
Advance – Duke of Edinburgh
Bike Education

MATHEMATICS

Mathematics Unit 1

Mathematics Unit 2

Mathematics Elective –How long is a piece of string?

LANGUAGES

German Unit 1
German Unit 2
Mandarin Unit 1
Mandarin Unit 2

NB All the subjects that are bold are compulsory

THE ARTS

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

- DANCE
- DRAMA
- PRODUCTION STUDIES
- MUSIC Unit 1
- MUSIC Unit 2

VISUAL ARTS - ART CERAMICS – ELECTIVE UNIT

INTRODUCTION

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 \$50.00 applies to this unit. (approximate)

VISUAL ARTS – ART AND DESIGN – ELECTIVE UNIT

INTRODUCTION

Pencil, paint, pastel, paper all produce products that are made of picturesque potential. 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.

Analyse and interpret artworks to explore the different forms of expression intentions and viewpoints of artist and how they are viewed by audiences.

Skills

Observation
Painting
Designing

Drawing
2D concepts
Analysing and interpreting art works

Common Assessment Tasks – (CATs)

Practical Folio
Resolved Artworks

Written/Theory work

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

VISUAL ARTS - ART PRINT – ELECTIVE UNIT

INTRODUCTION

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

Analysing art works
2D concepts
Drawing

Common Assessment Tasks – (CATs)

Practical Folio

Resolved Artworks
Written Theory Work

An Essential Education Cost of \$35.00 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, In Design and allow you to develop the skills necessary to use these programs.

Skills

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

Common Assessment Tasks – (CATs)

Folio of Finished Products	Written Analysis
Written Assignment – Ethical Values of Photoshop	

An Essential Education Cost of \$30.00 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

There are many drawing methods, media and materials to help you achieve your creative goals. 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

Common Assessment Tasks – (CATs)

Design Process	Drawing Methods
Written Analysis	

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.

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.

Common Assessment Tasks – (CATs)

Develop, plan and perform for an audience
Drama Journal

Stagecraft

An Essential Education Cost of \$25.00 applies to this unit (approximate).

PERFORMING ARTS – DRAMA – ELECTIVE UNIT

INTRODUCTION

Are you the next Christian Bale or Scarlett Johansson? 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

Ability to use a stage effectively
Creative development of narrative

Common Assessment Tasks – (CATs)

Improvisation Performances
Scripted Scene
Group Devised Performances

Assignment /Research/Oral Presentation Journal

An Essential Education Cost of \$25.00 applies to this unit (approximate).

PERFORMING ARTS - DANCE – ELECTIVE UNIT

INTRODUCTION

Dance is an elective subject designed for students who wish to develop the knowledge and skills used in the art of Dance.

Students will develop physical and expressive skills used in dance to communicate different ideas and expressive intentions. Through practical and theoretical classes students will learn the history of different dance styles.

Students will use their learnt knowledge to work independently and in groups in order to choreograph and perform.

Students will be able to:

- Demonstrate physical and expressive skills
- Communicate an expressive intention through dance
- Develop choreograph skills both independently and in groups
- Recognise different dance styles by movement patterns and phrases

Course Requirement:

Active participation in all cases

Completion of all assessment tasks

Common Assessment Tasks – (CATs)

CAT 1: Independence Dance

CAT 2: Group Dance

CAT 3: Written task

An Essential Education Cost of \$30.00 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 at Year 10 & VCE Music Performance. Instrumental/Vocal lessons are highly recommended.

INTRODUCTION

Students gain experience in Solo and Group performance on their chosen instrument. Skills in music reading, writing and aural perception are further developed from Year 8. A research task centering on a Favourite Artist is undertaken.

Skills

Theory
Aural Comprehension

Performance
Listening Analysis

Common Assessment Tasks – (CATs)

Theory & Aural Work
Performance

Research/Analysis

An Essential Education Cost of \$40.00 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 at Year 10 & VCE Music Performance. Instrumental/Vocal lessons are highly recommended.

INTRODUCTION

Learn to perform as a member of a group, on your chosen instrument or voices. Choose your own music, record your performances using music technology and develop listening analysis skills.

Skills

Theory
Aural Comprehension

Performance
Listening Analysis

Common Assessment Tasks – (CATs)

Theory & Aural Work
Performance

Research/Analysis

An Essential Education Cost of \$40.00 applies to this unit (approximate).

INSTRUMENTAL MUSIC

The Instrumental Music Program is an extra-curricular program which offers tuition in a variety of instruments; Woodwind, Percussion, Piano, Guitar, Bass Guitar and Voice. The program gives students the opportunity to gain technical and performance skills and an overall knowledge of their chosen instrument.

Students intending to study music through the VCE Music Performance are highly recommended to continue to have lessons.

Learning Outcomes

- Students learn how to play an instrument of their choice
- Students gain an understanding of how to read music for the instrument they play
- Students gain skills in performance
- Students gain skills in aural – comprehension relative to their instrument

Curriculum Focus

- The development of instrumental playing skills
- The development of music reading and performance skills
- The development of aural skills
- Student participation in public performances and given opportunity to see music performances

Assessment

- Unit Results of either Satisfactory or Not Satisfactory are given
- Performance, Aural and Reading skills are rated by ticks ranging from Excellent, Very Good, Satisfactory and Unsatisfactory.
- Attitudes and behaviours are also rated by ticks ranging from Consistently, Usually, Occasionally and Rarely

Class requirements

Students need to have their own instrument, but limited number of woodwind and brass instruments are available for hire. Students need to have a current signed contract and have their Levies fully paid up before commencement of their first lesson. Payment plans can be arranged with the General Office if required.

In conjunction with the program there are many musical groups which students can choose to be involved in. These include percussion ensembles, choir and concert band, keyboard ensemble, guitar ensemble and musical production

An Essential Education Cost of \$165.00 Per Semester – Plus \$85.00 Instrument Hire if required.



ENGLISH

ENGLISH UNITS 1 & 2 – COMPULSORY UNIT

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

Text Response

Oral Presentation

Workbook

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 is 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 detailed responses to the novel, film and poetry selected by the teacher. They will also be required to write creatively in response to the texts and genres studied.

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)

Writing Folio

Workbook

Text Response

Oral Presentation

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

WRITING FOR WRITERS – ELECTIVE UNIT

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 \$30.00 applies to this unit (approximate).

HEALTH AND PHYSICAL EDUCATION

ADVANCE – SPORTS LEADERSHIP - ELECTIVE UNIT

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, Orienteering, Mountain Biking, Sailing, Life Saving, Bushwalking, Archery, Surfing, Kayaking, Camping, Laser Strike and Commando Course. Students will also gain qualifications in AFL umpiring (with opportunities to umpire Auskick at the MCG & Etihad Stadium) First Aid, and Bronze Medallion/Bronze Star.

Semester 2:

Students use their leadership qualities, planning and organisational skills to run a series of sporting lessons with the local primary schools. AFL, Soccer, Cricket, Basketball, Dodge Ball and Netball, are some of the sporting lessons delivered. Students will also coach and officiate an athletics programme. Students also volunteer to coach or officiate a range of primary inter-school sports.

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
Budgeting
Evaluating
Leadership
Outdoor Ed
Coach

Accredited First Aid
AFL Umpire
Trackfield Official
Bronze Medallion/Bronze Star
Official

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
Leadership

Community Engagement
Written/Lesson Preparation

An Essential Education Cost of \$310.00 applies to this unit (approximate).

ADVANCE – DUKE OF EDINBURGH – ELECTIVE UNIT

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, Wheelchair Basketball, Team Building Activities, Level 1 First Aid and a 3-day trial expedition involving Bushwalking, Camping & Cooking, a great Amazing Race/City experience and activities to increase general fitness levels to prepare for expedition.

Semester 2

During term 3, Bike Education will be the 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, and the final 3 day test 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 work and leadership skills
- Life skills – negotiation, research, communication, problem solving, presentation skills

Common Assessment Tasks – (CATs)

Research/Class Work
Award Components

Participation
Team Work and Leadership

SPECIAL REQUIREMENTS

The course does require students to be off site and be available for late finishes some weeks (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. Following submission students may then need to sit an interview

An Essential Education Cost of \$350.00 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 four units of study are Mental Health, Sex Education, Respectful Relationships and Drug Education

Common Assessment Tasks – (CATs)

Participation and Attitude
Group Work and Discussions

Assignments
Theory Work and Book Work

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

PHYSICAL EDUCATION – COMPULSORY UNIT

INTRODUCTION

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, 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 \$35.00 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 trail, 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 **must** stay up to date with and complete all Common Assessment Tasks to qualify to complete all major rides.

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 (Major Assignment)

Bike Riding Skills

Participation/Leadership

An Essential Education Cost of \$165.00 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 Economics, Business, 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.
Analyse 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
Assignments
Tests/Document Studies

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 play in our modern complex society. This will include:

- Effect of financial, economic and legal decisions
- Economic 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

Assignments

Tests

Case Study

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.

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

Assignments/Case Studies

Tests

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

HAZARD GEOGRAPHY – ELECTIVE UNIT

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
- Assignments
- Tests
- Case Studies

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

LANGUAGES

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, travel conversations and studying a DVD series about German Teenagers in Berlin.

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)

Speaking

Reading

Listening

Writing

An Essential Education Cost of \$25.00 applies to this unit (approximate).

MANDARIN UNIT 1 & UNIT 2 – ELECTIVE UNIT

INTRODUCTION

These units encourage students to continue learning Mandarin through a number of interesting topics. Activities include short interviews, talking about themselves, family and friends, expressing likes and dislikes and travel conversations.

Topics:

Unit 1: Birthdays, Chinese family, Culture and Education, Family Life and School Life

Unit 2: Chinese Myths and Legends, Travel Experience, Geography and Clothing.

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 Chinese culture and geography

Common Assessment Tasks – (CATs)

Speaking

Reading

Listening

Writing

An Essential Education Cost of \$25.00 applies to this unit (approximate).

MATHEMATICS

MATHEMATICS UNITS 1 & 2 – COMPULSORY UNIT

Mathematics is a core study for all Year 9 students and consists of 2 semester length units.

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.

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.
- 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.

Victorian Curriculum

To achieve the standards set by the Victorian 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)

Coursework

Tests

Problem Solving Tasks

An Essential Education Cost of \$30.00 applies to this subject.

MATHEMATICS – HOW LONG IS A PIECE OF STRING? –ELECTIVE UNIT

Description

How many ways can you tie a shoelace? Where did the equals sign come from? How many digits does π go on for? How can you use maths to invade a medieval village? What can you find out how attractive someone is mathematically? How do advertisements get stuck into your head? And, exactly, how long *is* a piece of string?

If you are the type to ask “Why would we ever need to know this?” then this subject is not for you. *How long is a piece of string* is a brand new program at the College designed for students who are good at maths and are interested in how numbers and arithmetic affect everything from the smallest microbe to the entire universe; from social occasions to wider populations.

If you are looking for a subject where you are:

- Studying mathematics beyond the standard, minimum requirement for Year 9,
- Solving real life and hypothetical problems,
- Building, drawing, writing and thinking with Maths,
- Preparing for Year 10, VCE and beyond

Then this is the subject for you.

Skills

At the end of this semester long course, students will have:

- Gained an understanding of different mathematical theories
- Applied their understanding of concepts to practical situations.
- Learned how mathematics has contributed to history and the present day.
- Acquired knowledge on how estimates can provide solutions to problems.
- Sharpened their abilities to observe, record and note their surroundings.

Common Assessment Tasks – (CATs)

- Workbook
- Class / Group Project
- Problem Solving Tasks
- Investigation Tasks

An Essential Education Cost of \$30.00 applies to this subject.

SCIENCE

SCIENCE UNITS 1 & 2 – COMPULSORY UNIT

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)

Classwork

Assignments

Practical work/reports

Tests

An Essential Education Cost of \$35.00 applies to these units (approximate).

TECHNOLOGY

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:

Textile Design
Cosplay & Garment Construction
Special Occasion Foods
Year 9 Food Studies
Food for Life
Metal
Wood- Storage Solutions
Wood - Sustainable Products

SYSTEMS TECHNOLOGY

Robotics

INFORMATION TECHNOLOGY

Game Development

FOOD STUDIES - 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 presentation skills, along with how to create the delectable appearance of specialty foods. Students will investigate the safety and hygiene requirements of working in the kitchen and with specialised tools and equipment. They will have the opportunity to explore special occasions across the world and produce related food products. 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.

Course Expectations

Follow Directions	Complete Production Work
Safe and correct use of Equipment	Safe and Hygienic Work Practices
Time Management	Attendance
Evaluation of Products	Observation of Demonstrations

Successful completion of ALL course work by due dates including CATs to a high standard

Common Assessment Tasks – (CATs)

Students are required to successfully complete ALL Common Assessment Tasks and coursework by due dates to a high standard.

Book work	Production Activities
Design Task	Test

Special Requirements

Binder with paper	Hair Tie
Plastic Pockets	Clean Apron
Container	

An Essential Education Cost of \$80 applies to this unit (approximate).

FOOD STUDIES – FOOD FOR LIFE – ELECTIVE UNIT

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 respond to design brief including research, production plans, production and evaluation.

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

Course Expectations

Follow Directions

Safe and correct use of Equipment

Time Management

Evaluation of Products

Complete Production Work

Safe and Hygienic Work Practices

Attendance

Observation of Demonstrations

Successful completion of ALL course work by due dates including CATs to a high standard

Common Assessment Tasks – (CATs)

Students are required to successfully complete ALL Common Assessment Tasks and coursework by due dates to a high standard.

Book work

Design Task

Production Activities

Test

Special Requirements

Binder with paper

Plastic Pockets

Container

Hair Tie

Clean Apron

An Essential Education Cost of \$80.00 applies to this unit (approximate).

YEAR 9 FOOD STUDIES – ELECTIVE UNIT

INTRODUCTION

Students will have the opportunity to produce a range of food products using a variety of techniques and processes. They will develop practical skills using tools and equipment safely and hygienically and apply theoretical knowledge to work practices. Students will also work as a team to develop a design brief identifying a client and theme, researching options and producing a production plan which is used to develop their end product. They will need to apply theoretical knowledge of key foods and processes to practical situations and then reflect and evaluate on their end product and skills and the processes used.

Course Expectations

Follow Directions	Complete Production Work
Safe and correct use of Equipment	Safe and Hygienic Work Practices
Time Management	Attendance
Evaluation of Products	Observation of Demonstrations

Successful completion of ALL course work by due dates including CATs to a high standard

Common Assessment Tasks – (CATs)

Students are required to successfully complete ALL Common Assessment Tasks and coursework by due dates to a high standard.

Book work	Production Activities
Design Task	Test

Special Requirements

Binder with paper	Hair Tie
Plastic Pockets	Clean Apron
Container	

An Essential Education Cost of \$80.00 applies to this unit.

PRODUCT DESIGN TEXTILE DESIGN – ELECTIVE UNIT

INTRODUCTION

This is a student driven subject. It's totally up to you what you decide to explore, design and produce with teacher help and guidance of course. If interior design interests you, consider redesigning and decorating your bedroom with fabric and textile products you designed and produced. Or create your own line of upcycled garments. Maybe you can design a range of bags, cushions, aprons. Explore fabric design using sharpies, rust printing, fabric dyeing and block printing just to name a few techniques. Your imagination is the limit in this subject therefore we are looking for creative, quirky, unique individuals with an interest in design. These are the intended learning goals;

- Technical skill development involving investigation of fibers and materials as well as methods of fabric design and embellishment.
- Skill development in the use of the sewing machine.
- Familiarisation with the design process including responding to a design brief
- Research a current textile artist/designer or recycling movement
- Folio development including record keeping, development of ideas
- Design principles

Course Assessment Tasks -

Production Activities
Research Task
Folio
Design Task

EQUIPMENT

Folio
Scissors/pins/needles
Own fabric/pattern/thread
Work book

An Essential Education Cost of \$45.00 applies to this unit (approximate).

PRODUCT DESIGN – COSPLAY & GARMENT CONSTRUCTION – ELECTIVE UNIT

INTRODUCTION

Calling all cosplayers and future fashion designers! Finally a subject for you. In this unit you have the choice to either design and produce a cosplay outfit for your next convention OR design and produce a fashion item of your choice for your next party or just to make a statement.

Bring your ideas, passion and enthusiasm and we will help you realise your potential. Learn tips and tricks as you create a folio of work you can be proud of.

We will teach you all the technical skills you need to make your dream outfit. Learn about career pathways and how to get into the fashion industry.

Course Assessment Tasks -

Production Activities
Research Task
Folio
Design Task

EQUIPMENT

Folio
Scissors/pins/needles
Own fabric/pattern/thread
Work book

An Essential Education Cost of \$45.00 applies to this unit (approximate).

PRODUCT DESIGN – METAL – ELECTIVE UNIT

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 \$70.00 applies to this unit (approximate).

PRODUCT DESIGN – WOOD STORAGE SOLUTIONS – ELECTIVE UNIT

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 \$45.00 applies to this unit (approximate).

PRODUCT DESIGN – WOOD SUSTAINABLE PRODUCTS – ELECTIVE UNIT

INTRODUCTION

Students experience: safe working practices and environmental issues; the production and assembly of a timber product; 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

Filing and sanding

Joint construction

Finishing

Assembling

Shaping

Screwing

Sawing

Marking out

Course Assessment Tasks – (CATs)

Production 1

Workbook

Production 2

Research Task

An Essential Education Cost of \$45.00 applies to this unit (approximate).

SYSTEMS ENGINEERING – 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 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, using design software. Students will get to take home a finished robot, as well as testing concepts and ideas using LEGO Mindstorms to program, as well as looking at the Arduino, a method of control.

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

Skills

Designing
Creating
Programming
Modifying
Gearing

Course Assessment Tasks – (CATs)

Design Task	Production
Workbook	Research Task

An Essential Education Cost of \$80.00 applies to this unit (approximate).

DIGITAL TECHNOLOGIES – GAME DEVELOPMENT – ELECTIVE UNIT

INTRODUCTION

Have you ever wanted to make your own computer game?

In this unit students will develop skills and knowledge in an object oriented programming language. They will learn how to design, document and code simple programs using a variety of tools. They will be introduced to algorithms and their role in problem solving; fundamental programming constructs; programming best practice, syntax and semantics; the application of basic Game Theory and simple logic. They will learn and apply these skills in creating a game of their own design.

Outcomes

By the end of this subject you will be able to:

- confidently design solutions and algorithms to solve simple problems
- be able to implement those solutions in an object oriented programming language
- be able to use conventional tools and techniques for design and documentation of their solutions
- use project management processes to document and manage their projects

Skills

- learn to design programs in order to meet a purpose
- use fundamental programming constructs and structures
- be able to use an object oriented programming language
- understand and be able to apply problem solving methodology

Course requirements

CAT 1 – Programming Portfolio
CAT 2 – Major Project
CAT 3 – Logic and Rules Project

An Essential Education Cost of \$25.00 applies to this unit (approximate)

