



# 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 options. There are core and elective units to choose from that enable you to have some degree of control and choice over the course of study that you pursue. It is important that you balance your talents, interests and ambitions for the future 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 making the final choice of subjects, you need to have full knowledge of the unit content and course requirements to make a responsible and informed choice.

The course structure at Year 9 is designed for students to select a balanced course of study across the eight key learning areas. In Year 9, students study core units of Art, English, Mathematics, Science, World of Work, History – Making the Modern World, Health and Physical Education. The units of Art, Health, World of Work and History Making the Modern World are semester based units.

Students are required to choose either a Language or Technology unit; the remaining five elective units for the year may be chosen from any of the elective units offered by the Key Learning Areas.

In addition to an Online Information Evening where the Year 9 curriculum program will be explained, all Year 9 students will receive course counselling that is 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 pursue.

Yours sincerely,

A handwritten signature in black ink that reads "Matt Bell".

**MATTHEW BELL**  
Yellow House Leader

A handwritten signature in black ink that reads "A. Stratford".

**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.*

### **SCHOOL INJURIES AND INSURANCE**

*Parents and Guardians are reminded that the Department of Education and Training does not provide personal accident insurance or ambulance cover for students. We would recommend families check their ambulance cover as the school will put student health and safety as the number one priority in an emergency. Parents/guardians of students, who do not have student accident insurance, are responsible for paying the cost of medical treatment for injured students, including the cost of ambulance attendance/transport and any other transport costs; and Parents/guardians can purchase insurance policies from commercial insurers but we are not in a position to recommend any particular product.*

*Also, a reminder to parents/guardians that the Department does not hold insurance for personal property brought to schools and it has no capacity to pay for any loss or damage to such property. Students are provided with access to a locker but must supply their own lock and to not share their locker or provide access to any other student. All lockers are located in view of the CCTV system but the College and DET cannot take responsibility for any loss.*

## 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 Leader 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.

### COLLEGE LEVIES

The total cost of Year 9 levies can be paid via Bpay, credit card, cheque, cash or payment plan. The Curriculum and Materials charges outlined in this Handbook for each unit are an approximate cost based on 2021 figures.

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 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-curricular 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 2022 will occur around the end of Term 1, dates to be confirmed. 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 will be 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. The 2022 NAPLAN dates will be from 10<sup>th</sup> – 20<sup>th</sup> May.

## 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 Curriculum Achievement Standard 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 <https://mooroolbarkcollege-vic.compass.education>

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 any time.

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.

## INSTRUMENTAL MUSIC

The Instrumental Music Program is an extra-curricular program which offers tuition in a variety of instruments; Woodwind, Brass, 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 before commencement of their first lesson. Payment plans for the lesson costs/ Instrument Hire can be arranged with the General Office if required. Failure to make payment by the due date may result in the student being withdrawn from their lessons.

In conjunction with the program there are many musical groups which students can choose to be involved in. These include Percussion Ensembles, Choir, Junior and Senior Concert Bands, Keyboard Ensemble, Guitar Ensemble and Musical Production.

An Essential Education Cost of \$200.00 Per Semester – Plus \$85.00 Instrument Hire if required.





## 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 plain white 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 with the college tie (Year 11 and 12 only)
Shirt	A plain white long sleeve business style shirt with the college tie (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  
Writing for Writers

### SCIENCE

#### **Science (Semesters One and Two)**

Innovate Science

### ARTS

#### **Art (One Semester)**

Ceramics  
Digital Discovery  
Visual Communication Design  
Production Studies  
Drama  
Dance  
Music 9A  
Music 9B

### EXTRA CURRICULA

Instrumental Music

### HUMANITIES

#### **History - Making The Modern World (one Semester)**

#### **World of Work (One semester)**

Economics and Business  
Sustainable World  
Be Your Own Boss

### 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  
Advance – Duke of Edinburgh  
Bike Education

### MATHEMATICS

#### **Mathematics Unit 1**

#### **Mathematics Unit 2**

Investigate Maths  
Building Maths Confidence

### LANGUAGES

German Unit 1  
German Unit 2  
Chinese Unit 1  
Chinese Unit 2

**Note: All the subjects that are bold are compulsory**

# THE ARTS

## YEAR 9 ART– COMPULSORY UNIT

### INTRODUCTION

This course gives students the opportunity to create visual art works that communicate, challenge and express their ideas through various mediums and practices. Students will study art theory and demonstrate skills in art criticism and analysis. Throughout the unit, they will practice and refine their artistic skills in a variety of art forms and produce finished artworks that communicate an understanding of particular materials, equipment, techniques and processes.

### SKILLS

- Creativity, planning and designing process.
- Analysis, interpretation and evaluating skills
- Reflective skills and process.
- Medium specific skills and techniques

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

## CERAMICS – ELECTIVE UNIT

### INTRODUCTION

This course offers students a chance to make truly impressive artworks, both sculptural and utilitarian, with no prior skills. Ceramics is a perfect choice for the artistically inspired who enjoy a creative challenge, and the opportunity to experience a truly hands-on medium. Students will design, sculpt and mould an array of pieces that they can be proud of. They will be introduced to a variety of clay bodies and learn how to use oxides, glazes and under-glaze to accent the aesthetic appeal of their work. They will also be taught particular hand building and decorative techniques and learn about the equipment and processes that are involved in this enjoyable and exciting art form.

### SKILLS

- Creativity, planning and designing process.
- Analysing and evaluating skills.
- Reflective skills and process.
- Ceramic specific skills and techniques.

An Essential Education Cost of \$50.00 applies to this unit. (approximate).

## DIGITAL DISCOVERY – ELECTIVE UNIT

### INTRODUCTION

This course is for all students wanting to learn the art of photo manipulation, animation, or those who like the idea of running their own magazine one day. 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 students to develop the skills necessary to use these programs.

### SKILLS

- Researching and organisational skills
- Layout preparation and design
- Interpretation of styles
- Analysis skills
- Use of digital software and hardware

## 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 in VCE Visual Communication Design.

### INTRODUCTION

This course teaches students to use different drawing methods, media and materials to help them achieve their own individual creative goals. Students will design suitable solutions to given design briefs that will display their creative flair and talents, as well as, learning presentation skills, layout and technical drawing.

### SKILLS

- Freehand drawing rendering skills
- Development of design process
- Analysis of designer's process

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

## 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. If students would like to study Theatre Studies or Media at VCE level, it would be advised that they take this subject.

### SKILLS

- Script writing and story writing.
- Production technique on stage and/or on film.
- Stagecraft

## 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

## 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.

### SKILLS:

- 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

## MUSIC 9A – 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 music lessons are available but are not a pre-requisite for Year 9 Music. Students who study Music 9A can continue their studies into Music 9B.

### INTRODUCTION

Students learn to play pieces on their chosen instrument or voice. They will gain experience performing solo and in group. Skills in music reading, writing and aural comprehension are further developed from Year 8, with catch-ups for keyboard and guitar playing as needed. A research task, undertaken in class, will focus on a Favourite Artist.

### SKILLS

- Performance
- Music Theory
- Aural Comprehension
- Listening Analysis

## MUSIC 9B – 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 music lessons are available and are not a pre-requisite for Year 9 Music.

### INTRODUCTION

In Music 9B, students can begin their musical journey or continue their studies from Music 9A. Learn to perform as a member of a group or play solo pieces on your chosen instrument or voice. Students will choose their own music, record their performances using music technology and develop listening analysis skills. Music reading, writing and aural comprehension skills are further developed.

### SKILLS

- Performance
- Music Theory
- Aural Comprehension
- Listening Analysis

# ENGLISH

## ENGLISH UNITS 1 & 2 – COMPULSORY UNIT

### INTRODUCTION

This course is designed to assess and improve current ability levels and to introduce new areas of focus for Year 9 students. Reading, writing mechanics, speaking and listening skills are emphasised.

### SKILLS

- Written skills including vocabulary, spelling, punctuation, grammar, editing and drafting skills
- 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 tasks

## LITERATURE – ELECTIVE UNIT

### INTRODUCTION

For the students that enjoy reading and discussing texts, literature is an excellent opportunity for them to read more extensively and consider those texts in a meaningful way. During this course, students will examine a film, short stories and poetry. They will write both an analytical and creative response to the texts they study, as well as participate in group discussions to explore their ideas with the class. Students should be prepared to read a wide range of different texts, in addition to the texts required for English.

### SKILLS

- Develop skills in reading and responding to a text
- Develop critical and creative responses by examining the features and conventions of a text in depth
- Understand how a student's own ideas and background influence their understanding of a text

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

## WRITING FOR WRITERS – ELECTIVE UNIT

### INTRODUCTION

Students who love to write creatively and are interested in developing their own creative writing style, should really consider Writing for Writers! Students will be introduced to a range of writing techniques and styles. They will have the opportunity to have their work published, as well as the opportunity to produce a range of different pieces that they have spent time drafting and workshopping with other students. Students will have plenty of time throughout the course to work on their own creative pieces, while also completing set writing activities.

### SKILLS

- Learn the conventions of writing short fiction and apply these concepts to their own written work
- Learn how to draft and workshop their own written pieces
- Work towards developing a published piece of writing
-

# HEALTH AND PHYSICAL EDUCATION

## 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. The four units of study are Mental Health, Sex Education, Respectful Relationships and Drug Education

### SKILLS

- Explore the concepts of challenge, risk and safety
- Identify the harms, and issues associated with particular situations and behaviours
- Identify how to take action to minimise these harms
- Develop an understanding of health services and how to access them

## 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 will undertake studies in Cricket, Lacrosse, Gymnastics, Volleyball, European Handball, Rugby, Fitness and Resistance training.

### SKILLS

- Identify and implement ways of improving movement performances.
- Compare and contrast a range of strategies in skill and teamwork.
- Refine techniques and movements within a team structure.
- Enhance their understanding of fitness.
- Identify community values and responsibilities through the SEPEP program.

## ADVANCE – SPORTS LEADERSHIP - ELECTIVE UNIT

Entry into this subject is based on application. Students who select this subject within their preferences should also submit the supporting documentation (as outlined during course counselling).

### 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 volunteer to coach or officiate a range of primary inter-school sports. Students will also gain qualifications in AFL umpiring (with opportunities to umpire Auskick at the MCG & Marvel Stadium), and first Aid.

### 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, Games, Gymnastics, Dance and Netball, are some of the sporting lessons delivered. Students will also coach and officiate an athletics programme. Students again will volunteer to coach or officiate a range of primary inter-school sports. Students will gain qualification in Pool Bronze/Bronze Star.

### SKILLS

- Planning of team building activities.
- Personal and Social Capability; Self and Social Awareness, and management.
- Evaluating their own social management.
- Community Engagement.
- Planning and running sporting activities.
- Understanding the roles of leadership and role modelling.
- First Aid qualified – Level 1
- Umpiring qualifications
- Bronze Medallion

An Essential Education Cost of \$150.00 applies to this unit, plus \$200 excursion costs (approx).



## ADVANCE – DUKE OF EDINBURGH – ELECTIVE UNIT

Entry into this subject is based on application. Students who select this subject within their preferences should also submit the supporting documentation (as outlined during course counselling).

### 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 may 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 in conjunction with theory lessons to prepare for different environments. These activities may include surfing, and the final 3 day test expedition building upon Bushwalking, Camping & Cooking skills.

#### 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

### SKILLS

- Self-belief and self confidence
- A positive and realistic self-image and a willingness to try new things
- A sense of responsibility to others and a connection to the local community
- New or improved interests, skills, and abilities
- 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

An Essential Education Cost of \$210 applies to this unit, plus \$165 excursion costs (approx).

## BIKE EDUCATION – ELECTIVE UNIT

### INTRODUCTION

This is an elective designed for students who wish 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 are planned, possibly including the 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.

### SKILLS

- Demonstrate detailed knowledge of Bike components and maintenance
- Develop skills in Independence, Teamwork and Community Safety
- Develop bike handling skills or team riding skills
- Working in Teams and Display Independence

An Essential Education Cost of \$80.00 applies to this unit, plus \$85 excursion costs (approx).

# HUMANITIES

## 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, culminating 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).

### 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

## WORLD OF WORK – COMPULSORY UNIT

### INTRODUCTION

This semester length core unit examines the World of Work. Topics include careers, work and the future, taxation, personal money management and cultural diversity in workplaces. Having completed World of Work, students will be able to 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 and have an awareness of cultural diversity issues.

### SKILLS

- Management skills
- Research skills
- Collaboration with fellow students to achieve a common goal
- Presentation skills in a selected format (to be chosen by students)
- Communication skills
- Analysis of information gathered

## BE YOUR OWN BOSS

### INTRODUCTION

This elective is for those aspiring to be young entrepreneurs. Students will develop a practical approach to creating a business in today's modern society. It will enable them to develop their understanding of business registration, finance, branding, product design, marketing and sales strategies. Be Your Own Boss aims to nurture students' curiosity and encourage creativity to flourish.

### SKILLS

- Design thinking skills
- Effective communication
- Collaboration and problem solving
- Analytical skills

## 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: the effect of financial, economic and legal decisions; economic factors which drive societies from primitive to modern industrial societies; the interdependence of countries; competition and conflict of various sectors of the economy; money, banking and budgets.

### SKILLS

- Management skills
- Communication Skills
- Research skills
- Analysis of information gathered

## SUSTAINABLE WORLD – ELECTIVE UNIT

### INTRODUCTION

To students wanting to make a difference to the future of this planet – this course is highly recommended. Students will investigate major issues in the world today, including food security, farming, feral predators, overfishing, genetically modified food, global trade and ecotourism.

These are part of two main units: Biomes and Food Security, and the Geographies of Interconnections. It is not just about the issues, but also how we can effect sustainable change and create a world which can last for the rest of our lifetimes and well beyond.

### SKILLS

- Investigating environmental issues from a holistic viewpoint
- Research skills
- Collaborative skills
- Interpreting and analysing data
- Developing sustainable solutions

# LANGUAGES

One unit of Language or Technology must be studied either in semester one or semester two.

Year 9 students need to study one unit of German/Mandarin in order to meet the requirement for continuing German/Mandarin in Year 10, but it is recommended that two units be selected.

## GERMAN UNIT 1 & UNIT 2 – ELECTIVE UNIT

### INTRODUCTION

Year 9 German 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. German writing, reading, listening and speaking skills will be further extended in these units. Unit 1 German must be undertaken before attempting Unit 2. Students are encouraged to consider enrolling in both units of work for maximum benefits.

### SKILLS

- 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 in written and verbal exchanges
- Understand German culture and geography

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

## CHINESE UNIT 1 & UNIT 2 – ELECTIVE UNIT

### INTRODUCTION

These units encourage students to continue learning Chinese through a number of interesting topics. Activities include short interviews, talking about themselves, family and friends, expressing likes and dislikes and travel conversations. Chinese writing in characters, reading, listening and speaking skills will be further extended in these units. Unit 1 Chinese must be undertaken before attempting Unit 2. Students are encouraged to consider enrolling in both units of work for maximum benefits.

### SKILLS

- 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 question
- Write short scripts of linked sentences
- Use present, past and future tense
- Understand Chinese culture and geography

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

# MATHEMATICS

## MATHEMATICS UNITS 1 & 2 – COMPULSORY UNIT

### INTRODUCTION

Mathematics is a year-long core study for all Year 9 students.

In Mathematics, we aim to ensure 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.
- Demonstrate the four Mathematical proficiencies, Fluency, Understanding, Reasoning and Problem Solving

### SKILLS

- Solve problems involving simple interest. Students use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions.
- Find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology.
- Sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology.
- Solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology.
- Explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.
- Compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types.
- Construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology. Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data.

## MATHEMATICS – INVESTIGATE MATHS – ELECTIVE UNIT

### INTRODUCTION

Investigate Mathematics allows students who are interested in Mathematics to discover, create and apply their understanding to a wide range of engaging areas. This subject explores areas outside of the standard Year 9 curriculum. Students have time to focus on developing their problem solving skills, solving real life and hypothetical problems, and to improve their understanding of Maths and how it can be used as evidence to support an argument.

Investigate Mathematics also provides students with students a large element of choice regarding their investigations and will help them prepare for Year 10, VCE and beyond

### SKILLS

- Gain an understanding of different mathematical theories.
- Apply understanding of concepts to practical situations.
- Learn how mathematics has contributed to history and the present day.
- Acquire knowledge on how estimates can provide solutions to problems.
- Sharpen their abilities to observe, record and note their surroundings!

## MATHEMATICS – BUILDING MATHS CONFIDENCE – ELECTIVE UNIT

### INTRODUCTION

In this subject, students are given the opportunity to slow down and take a step back when approaching their Mathematics. This subject is to be taken alongside Year 9 Mathematics and is designed as a support for those who require some more time and explanation of the standard Year 9 Mathematics curriculum.

This subject will be very student driven to focus on the needs of those in the class. It will allow the opportunity for students to discover connections between topics and link their skills and knowledge together, particularly if these connections have not been made in Year 7 and 8.

Throughout the subject, students build their confidence in working with numbers and their general numeracy skills. Students are also required to develop strategies that can assist them in their work, in order to increase their ability to work independently within Mathematics.

### SKILLS

- Go through content at a slower pace allowing for more questioning.
- Time allowed for revising basic mathematical skills and capabilities.
- Build confidence in mathematical ability to be able to improve results.
- Fill gaps in knowledge and understanding from previous years.

# SCIENCE

## SCIENCE UNITS 1 & 2 – COMPULSORY UNIT

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

### INTRODUCTION

In this subject, students will reinforce their skills and understanding of the processes of science. Topics studied are selected from the brain, nervous and hormonal body systems, atomic structure, chemical reactions, electricity, the dynamic earth and ecosystems.

Throughout the year students will:

- Investigate multicellular organisms and how their internal systems (nervous and endocrine) respond to changes in their environment.
- Examine ecosystems and the relationships between the biotic and abiotic components of the environment.
- Describe radioactivity in relation to atomic structure.
- Identify how new substances are formed using chemical reactions.
- Build electric circuits and investigate how they function.
- Explain the theory of plate tectonics and the origin of the universe

### SKILLS

- Design, conduct and report on experiments.
- Develop skills and practices in care and handling of equipment and materials.
- Develop dissection techniques and accurate use of scientific equipment.
- Analyse scientific issues and organise information in tables and graphs.

An Essential Education Cost of \$15.00 applies to these units (approximate).

## INNOVATIVE SCIENCE – ELECTIVE UNIT

### INTRODUCTION

Innovative Science will explore contemporary science dimensions which will introduce students to 'real life' science informed by resources developed by scientists and education academics. Issues to explore include and are not limited to the following topics; nanotechnology, anthrozoology, contemporary ecology, carbon sequestration, fossils, contemporary fabrics, evolution, the bionic eye, socio-scientific issues, meet the scientists, engineering and honeycomb structures.

### SKILLS

- Have an awareness of contemporary science issues
- Apply critical thinking skills to evaluate claims, apply reasoning, develop metacognition, discuss the ethics of complex socio-scientific issues enabling students to investigate interest areas.
- Question and predict by formulating hypotheses.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data and analyse patterns and trends in data.
- Identify specific ways to improve the quality of scientific data.
- Communicate scientific ideas for a particular purpose using scientific language and digital technologies.

An Essential Education Cost of \$5.00 applies to these units (approximate).

## TECHNOLOGY

One unit of Technology or Language must be studied either in semester one or semester two.

### 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. This subject is recommended to students interested in undertaking the Year 10 Barkers Bakery course.

#### SKILLS

- Safe Food Handling and Hygiene practices
- Principles of Food Design
- Food Preparation Techniques
- Evaluation Techniques

An Essential Education Cost of \$90.00 applies to this unit (approximate).

### FOOD STUDIES – FOOD FOR LIFE – ELECTIVE UNIT

#### INTRODUCTION

We are what we eat. Is this true? In this course, students will find out what foods are really doing to their health, analysing their diets using current food models, and they will discover what they need to eat to keep their bodies working optimally? Students will also investigate popular fast food outlets and discover which foods are considered healthy. During this unit students 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 skills and knowledge which will better equip students for future studies in foods.

#### SKILLS

- Safe Food Handling and Hygiene practices
- Principles of Food Design
- Food Preparation and Evaluation Techniques

An Essential Education Cost of \$90.00 applies to this unit (approximate).

### YEAR 9 FOOD STUDIES – ELECTIVE UNIT

#### INTRODUCTION

If you loved Year 7 Food Studies and want to keep developing your skills and knowledge this is the subject for you. In this unit, students will have the opportunity to continue to develop their skills to produce a range of food products (both sweet and savoury) using a variety of techniques and processes. They will further develop their skills using tools and equipment safely and hygienically and apply theoretical knowledge to work practices. Students will be challenged by responding to a design brief to produce an impossible burger or bakery pie and



will research, design, and produce their own food product. They will need to apply theoretical knowledge of key foods and processes to practical situations and then reflect and evaluate their product and skills and the processes used. This subject is recommended to students interested in undertaking any of the Year 10 Food Studies courses.

### **SKILLS**

- Safe Food Handling and Hygiene practices
- Principles of Food Design
- Food Preparation and Evaluation Techniques
- Practical skill development
- Teamwork and communication
- Time management and Meeting deadlines

An Essential Education Cost of \$90.00 applies to this unit (approximate).

## **PRODUCT DESIGN - TEXTILE DESIGN – ELECTIVE UNIT**

### **INTRODUCTION**

This is a student driven subject, in which they can explore, design and produce anything they can imagine using fabrics and textiles with teacher help and guidance. Students will explore fabric design using sharpies, rust printing, fabric dyeing and block printing just to name a few techniques. They will consider functionality and aesthetic appeal when designing their own product. Students have a choice of producing whatever product they are interested in as long as it incorporates a textile. One of the goals of this course is for students to find ways to reduce waste. A student's imagination is the limit in this subject therefore we are looking for creative, quirky, unique individuals with an interest in design. This course is a great companion course for Fashion and Cosplay Product Design.

### **SKILLS**

- Safe and correct working practices
- Principles of design
- Textile and Fabric Construction Techniques
- Evaluation Techniques
- Idea sketches & development of ideas skills
- Evaluation Techniques
- Folio Development

An Essential Education Cost of \$50.00 applies to this unit (approximate).

## **PRODUCT DESIGN – FASHION & COSPLAY PRODUCT DESIGN – 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.

### **SKILLS**

- Safe and correct working practices
- Principles of design
- Textile and Fabric Construction Techniques
- Drawing & development skills and Evaluation Techniques

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

## PRODUCT DESIGN – METAL – ELECTIVE UNIT

### INTRODUCTION

In this unit, 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.

During this unit, students will complete a range of design proposals, full designs and products. They will research and present a written assignment and complete a workbook and evaluation journal. This subjects will show students that if you can draw it, you can make it.

### SKILLS

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

An Essential Education Cost of \$50.00 applies to this unit (approximate).

## PRODUCT DESIGN – WOOD STORAGE SOLUTIONS – ELECTIVE UNIT

### INTRODUCTION

In this unit, 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.

Students will also develop an understanding of the characteristics of materials and their effect on product design. They will design a product considering function, aesthetics, materials and processes. Students will also obtain an understanding of how to evaluate the effectiveness of a produce. This subject will focus specifically on constructing wooden products and furniture construction and design techniques.

### SKILLS

- Safe and correct working practices
- Principles of design
- Wood Construction, Finishing and Assembly Techniques
- Drawing & development skills and Evaluation Techniques

An Essential Education Cost of \$50.00 applies to this unit (approximate).

## PRODUCT DESIGN – WOOD SUSTAINABLE PRODUCTS – ELECTIVE UNIT

### INTRODUCTION

In this unit, 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.

Students will also develop and understand the characteristics of materials and their effect on product design. They will design a product considering function, aesthetics, materials and processes. This subject has a specific focus on sustainable products and recycled/repurposed materials.

### SKILLS

- Safe and correct working practices
- Principles of design
- Wood Construction, Finishing and Assembly Techniques
- Drawing & development skills and Evaluation Techniques

An Essential Education Cost of \$50.00 applies to this unit (approximate).

## SYSTEMS ENGINEERING – ROBOTICS – ELECTIVE UNIT

### INTRODUCTION

In this subject, students will look at all aspects of creating a robot. Then they will have the opportunity to design, build, and test their own 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.

### SKILLS

- Designing and Creating
- Programming
- Modifying and Gearing

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

## DIGITAL TECHNOLOGIES – GAME DEVELOPMENT – ELECTIVE UNIT

### INTRODUCTION

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.

### SKILLS

- Construct Rules Systems
- Use fundamental Logic Constructs
- Software Skills
- Problem solving problem
- Evaluation Skills



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