



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 Creative Design, English, Mathematics, Science, World of Work, History – Making the Modern World, Health and Physical Education. The units of Science, Creative Design, 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 six 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,



LACHLAN MANN
Director of Curriculum – Middle School



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

COURSE STRUCTURE

To ensure that students receive a diverse range of experience within Key Learning Areas, the students undertake studies within the Victorian Curriculum. Within the Key Learning Areas there are a range of units that all students undertake, along with the opportunity to choose electives from these areas.

Subject	Units per year	Periods per fortnight
English	2 units	8 periods
Mathematics	2 units	8 periods
Core Science	1 unit	8 periods
Elective Science	1 unit	4 periods
Physical Education	2 units	4 periods
Health	1 unit	4 periods
Humanities	2 units	4 periods
Creative Design	1 unit	8 periods
Electives	6 units	4 periods

NON-SCHOOL VACATION DAY

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

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 2022 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.

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 2023 NAPLAN dates will be from 15th – 27th March.

ONGOING REPORTING AND ASSESSMENT

REPORTING

Student progress is carefully monitored at all levels at Mooroolbark College. Opportunity for direct feedback is given at least once per term. Term 1 and Term 3 Interim Reports are issued and Parent Teacher Interviews are scheduled providing parents with the opportunity to discuss student progress directly with staff. We strongly urge parents/guardians to attend the interview evening. Throughout the semester, marks and feedback will be provided to students on each of their Common Assessment Tasks (CATS). This feedback along with additional information on academic progress will be provided in a formal report at the end of each semester. Following these reports, parents/guardians have the opportunity to contact specific staff should there be any queries or concerns.

COMMON ASSESSMENT TASKS & COURSE REQUIREMENTS

Common Assessment Tasks (CATS) are designed to assess differing aspects of student performance in each study area. They are directly related to content being taught and are generally the product, or part of the product, of one or several Course Requirements. The CATs can range from projects, reports and products through to tests and examinations and are used to determine the final Victorian Curriculum Level. The satisfactory completion of all of these tasks is required in order to successfully complete a subject. Students who do not submit or submit a CAT that is below a satisfactory standard, will receive a 'Not Satisfactory' for their subject. Further relevant details are available in the promotions policy.

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.

UNIFORM

SUMMER UNIFORM			
Dress	Mooroolbark College dress – minimum length mid-thigh.	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
WINTER UNIFORM			
Skirt	Mooroolbark College tartan skirt (Douglas tartan) – minimum length mid-thigh.	Trousers	College grey trousers
Yes no worries	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 and Performing Arts students may wear their 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 and Performing Arts students may wear their customised jackets.		
Scarves	Plain scarves in navy, white, dark green, black or Douglas tartan		
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		
Shoes	Lace up sports shoes		
Jumper	College Rugby Jumper		
Hat	A plain navy hat must be worn terms 1 & 4		
Additionally	It is recommended that all students bring a drink bottle, sunscreen and a mouth guard classes		

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.

Uniform purchases can be made from PSW (<https://www.psw.com.au/>). The college provides both a Summer and Winter uniform. These uniforms cannot be combined. Details about the uniform can be found on the college website and in the school planner.

Summer Uniform



Winter Uniform



YEAR 9 COURSE OFFERINGS

ENGLISH

English Core Units

Writing for Writers

SCIENCE

Science (Semesters One and Two)

Innovate Science

Forensic Science

Sustainable 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

Herstory

TECHNOLOGY

Special Occasion Food

Food for Life

Food Studies

Sustainable Practices

Pyjama Party

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

Health in the Modern World

Human Development

Mind, Body, Soul

Outdoor 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

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.

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

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 UNIT 1 & 2 – COMPULSORY UNITS

INTRODUCTION

In Year 9 students will undertake two units of English, one at Semester One and another at Semester Two. Students can select four preferences from the eight English core units offered below and will receive **two of their four preferences**.

ENGLISH – CRIME

INTRODUCTION

This subject is an excellent opportunity for students to gain new exposure to novels, short fiction and films within both the crime and fiction and true crime genres. Students will study a range of texts that include murder mysteries and the new world of true crime podcasts. Reading, writing mechanics, speaking and listening skills are all emphasised and students have the opportunity to imagine life as an investigator or journalist.

SKILLS

- Written skills including vocabulary, spelling, punctuation, grammar, editing and drafting skills.
- Analyse a variety of texts types and respond both analytically, creatively and persuasively.
- Develop listening and speaking skills via formal and informal tasks.
- Develop an understanding of the conventions of the crime fiction and true crime genres.

ENGLISH – DYSTOPIAN FUTURES

INTRODUCTION

For the students who enjoy reading or watching dystopian texts, this subject is an excellent opportunity for them to gain new exposure to novels, short fiction and films within the genre. Reading, writing mechanics, speaking and listening skills are all emphasised in this immersive study of dystopian texts and ideas. Connection are made to the real work and students' own life to encourage critical thinking and reflection practices.

SKILLS

- Written skills including vocabulary, spelling, punctuation, grammar, editing and drafting skills.
- Analyse a variety of texts types and respond both analytically, creatively and persuasively.
- Develop listening and speaking skills via formal and informal tasks.
- Develop an understanding of the conventions of the Dystopian genre.

ENGLISH – HORROR

INTRODUCTION

Horror is a genre of literature, film and television that is meant to scare, startle, shock and even repulse audiences. It is also a genre that allows its audience to engage with texts that can help them understand the process emotions and fears. This subject is an excellent opportunity for students to delve into the world of fear and consider why audiences enjoy reading or viewing texts that are designed to evoke this emotional response. Reading, writing mechanics, speaking and listening skills are all emphasised in this immersive study of the horror genre from gothic horror through to modern day texts.

SKILLS

- Written skills including vocabulary, spelling, punctuation, grammar, editing and drafting skills.
- Analyse a variety of texts types and respond both analytically, creatively and persuasively.
- Develop listening and speaking skills via formal and informal tasks.
- Develop an understanding of the conventions of the Horror genre.

ENGLISH – TEEN STORIES

INTRODUCTION

For the students who enjoy reading or watching young adult fiction. Teen Stories is an excellent opportunity for them to gain new exposure to novels, short fiction and films that deal with the issues that are relevant to their own lives to encourage critical thinking and reflective practices. Students will study a range of texts and consider how representations of teens in the media have changed over time. Reading, writing mechanics, speaking and listening skills are all emphasised in their immersive study of young adult literature and film.

SKILLS

- Written skills including vocabulary, spelling, punctuation, grammar, editing and drafting skills.
- Analyse a variety of texts types and respond both analytically, creatively and persuasively.
- Develop listening and speaking skills via formal and informal tasks.
- Develop an understanding of the conventions of Young Adult literature and film.

ENGLISH – SOCIAL JUSTICE

INTRODUCTION

Social Justice literature includes both fiction and nonfiction books that depict and examine injustice and inequality in society. This subject is an excellent opportunity for students to explore social problems like gender inequality, racism, immigrant issues, Indigenous issues, LGBTQ+ issues, and poverty. Students will study a range of texts, including short fiction, articles and music to consider the role of literature in social justice and explore how words can make a difference.

SKILLS

- Written skills including vocabulary, spelling, punctuation, grammar, editing and drafting skills.
- Analyse a variety of texts types and respond both analytically, creatively and persuasively.
- Develop listening and speaking skills via formal and informal tasks.
- Develop an understanding of the conventions of different text types, including written and spoken.

ENGLISH – SPORTING GREATS

INTRODUCTION

This subject will offer students the opportunity to bring their love of sport into the English classroom and will allow them the opportunity to consider where this interest could take them outside of a sporting field. For the students who enjoy playing, watching and reading about sport, this subject is an excellent opportunity to gain new exposure to fiction and non-fiction texts within the genre. Reading, writing mechanics, speaking and listening skills are all emphasised and connections are made to the real world and students' own life to encourage critical thinking and reflective practices.

SKILLS

- Written skills including vocabulary, spelling, punctuation, grammar, editing and drafting skills.
- Analyse a variety of texts types and respond both analytically, creatively and persuasively.
- Develop listening and speaking skills via formal and informal tasks.
- Develop an understanding of the conventions of sports writing, both fiction and non-fiction.

ENGLISH – ENGLISH LANGUAGE

INTRODUCTION

In this unit, students study how the English language is structured and organised in order to create meaning. Students explore the various functions of language, and how the impact of situational and cultural contexts on language choices affect both what we say and how we say it. Through the close examination of a range of texts (including advertisements, memes, new articles and speeches), students analyse the relationship between a text and its reader.

SKILLS

- Written skills including vocabulary, spelling, punctuation, grammar, editing and drafting skills.
- Analyse a variety of texts types.
- Develop listening and speaking skills via formal and informal tasks.
- Develop an understanding of the written and spoken conventions of the English language and the contentions of different text types.

ENGLISH – LITERATURE

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.

SKILLS

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

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.

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

ADVANCED – 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

OUTDOOR EDUCATION – ELECTIVE UNIT

INTRODUCTION

This elective gives students the opportunity to experience a wide range of outdoor environments and activities. These include Bushwalking, Rock Climbing, Paddle Boarding, Kayaking, Bike Riding, Camp Cooking, Surfing, Orienteering, Swimming, Life Saving, Archery, High Ropes and an overnight camp at Philip Island. The students will be expected to keep a log book of their experiences.

Students will also learn about the impact on our environment as a result of Outdoor Education activities and the minimalizing techniques used to protect those environments.

SKILLS

- Develop skills in goal setting
- Be effective communicators
- To develop team building skills
- Be able to evaluate their surroundings and safety
- Be able to identify techniques to protect the environment

HEALTH AND THE MODERN WORLD – ELECTIVE UNIT

INTRODUCTION

This subject looks at Health Promotions across a variety of health issues in society and investigates the history behind these promotions. Where did Slip, Slop, Slap originate from? How did Australia overcome the AIDS pandemic? What does Nutrition Australia do to promote healthy eating? Why has Road to Zero been developed for road safety? An understanding of how health focusses have changed over time will also be addressed. By assessing the promotions using the Ottawa Charter and statistical data, students will gain an understanding of what makes a campaign successful. Students will also look at current health issues, design and implement their own Health Promotion campaign, which will form part of their assessment.

SKILLS

- Analysing health statistics and trends over time
- Critical thinking to assess past and current health promotions
- Collaboration with others to design and implement their own health promotion

HUMAN DEVELOPMENT – ELECTIVE UNIT

INTRODUCTION

Humans change a lot across their lifespan. This subject delves into pregnancy and early childhood years through to older adulthood, looking at how humans develop. Complications arising from infertility and pregnancy complications are investigated through class activities and research. The transition from youth to adulthood, including milestone moments are addressed. The decision to become parents is investigated, with the focus on ensuring they can support the child to allow for the child's optimal development. Students may also have the opportunity to nurture an interactive baby doll (infant simulator) and be assessed on their parenting skills, as well as experiencing parenthood.

SKILLS

- Analyse how humans develop from conception to adulthood
- Understand the intricacies of parenthood
- Investigation through research of pregnancy complications

MIND, BODY, SOUL – ELECTIVE UNIT

INTRODUCTION

This subject explores movement and its positive impact on the mind, body and soul. This subject explores how movement impacts on the brain, specifically looking at the mental health benefits. This subject explores body image and how it has changed over time. Students will discuss factors that have influenced body image (such as social media). This unit also looks at food as fuel for movement and how diverse types of foods impact on our brain, exercise performance and recovery. Students will participate in a range of movement opportunities and reflect on their experiences. Some of the activities include but are not limited to include Dance, Yoga, Pilates and Meditation. Students will be assessed through their movement/participation in practical activities, a skills test and a research task.

SKILLS

- Collaborate with others and participate in a range of practical activities.
- Develop communication skills.
- Analyse health information and reflect on experiences.

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 – ELECTIVE UNIT

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

HERSTORY – ELECTIVE UNIT

INTRODUCTION

This subject explores the achievements of significant females in history. Students explore narratives of incredible women and movements alike in the fight to progress the rights of women. Students will also investigate the concept of intersectionality in history, and the ongoing fight for equality in the face of discrimination based on class, sexual orientation and race. Students will reflect on the contemporary position of women, and the rights and freedoms that have been won.

SKILLS

- Research skills
- Critical and creative thinking
- Interpret and analysing different historical perspectives
- Evaluate the influence of significant events, ideas, beliefs and values
- Research and evaluate the historical significance of an event or individual
- Evaluate a range of historical interpretations
- Identify long and short-term effects of significant events
- Analyse and corroborate sources and evaluate their accuracy and usefulness

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

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

MATHEMATICS

MATHEMATICS UNITS 1 & 2 – COMPULSORY UNITS

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.

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!

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 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 semester 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.

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.

FORENSIC SCIENCE – ELECTIVE UNIT

INTRODUCTION:

How can forensic science help to solve crimes? Students will learn about the different types of science that help to solve crimes. These include fingerprinting, blood typing, DNA profiling, hairs and fibres analysis, eyewitness observations, physical evidence, handwriting analysis, post-mortem evidence and entomological (insect) evidence. This unit of work introduces forensic science, the occupations that use forensic science and the future and ethics of forensics.

SKILLS

- Understand what the word 'forensic' means.
- Apply chemical testing, interpret data and develop an understanding of how scientific evidence is used to solve crime.
- Learn to collect, interpret and present evidence.
- Identify different scientists who are involved in solving crime.
- Question and predict by formulating hypotheses.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- 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.

SUSTAINABILITY – ELECTIVE UNIT

INTRODUCTION

In this unit students will explore the environment and how it changes over time. Students will explore the environment and the processes of how organisms grow and adapt over time. Students will look at the chemical processes of how substances are created and recycled, as well as the effects this can have on an ecosystem. This unit of work introduces sustainability and how materials change over time.

SKILLS

- Have an awareness of how to live sustainably.
- Explore how plants grow and adapt.
- Determine the effects of sustainability practices on environments.
- The application of scientific concepts to the understanding and solution of environmental problems and solutions.
- Explore the chemistry of materials and how substances react.
- Plan and conduct experiments and assess risk associated with the experiments.
- Use equipment to collect and record data.
- Analyse patterns and trends in data.

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

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

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

PRODUCT DESIGN - SUSTAINABLE PRACTICES – ELECTIVE UNIT

INTRODUCTION

This is a student driven subject, in which they investigate different ways to use recycled fabric and textiles, working both independently and in teams.

With the key goal of finding ways to reduce waste in the Textile industry, students will explore fabric design using different material manipulation techniques, develop their hand and machine sewing skills and investigate current global issues surrounding sustainability within the textiles industry. With a potential excursion to an opportunity shop, students have a choice of producing whatever product they are interested in, as long as it incorporates a recycled textile.

SKILLS

- Collaboration and Teamwork
- Problem solving
- Applying sustainable practices
- Written and verbal communication
- Evaluation and reflection techniques
- Textile and Fabric Construction Techniques
- Idea sketches & development of ideas skills
- Folio Development

PRODUCT DESIGN – PYJAMA PARTY – ELECTIVE UNIT

INTRODUCTION

Due to popular demand, this year we have included a Year 9 Textiles unit where students get the opportunity to make their own pair of pyjamas! Throughout this course, students will be provided with engaging learning tasks, that allow them to build on learning from Year 8, have more creative freedom and continue developing skills and knowledge that they can use in Year 10 Product Design units.

Students become reflective learners by documenting the various problems they encounter in this unit and the solutions used to solve them. They will connect their learning with the real world, by understanding the importance of sustainability in Textiles, use problem solving and communication skills; and understand the history and future of the clothing they wear every day.

SKILLS

- Learning how to understand a design brief
- Generating and developing ideas
- Conducting research and material experiments
- Safe and correct working practices
- Elements and Principles of design
- Textile and Fabric Construction Techniques
- Idea sketches & development of ideas skills
- Folio Development
- How to take measurements and follow a commercial pattern

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

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

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

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

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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