Inside this guide...

**Year 9 Curriculum Structure**

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**Core Subjects**

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**LOTE Electives & Pathways**

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**Elective Choice Sheet**

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All students undertaking Year 9 at Kurunjang Secondary College complete a mix of studies in both core and elective subjects. Core subjects, which students must study include: English, Mathematics, Science, Humanities, and HAPE. Year 9 students also undertake the cross-curriculum My City Experience program in Term 4.

Electives

In addition, students are asked to choose 6 semester elective subjects as follows:

- One Semester subject from the Art electives
- One Semester subject from the Technology electives
- One Semester 1 subject and one Semester 2 subject from all the choice electives
- One Semester 1 subject and one Semester 2 subject from all the choice electives

Special Note!

When you are choosing your electives you are required to plan for the whole year, therefore it is very important you read all the information and follow directions contained in this handbook.

You and your parents are advised to consider a “balanced” mix of electives and record your choices on the Course Selection Sheet, in the middle of this booklet.

For further information you may speak to your Home Group Teacher, any of the teachers who are offering Year 9 electives, or you’re Year Level Coordinator.

What you’ll study

<table>
<thead>
<tr>
<th>For the whole year</th>
<th>Sessions per fortnight</th>
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<tbody>
<tr>
<td>English</td>
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My City Experience

Duration
Five days during Term 4.

Description
The My City Experience program provides an educational, cultural and fun experience for Year 9 students who will gain valuable skills in Civics and Citizenship and Communication while interacting with the wider community. This is a cross-curriculum program where students are able to access their knowledge from core Year 9 subjects as well as electives, in order to create a hypothesis in relation to the City of Melbourne. Students build their interpersonal skills by working in teams so that they can make conclusions, and then present these to the school community.

Outline
- Cultural tour of Melbourne
- Personal Skill Building
- Interpersonal skill building
- Safe and appropriate behaviour in the city
- Visits to various Melbourne landmarks
- Creation of hypothesis
- Data collection
- Drawing conclusions from data
- Presenting

Assessment
Students will complete a My City Experience booklet which will record their responses and reflections during the experience. They will also complete a Digital Portfolio showcasing the experience once back at school. This work will be completed in Core subject time, as well as in elective subjects that are represented in the My City Experience coursework.
English

Duration
Full Year Core

Description
English at Year 9 builds upon the skills developed in Year 8 and continues to expand upon strategies enabling students to acquire the level of skills expected in AusVELS. The course focuses on the specialist language skills of both written and spoken English language. Writing skill development is a major aim, as is the appreciation of literature and reading. The types of work students are required to undertake are broken down into the four areas described in the outline.

Outline

Writing folio
Students are introduced to various writing folio styles:
• Creative
• Personal
• Instructional
• Expository
• Persuasive and focus on the concept of why students are writing (purpose) and for whom (audience).

Language
This area focuses on language use and development, with an emphasis on writing technique, such as the beginnings of essay writing, and various other language activities.

Text
Students read and study set texts, as well as write and discuss orally books of their own choice. A film text is also included as part of the text study.

Analysis of Language
Students write and discuss articles from the print media, which they select. They also complete worksheets set by teachers on various social issues. Analytical skills are the main aim in this section.

Assessment
Assessment will be based on the demonstration of skills expected for AusVELS. Students will also compete CATs (Common Assessment Tasks) in all areas.

For more info...
See Ms. Phillips
Humanities

Duration
Full year core

Description
Humanities at Year 9 will continue to develop students’ knowledge, skills and understanding of the past and present in order to make decisions about the future. The following areas will be addressed:

• Historical knowledge and understanding
• Historical reasoning and interpretation
• Geographical knowledge and understanding
• Geographical skills
• Economic knowledge and understanding
• Economic reasoning and interpretation
• Understanding law and justice
• Our rights and responsibilities as citizens

Outline

Term 1
• Investigation of the European settlement of Australia and its impact on indigenous Australians
• The development of the Colonies and the key events in the move towards Federation

Term 2
• Investigation of the impact of the discovery of gold on the growth and development of Australia.
• Understanding of the living and working conditions which led to the Eureka rebellion and its impact on Australian politics.

Term 3
A study on the impact of tourism in Australia and around the World. Investigation into the social, economic and environmental impacts on tourist, citizens and tourist industry workers.

Term 4
A study of ‘The World of Work’ to help students plan and make informed decisions about vocational pathways that will suit them.

Assessment
Assessment will be based on the demonstration of skills expected from the AusVELS achievement standards.

For more info...
See Ms. Panagiotidis
Mathematics

Duration

Full year core

Description

Year 9 Mathematics is designed to consolidate the mathematical skills learnt by students in previous years and to introduce students to some new mathematical ideas which will be explored further at year 10.

Outline

This course covers topics selected from:
- Indices
- Statistics
- Geometry
- Algebraic expansion & factorisation
- Linear equations
- Linear graphs
- Pythagoras’ theorem
- Trigonometry
- Business maths
- Probability

Throughout each semester problem solving skills will be developed to enable the student to apply mathematical processes in solving problems that occur in real life situations.

Assessment

Assessment will be based on the demonstration of AusVELS achievement standards through:
- Class work
- Unit tests
- Assignments
- Projects
- Problem solving

Exams are held at the end of each semester to expose students to the process of preparing for and taking exams under formal conditions.

For more info...
See Ms. Sciberras
Physical Education

Duration
Full year core

Description
The focus of Physical Education is on participation, enjoyment, team work and skill acquisition.

Course Aims
- To further improve general body movement and fitness, foster cooperation and sportsmanship and promote physical well-being. Students will develop skills in throwing and catching, bouncing, hitting, kicking and striking.
- To develop team co-operation and sportsmanship through student run competitions.
- To raise student awareness of relevant health issues facing young people.

Outline
Activities covered may include:
- Badminton
- Netball (SEPEP) Term 4
- Volleyball (SEPEP) Term 2
- European handball
- Fitness Training
- Hockey

It is expected that students will attain a basic understanding of rules and strategies involved in the activities studied.

A SEPEP model of student run competitions will be adopted during Terms 2 and 4.

Assessment
- Skills check list
- Active participation in all physical activities

Important note!
PE uniform must be brought to all sessions.

For more info...
See Mrs. Hardham
**Science**

**Duration**

Full year core

**Description**

Science at Year 9 will develop students’ knowledge, skills and attitudes in each of the following areas:

- **Science as Knowledge**
  The values of scientific enquiry.

- **Science as Technology**
  Applications of science in everyday life.

- **Science and Society**
  Science as a human activity and people at work in science.

**Semester 1 Outline**

- **Investigating Reactions**
  An introduction to various types of reactions and a look at the factors capable of affecting their reaction rates.

- **Dynamic Earth**
  A detailed study of fossil formation, earth movements, earthquakes and volcanoes.

- **Detecting and Responding**
  A study of nerves, hormones and responses in both plants and animals to various stimuli or environmental changes.

- **Science Talent Search**
  A state wide competition with various sections including essay, computer programs and posters.

**Semester 2 Outline**

- **Microbes and Diseases**
  A look at both harmful and useful microbes and their impact on humans.

- **Acids and Bases**
  A study of the properties of acids and bases, their uses and their involvement on various types of chemical reactions.

- **Using Electricity**
  A look at how electricity is produced and how it is used and measured in various components and circuits.

- **Water Watch**
  An investigation of both living and non-living factors affecting the survival of organisms in various aquatic habitats.

**For more info...**

See Mr. Geros
Art Electives & Pathways

Year 9
- Ceramics & Sculpture
- Drawing, painting & printmaking
- Digital photography
- Visual Communication 1 & 2
- Dance 1 & 2
- Drama 1 & 2
- Music Group Performance 1 & 2

Year 10
- Ceramics & Sculpture
- Drawing, painting & printmaking
- Digital photography
- VET Interactive Digital Media
- Visual Communication 1 & 2
- Dance 1 & 2
- Drama 1 & 2
- Music Group Performance 1 & 2

Year 11 & 12
- VCE Art
- VCE Studio Arts
- VET Interactive Digital Media
- VCE Visual Communication
- VCE Dance
- VET Dance
- VCE Drama
- VCE Music Performance

Post year 12
- Advertising
- Animator
- Art Historian
- Cartographer
- Cartoonist
- Copywriter
- Costume designer
- Desktop publisher
- Display artist
- Draftsperson
- Fashion designer
- Gallery director
- Graphic artist
- Industrial designer
- Interior designer
- Jeweller
- Journalist
- Landscape architect
- Leadlight worker
- Photographer
- Potter
- Sculptor
- Teacher
- Textile designer
- Town planner
- Visual merchandiser
- Weaver
- Web designer
- Actor
- Camera operator
- Choreographer
- Composer
- Dancer
- Entertainer
- Film & TV
- Musician
- Set designer
- Singer
- Sound technician
- Singer
- Stage manager
- Teacher
- Wardrobe supervisor
Ceramics & Sculpture

Important note!

It is recommended that students intending to take VCE Art / Studio Art undertake two semesters from the Visual Arts based electives.

Duration

One semester elective

Outline

The aim of this course is:
• To enhance a knowledge and understanding of the language of 3D art.
• To develop and encourage the creative ability and technical skills of students.
• For students to be able to initiate and complete projects
• For students to develop an understanding of arts practice and art making.

Areas of study:
• 3D constructions
• Clay techniques
• Drawing and design techniques
• Study of artists and artworks
• Study of art words
• Designs in visual diary

Assessment:
• Practical class work
• Visual diary
• Assignment

For more info...
See Ms. Cole
The aim of this course is to:

• Enhance knowledge and understanding of the language of 2D art
• Develop an understanding of arts practice and art making
• Develop and encourage the creative ability and technical skills of students
• Work with a variety of media including Indian ink, charcoal, block ink, acrylic paint and water colour
• Develop an ability to critically review artworks

Toning using a variety of materials: pencil, charcoal, ink and water colour
• The study of colour through painting
• Printmaking – dry point etching and lino prints
• The study of artists, art practice and art issues

Practical class work (folio)
• Theoretical and Homework tasks
• Visual diary

For more info...  
See Ms. Cole
Dance 1 & 2

Important notes!

It is strongly recommended that students select both semesters if they wish to undertake Dance in Year 10.

Students are expected to wear appropriate dance wear including appropriate footwear (i.e. runners).

Assessment

Semester 1:
- Minimum 80% participation in practical classes
- Maintenance of dance workbook (Including class notes, homework and basic dance analysis)
- Participation in group tasks during workshop sessions
- Performance of Class Dance

Semester 2:
- Minimum 80% participation in practical classes
- Maintenance of dance workbook (Including evaluation and self reflection)
- Performance of group or solo composition of a ritual dance piece.
- Performance of Cultural dance for the community

Semester 1 Outline

- Introduction to dance technique- Development of confidence in body actions through axial and locomotive movements and also use of personal space.
- Understanding and development of physical skills such as co-ordination, movement memory, stamina, flexibility and knowledge of rhythm and musicality.
- Dance-making workshops in towards creating a short group dance routine.
- Development of safe dance practices in relation to the dance class and the dancer’s body. (Theoretical component)

Units of Study:
- Weekly practical classes to develop technique- Basic ballet positioning.
- Elements of dance: Body actions, space and rhythm.
- A healthy body. Importance of warm-up, cool down and nutrition
- How to create a dance routine.

Semester 2 Outline

- Students continuing to develop technical skills through consistent practical classes in hip-hop dance style.
- Through practical sessions students learn dances from other cultures.
- Students continue to develop physical skills and knowledge of rhythm and musicality in the context of cultural dance.
- Dance workshops centred in creating ritual and/or community dance piece and creating dance centred on a theme.
- A study of the significance of dance in other cultures and our own.

Units of Study:
- Weekly Technique classes (Practical)
- A study of Cultural dance and popular dance from the fifties to today.
- Dance-making workshops (Practical)
- Aspects of performance
- Incursions and/or excursions

For more info... See Ms. Bagnath
Digital Photography

Important note!
It is recommended that students intending to take VCE Art / Studio Art undertake two semesters from the Visual Arts based electives.

Duration
One semester elective

Outline
The main aim of this course will be to introduce Photography as a creative subject. Students will be involved in camera work, software and printing, and creating interesting visual images both inside and outside the classroom including basic computer imaging. Theory work will be involved. Students may use their own cameras.

Units of Study
- History of photography
- Photography research
- Basic camera principles
- Compositional skills
- Introduction to Photoshop (computer work)

All projects involve the ongoing use of the Visual Diary.

Assessment
- Practical course work (folio)
- Theory exercises
- Research task

For more info...
See Ms. Cole
Drama 1 & 2

Important notes!

It is strongly recommended that students select both semesters of Drama if they intend selecting year 10 Drama.

Course Requirements

- Drama Journal/Folio
- Participation in class activities
- Participation in group performances
- At least one visit to live theatre performances (incursion / excursion)

Assessment

- Drama Journal/Portfolio
- Performance Analysis
- Ensemble Performance with Monologue
- Research Assignment – Biography of a Non-Naturalistic Cultural Theatrical Practitioner

Semester 1

Introduction To Non-Naturalism: Improvisation, Physical Theatre and Playmaking

Course outline:
- Improvisation and Theatresports
- Playmaking Techniques (scripting)
- Role playing and Characterisation
- Circus Skills
- Street Theatre
- Introduction to Physical

Units of Study:
- Beginning Non-Naturalism
- Circus Performance
- Theatresports
- Ensemble Performance

Semester 2

Non-Naturalism and Cultural Theatre

Course outline:
- Advanced Improvisation and Theatresports
- Complex Playmaking Techniques
- Commedia Del'Arte
- Aboriginal and Asian Drama
- Theatre of the Absurd
- Poor Theatre
- Monologues

Units of Study
- Beginning Non-Naturalism
- Circus Performance
- Theatresports
- Ensemble Performance

For more info...
See Ms. Bagnath
Important notes!

It is strongly recommended that students select both semesters of Music if they intend selecting Music in Year 10.

It is also expected that students undertaking this subject will enrol in Instrumental Music lessons at the school, which will assist them in developing the skills required for this subject.

Outline

Within a Rock Band setting, students will have the opportunity to learn one or more instruments including: Voice, Keyboard, Guitar, Bass Guitar or Drum Kit. In small Rock Band groups, students will be taught how to play the instrument of their choice with a view to performance.

Music Theory and Aural will be studied in the non-practical element of this subject. Within this area of study, students will learn how to read, write and analyse music. Students will also undergo an ear training and composition component.

Assessment

- Ongoing practical work and Rock Band Performance.
- Aural / Theory Test

For more info...
See Mrs. Zerafa
Drawing and Design: Visual Communication 1

Duration
One semester electives

Important note!
It is strongly recommended that students intending to take VCE Art / Studio Arts, undertake two semesters from the Visual Arts based electives. Similarly, students intending to take VCE Visual Communication are strongly recommended to undertake both semesters of Visual Communication.

Description
Visual communication is a visual language that is designed to communicate and convey information and ideas by means of a wide range of representational drawings, charts, diagrams, graphs, maps, signs, symbols and the like. Illustrations that are characterized more by form than by content will be an important aspect of this elective which aims:
• To extend the students’ ability to think visually.
• To appreciate the nature and importance of graphic presentation as a means of communicating ideas and information.
• To develop basic concepts and skills in the communication of information and ideas through graphic means, airbrush, computer, water wash, colour pencils, colour paper and ink pens etc.
• To apply these concepts and skills to some practical purpose over a wide area of the curriculum.

Requirements
Students during the semester will be required to complete appropriate homework tasks. These are seen as further development of the creative skill use of elements, principles and graphic means.

Assessment
Each student shall be encouraged to reach their full potential in graphics. The areas that are taken into account when students are evaluated and assessed are:
• Their ability to demonstrate subject skills.
• Their completion of the year’s course of work in class and at home.
• The amount of effort applied to their work.
• Their ability to work independently.
• The overall presentation of their class work.

Semester 1:
3D and 2D Drawing and Design

Semester one students will develop appropriate techniques, skills and process in the use of elements and principles while using freehand, instruments and computer. They will explore and develop ideas in systems and devices of technical drawing. For Example:
• Pictorial Drawing – Oblique and isometric
• Airbrush – cartoon

For more info...
See Ms. Cole
Drawing and Design: Visual Communication 2
continued

Duration
One semester electives

Important note!
It is strongly recommended that students intending to take VCE Art / Studio Arts, undertake two semesters from the Visual Arts based electives. Similarly, students intending to take VCE Visual Communication are strongly recommended to undertake both semesters of Visual Communication.

Description
Visual communication is a visual language that is designed to communicate and convey information and ideas by means of a wide range of representational drawings, charts, diagrams, graphs, maps, signs, symbols and the like. Illustrations that are characterized more by form than by content will be an important aspect of this elective which aims:
• To extend the students’ ability to think visually.
• To appreciate the nature and importance of graphic presentation as a means of communicating ideas and information.
• To develop basic concepts and skills in the communication of information and ideas through graphic means.

Semester 2: Perspective Drawing and the Design Process
Students will develop appropriate techniques, skills and process in the use of elements and principles while using freehand, instruments and computer. They will explore and develop ideas in systems and devices of technical drawing.
For Example:
• Pictorial Drawing – 1 & 2 point perspective drawing.
• Airbrush – Cartoon.
• Poster Design – Design process

Assessment
Each student shall be encouraged to reach their full potential in graphics. The areas that are taken into account when students are evaluated and assessed are:
• Their ability to demonstrate subject skills.
• Their completion of the year’s course of work in class and at home.
• The amount of effort applied to their work.
• Their ability to work independently.
• The overall presentation of their class work.

For more info...
See Ms. Cole
HAPE Electives & Pathways

Year 9
- Advance Program
- Home Economics 1 & 2
- VET Hospitality

Year 10
- VET Outdoor Recreation
- Home Economics 1 & 2
- VET Hospitality

Year 11 & 12
- VET Outdoor Recreation
- VCE Food Technology
- VCE Health & Human Development
- VET Hospitality

Post year 12
- Baker
- Care worker
- Caterer
- Chef
- Childcare
- Conservation
- Dietician
- Event management
- Fitness instructor
- Food technologist
- Front of house
- Health sciences
- Hospitality
- Hotel Management
- Human movement
- Natural medicine
- Nursing
- Occupational Therapy
- Outdoor recreation
- Personal coach
- Physiotherapy
- Podiatry
- Referee
- Social work
- Sport coach
- Sport administration
- Sports media
- Teaching
- Viticulture
- Youth work
Advance Program

Duration
This is a full-year elective.

Description
- To develop competencies in a range of CFA activities, St John’s First Aid and disability awareness.
- To foster leadership, teamwork and citizenship.
- To assist in developing self confidence, discipline, self reliance, planning and organisational skills through theory and outdoor practical activities, especially relating to Duke of Edinburgh Award activities.
- To gain personal satisfaction by participating in a volunteer organisation
- To learn to respond effectively in emergencies.

It is expected that students work towards achieving:
- Level 1 First Aid (possibility of achieving Level 2)
- The Young Ambassadors Award
- Duke of Edinburgh Award (Bronze Level)

Outline

Leadership and Team Building
- Developed through a broad range of activities and projects

Community Service
Students will participate in a range of community service activities such as:
- First aid skill development
- Duke of Edinburgh Award Scheme (optional)
- Social project planning, implementation and evaluation
- Involvement in the SCOPE disability awareness program
- Communication: To understand different forms of communication and their strengths and weaknesses
- To be able to give and receive peer feedback

Assessment
- Formal assessment will reflect St. John First Aid, log reports of camps, excursions and projects and SCOPE training modules
- Theory and practical work will be of equal weighting

Special Conditions
As this program involves a wide range of school based activities, guest presenters, site visits, camps and excursions, students are expected:
- To attend all camps, excursions, training activities
- To participate in community work and to maintain standards as an ambassador of this college
- To work independently to develop skills of leadership, teamwork, communication and being a productive member of a community
- To develop fitness

Important note:
The Department of Education funds all activities in this program, to there is no cost to students involved. However, students will need to provide their own compact sleeping bag, footwear and clothing appropriate for hiking and camping.

For more info...
See Mr. Nicol
Duration
One semester electives

Assessment
Work outcomes will be assessed through class work exercises, investigation projects and food production activities. Students are assessed on both the written and practical components of this subject.

Semester 1
The aim of this course is to enhance knowledge and understanding of the development of eating habits of communities and to investigate the changes that occur during the processing of food.

1. Development of Australian Eating Habits
A study of the development of Australian Eating Habits looking at food before and after white settlement. In this unit we investigate the various influences on food habits and cooking styles of Australia and their relationship to health.

2. International Cuisine
This unit highlights the major cuisines that have influenced Australian food choices and examines their features and cooking styles. We consider the influences on the food choices of different countries of the world such as tradition, climate, technology and economics. We design and produce meals from different countries.

3. Keeping the Australian Food Supply Safe
This unit explores the role of Food Standards Australia and New Zealand in ensuring a safe food supply to Australians and Food Labelling requirements.

Semester 2
The aim of this course is to allow students to consider how food is kept safe for consumption and how the design process is used to produce food.

1. Keeping food safe
This unit focuses on how to prepare food safely and hygienically and how Australia’s food supply is kept safe.

2. Food labelling
This unit considers the food labelling requirements in Australia, how to read a food label and how to design a food label with all of the requirements.

3. Planning for production
Students practice skills that help them to plan and cost food production.

For more info...
See Ms. Patchett
Humanities Electives & Pathways

Year 9
- VCE History
- Business studies
- Humanities (core)
- Do the crime, do the time

Year 10
- VCE History
- VCE Business management
- VET Business (Office Administration)
- VCE Accounting
- VCE Geography
- Legal Studies

Year 11 & 12
- VCE Legal Studies

Post year 12
- Accounting
- Actuary
- Arts
- Banking
- Business
- Business Analyst
- Commerce
- Earth Science
- Ecotourism
- Economist
- Education
- Environmental Advisor
- Finance
- Fisheries
- Foreign Affairs
- Forest Science
- Financial Adviser
- Geographer
- Geology
- Geomatics
- Human Resources
- Historian
- International Studies
- Journalist
- Law
- Marketing
- Industrial Relations
- Natural Resource Management
- Office Administration
- Park Ranger
- Politician
- Portfolio Manager
- Property
- Real Estate
- Social Science
- Surveyor
- Stockbroker
- Tax Agent
- Tourism
- Town Planning
- Urban Parks
- Urban Planner
- Management
- Valuer
Do the crime, do the time

Duration
One Semester Elective

Description
This subject aims to introduce students to their legal rights and responsibilities. It is also designed to build interest in the Legal Studies area and:

- To provide students with an induction to VCE subjects at an junior level
- To develop higher order thinking skills by getting students to analyse statistics/data and to evaluate how effective our justice system is.

Outline
Year 9 students will have the opportunity to develop an understanding of Victoria’s Criminal Justice System, past and present. To achieve this, students will research the history of crime and punishment in Victoria and investigate the result of committing a crime in Victoria today – Topics covered include:

- The history of crime and punishment (including capital punishment)
- History of Victoria’s old prisons
- Changing social values and law reform (Eg. Changes to anti-hoon laws)
- Crime today - Look at Australia’s prison population (Eg. Number of prisoners, female/male etc.)
- Categories of crime in Victoria
- The role and power of the police
- Rights of individuals
- The role of the courts – Look at whether our courts are soft on crime.
- Types of punishments/sanctions and purpose (e.g. Look at sentencing options and effectiveness of criminal sanctions)
- Victims of crime
- Impact of crime on victims and the community/society as a whole
- The juvenile justice system

Assessment
Assessment will be based on:
- Group research and presentation
- Class participation
- Media watch – following media reporting of crime
- Case studies
- Bookwork
LOTE Electives & Pathways

Year 9
- Italian

Year 10
- Year 10 Italian

Year 11 & 12
- VCE Italian

Post year 12
- International studies
- Interpreter
- Tourism
- Travel agent
Italian Cooking

Duration
One Semester Elective

Description
This is a practical based course which enables students to learn the Italian language by cooking Italian food. Students will enjoy healthy eating through Italian cuisine and appreciate its influences on the Australian diet. Students learn to cook Italian food from various regions of Italy and study the role of food in Italian life. While learning the basics of Italian cooking, students also learn the differences between regional cuisines and gain an overview of an extensive cuisine, which is more than ‘pizza and pasta’.

Course aims
• To promote healthy eating
• To acquire cooking skills
• To provide cultural insight into Italian and Australian life
• To acquire language proficiency appropriate to the course

Assessment
• Completion of dishes
• Active participation in activities related to cooking
• Completion of written tasks
• Maintenance of workbook
• Tests

For more info...
See Mr. Costa
Italian

Duration

Full year elective

Important note!

It is strongly recommended that students considering further Italian studies undertake this subject. Note also, students who select this subject MUST choose it during BOTH semester 1 and Semester 2.

Description

This subject will further develop the Year 8 language program. The course will be based on an outline of themes, roles and settings, and these will determine the vocabulary, grammatical structures, language functions and cultural background covered. The themes and topics taught include: animals, today’s youth, immigration, culture through variety news and current affairs, tourism, Italian eating habits, food with a practical component, advertisements, and various songs and games. The course will include group and assignment work, use of various media, computer software and excursions.

Course aims

• To give students the opportunity to pursue their study of Italian at Years 10, 11 and/or 12
• To develop the four language skills of listening, speaking, reading and writing in Italian
• To provide students with the opportunity to further extend their vocabulary and cultural insight

Assessment

• Completion of set work and assignments
• Active participation in all classroom activities
• Successful completion of tests and assessment tasks
• Maintenance of workbook and language text

For more info...
See Mr. Costa
Maths Skills 1 & 2

Duration
One semester electives

Description
The aim of the course is to build on and reinforce the math skills which we use in Year 9 and Year 10 Maths.

Outline
The course will cover the following topics:
• The four operations, +, −, ×, ÷
• Fractions
• Percentages
• Positive and negative numbers
• Algebra – Number patterns, Substitution, Transposition
• Graphs
• Real life and applied maths

Assessment
Students will be assessed on the following components of the course: Classwork, Problem Solving, Projects, Unit Tests and Assignments.

For more info...
See Ms. Sciberras
## Technology Electives & Pathways

### Year 9
- Engineering Workshop Practice
- Metal & Plastic Studies 1 & 2
- Web page design - Publishing on the Internet
- Interactive Digital Media - Video Production
- Mechanical Appreciation 1 & 2
- Textiles & Clothing 1 & 2
- Woodwork 1 & 2

### Year 10
- Engineering Workshop Practice 1 & 2
- VET Engineering
- Metal & Plastic Studies 1 & 2
- Information Technology
- Web page design
- VET Information Technology
- Intro. to video and podcast production
- VET Interactive Digital Media
- Motor Vehicle Maintenance 1 & 2
- VET Automotive
- Textiles 1 & 2
- VET Applied Fashion
- Woodwork 1 & 2
- VET Building & Construction

### Year 11 & 12
- VET Electrotechnology
- VCE Design & Technology (Metals/Engineering)
- VET Engineering
- VCE Information Technology
- VET Information Technology
- VET Interactive Digital Media
- VET Automotive
- VCE Design & Technology (Textiles)
- VET Applied Fashion
- VCE Design & Technology (Wood)
- VET Building & Construction

### Post year 12
- Animator
- Architect
- Audiovisual Technician
- Automotive
- Building & Construction
- Carpenter
- Clothing Production
- Computer Programmer
- Computer Technician
- Concreter
- Costume Maker
- Dressmaker / Tailor
- Earthmoving
- Electrical Engineer
- Electronics
- Electrotechnology
- Engineer
- Ergonomist
- Fashion Designer
- Food Technician
- Graphic Designer
- Jewellery Designer
- Landscape Designer
- Metallurgist
- Metal Trades
- Mining
- Multimedia
- Network Analyst
- Painter
- Patternmaker Plasterer
- Plumber
- Product Designer
- Quantity Surveyor
- Software Engineer
- Sound Technician
- Stonemason
- Teacher
- Telecommunications
- Textile Designer
- Web Page Designer
Engineering Workshop Practices 1 & 2

Duration
One semester electives

Assessment
Assessment will be based on the demonstration of Essential Learning through the following tasks:
- Design and investigative activities.
- Practical projects and product evaluation

Semester 1
Description
Year 9 Engineering 1 is designed to give students the opportunity to further develop the basic skills previously learned. To achieve this, students will complete a series of projects involving the use of engineering related machines and equipment. They will also complete a series of design tasks to develop their problem solving skills and produce a brief written evaluation for each practical project completed.

Outline
When completing their projects students will undertake many of the following activities:
- Design procedures
- Basic machinery on the lathes
- Correct use of Engineering hand tools
- Oxy-Acetylene Welding
- Riveting
- Hand Threading procedures using threading taps and dies
- Measurement – Introduction to using Vernier Callipers
- Safe workshop practices

Semester 2
Description
The Year 9 Engineering 2 elective is designed to give students the opportunity to further develop skills previously learned. The focus of this unit is on developing more advanced machining skills and on understanding the need to produce work of consistent accuracy. Students will also complete an introductory unit on Robotics and basic programming using a Lego Robotics Kit.

Outline
When completing their projects, students will undertake many of the following activities:
- Design procedures
- Construction and programming of simple Robots using Lego Kits
- General machinery on the lathes
- Introduction to basic machinery on the Milling Machine
- Correct use of engineering hand tools
- Injection moulding
- Threading and tapping procedures in the lathe
- Measurement using Vernier Callipers
- Safe workshop practices

For more info...
See Mr. Hocking
Mechanical Appreciation 1 & 2

Duration
One semester electives

Description
Mechanical Appreciation encourages students to develop an understanding and appreciation of mechanical principles and their application in the technological world.

Assessment
- Assessment will be based on AusVELS achievement standards and students will demonstrate ability in the following:
- Lawnmower maintenance
- Disassembly and assembly procedure
- Design brief and related activities

Note: Students will not be working on cars at the Year 9 level.

Semester 1 and 2 Outline
- Occupational Health & Safety principles & practices
- Workshop tools
- Principle of simple machines - Lever, Pulley, Wheel and axle
- Torque, power and propulsion
- Engine types and dynamics
- Two-stroke engines
- Lawnmower maintenance
- Gasket making

Assessment
Assessment will be based on student comprehension, practical skills, class participation and examination of students’ knowledge on units covered.

For more info...
See Mr. Monahan
Metal and Plastic studies 1 & 2

**Duration**
One semester electives

**Assessment**
Assessment will be based on the demonstration of AusVELS achievement standards through the following tasks:
- Design and investigative activities.
- Practical projects and product evaluation

**Semester 1 Outline**
Metal and Plastics Studies consists of 90% practical and 10% theory work.

**Practical Component:**
Students will work with galvanised iron and tinplate. Projects will include:
- Carry-all
- Tool box (Multi-tiered)
- Oxy & Arc welding

**Theory Component:**
Theory work will be directly related to student projects as well as the equipment and materials being used.

**Semester 2 Outline**
Metal and Plastics Studies consists of 90% practical and 10% theory work.

**Practical Component:**
Students will be working on creative aspects of this subject, mainly with copper and other sheet materials. Projects will include:
- Copper art
- Design, development, production and evaluation

Students will use previously learned skills to complete work of their own design.

**Theory Component:**
Theory work will be directly related to student projects as well as the equipment and materials being used.

For more info...
See Mr. Thynne
Textiles & Clothing 1 & 2

Duration
One semester electives

Assessment
Assessment will be based on the demonstration of Essential Learning outcomes through the following tasks presented in a portfolio:
• Completion of textiles projects
• Self evaluation and investigation tasks
• Maintenance of workbook
• Work practice – carrying out tasks in a safe and skilful manner

Important Note!
Students are required to purchase fabric for projects.

Semester 1

Description
The aim of this course is to further develop construction and creative skills introduced in Textiles and clothing in year 8. It will involve more advanced techniques and the use of different fabric decorating techniques. Students will develop and extend on knowledge, skills and understanding of:
• Fibres and fabrics and their characteristics
• Methods of decorating fabrics
• Hand and machine sewing and introduction to the overlocker
• Developing a portfolio

Outline
• Decorative techniques – This unit looks at fashion accessories and how techniques such as appliqué, embroidery and beadwork can be used to decorate, personalise and enhance an item. Students will decorate a piece of clothing old / new
• History of fashion – Investigation

Semester 2

Description
The aim of this course is to focus on the clothing aspect of Textiles, from the construction and decoration of garments to using a range of sewing techniques and fabrics. Students will develop knowledge, skills and understanding of:
• Fibres and fabrics and their characteristics
• Fabric decoration
• Using a commercial pattern
• Basic construction techniques used in sewing and fabric decorating
• Fashion Drawing
• Developing a portfolio

Outline
• Fabric Decoration – This unit investigates processes for decorating textiles and clothing with motifs using methods such as printing and appliqué.
• Introduction to Commercial Patterns
• Introduction to Fashion Drawing – Basic skills for drawing and presenting fashion design ideas are covered. Students produce a presentation drawing of an outfit of their own design.
• Fabric Dyeing Techniques – Create patterned effects and original designs using dyeing processes to transform plain fabric.
• Investigation Tasks – Fabric and fibre investigation

For more info...
See Ms. Eaton
Woodwork 1 & 2

Duration
One semester electives

Important note!
It is strongly recommended that students undertake both semesters of Woodwork.

Outline
The elective woodwork program in Year 9 is designed to extend the students intellectual capacity by creating situations where they have to put previous knowledge and skills to the test by solving a number of set problems.

Course Aims
Develop an appreciation of the economic and aesthetic uses of timber.
• Develop the student’s awareness of current technological developments and the effects of these developments on everyday lifestyle.
• Involve students in activities which will allow them to solve problems and apply their knowledge to some practical purposes.
• Give, through a wide range of educational activities, an opportunity for all
• Students to derive pride of achievement, confidence and the satisfaction which comes from success.
• Provide further opportunities for students to develop competence in more advanced techniques and skills related to woodworking.
• Introduce students to other machinery and equipment, for example the lathe, to better enable them to become independent within the subject.
• Understand safe workshop practices

Units of work
Possible units may be:
• Clock
• Stationary box
• Bedside table and drawer
• Small occasional table

Assessment
Each student is encouraged to strive to reach their full potential. Areas taken into account when assessment is made are:
• The ability to carry out tasks in a safe and skilful manner.
• Practical tasks.
• Theory topics and assignments.

For more info...
See Mr. Hassan
Interactive Digital Media
Video Production

**Duration**
One semester elective

**Description**
The Year 9 IDM – Video Production course introduces students to the processes involved in making video content for output on a range of different formats such as the web, mobile devices, DVD, Blu-Ray and more. The course will teach students the concepts of narrative/story writing, video camera operation and techniques, video and audio editing and how to get that final video to play on a chosen device or medium like a DVD or an iPod.

**Outline**
- Narrative structure and creation
- Storyboarding
- Audio recording (dialogue and foley or sound effects)
- Audio editing (digital)
- Video camera techniques (zoom, close-ups, long shots, tracking, panning and tripod use)
- Video editing (digital – using Sony Vegas software)
- Video effects
- Screen titles / credits
- Mastering and final output (to DVD or other application like web, Blu-Ray, iPod, etc.)

**Assessment**
Students will make a final 'polished' video product, which has been output for playback on a particular device (eg: DVD, iPod). The video will contain for example:
- Narrative / story
- Promotional product for the school or local business
- News production or "A Current Affair" type product
- Music video

For more info...
See Mr. Cole
Interactive Digital Media
Web Page Design

Duration
One semester elective

Description
Students will learn about the Internet and its uses for business, education and general advertising etc. Students will also learn how to create their own websites using a variety of computer software tools and hardware.

Outline
The following topics will be looked at:
- What the Internet is, how it works and its uses.
- Internet applications e.g. E-Mail, Web Browsers, News Groups etc.
- Creating web pages using Adobe Dreamweaver
- Manipulating images for display on web pages using graphic editing programs like Adobe Photoshop

Assessment
The demonstration of Essential Learning outcomes based on the following work requirements and assessment tasks:
- Completion and participation of theoretical class work.
- Completion and participation of practical and folio exercises
- Demonstration of various software functions available in Adobe Dreamweaver

For more info...
See Mr. Cole
Don’t print the whole booklet!

If you just need a printed copy of this sheet to fill in and hand to your coordinator, not the whole booklet, print this page only - not the whole booklet.

**Art Elective**

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Each student MUST choose 1 ART elective in this block, PLUS two emergency ART electives.

**Technology Elective**

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Each student MUST choose 1 TECHNOLOGY elective in this block, PLUS two emergency TECHNOLOGY electives.

**Free Choice Electives**

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Students MUST choose 4 additional electives, (from any subject group), plus three emergency choices.

If you want to complete a FULL YEAR of study in a particular elective subject, you will need to select both semester 1 & semester 2 options, (e.g. Vis Comm 1 & Vis Comm 2). REMEMBER, you may have already selected the first part of a year subject in your Art or Technology elective.

Due to restrictions in the availability of staff and / or resources, students’ proposed courses may need adjustment.