



Year 9 Handbook 2015



Education is the most powerful weapon which you can use to change the world.
Nelson Mandela

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The aim of the Year 9 Learning Community Program is to provide opportunities for all students to be actively engaged in their learning, to promote student well-being, student responsibility and to provide a variety of curriculum-based opportunities that enable students to maximise their learning outcomes.

Overview

Our program represents a shift away from the teaching of subjects to the teaching of students, with an emphasis on building powerful relationships between learners, and between teachers and learners – relate to me and then teach me. It aims to personalise learning by tailoring education to the needs of individual students. The students will have Individual Learning Plans (ILPs) so that the program can meet their individual learning needs.

The curriculum will stress the importance of linking student learning through a thematic interdisciplinary approach. Curriculum is based on the Australian version of the Victorian Essential Learning Standards (AusVELS) and is underpinned by the Principles of Learning and Teaching. Information and Communication Technology (ICT) will be embedded in all aspects of the program and will be taught explicitly. An inquiry-based approach will be incorporated into the Year 9 program, to improve learning confidence in later years.

Core teachers will deliver the IBL program that incorporates English, Humanities and Personal Development. Together they will be responsible for delivering the core learning program to the Year 9 class in their care as well as attend to the individual learning needs of their home group. This personalised learning will:

- identify strengths and learning challenges
- support the student to set personal learning goals
- develop an individual learning plan that enhances strengths and addresses learning challenges
- provide regular reviews of goals and learning outcomes



Key features of our program

Relevant learning: developing the ability to be inquiring, creative and reflective thinkers with the adaptability to become responsible and productive members of the Year 9 Learning Community.

Positive relationships: a team of teachers dedicated to working with students in Home Groups and in the 'IBL Future Maker Program' to meet pastoral care needs and maximise student well being.

Choice in learning: an elective program catering for a wide variety of student needs and interests.

Community involvement: participating in community projects, visits to business and industries to learn about employ-ability skills along with career and post-secondary educational opportunities.

Personal challenges: taking students out of the classroom to provide opportunities to extend skills and to achieve their goals in a range of local and broader community settings.

Celebration of achievement: recognising the endeavour and learning of all students through assessment processes as well as opportunities for showcasing their work to peers, parents and the wider community.

Main components of our program

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- IBL Future maker program
(Inquiry based learning program incorporating English and Humanities)
- Mathematics
- Science
- HAPE (Health and Physical Education)

Electives (semester or term length units of study)

- All students will choose four electives (two in each semester)
- Elective units are chosen from a range of Arts, Technology and Indonesian subjects

Advance Program (half day program for the whole year)

Students will investigate, participate in and celebrate a number of activities working with local businesses, organisations like Primary Schools, aged-care facilities and employment agencies in programs that enhance their vocational and personal development skills. Students will undertake studies to develop their personal, team work and communication skills to give them the ability to 'work' in a variety of settings with a range of people to become responsible and independent young people.

Year 9 Curriculum Program

Year 9 Program provides a balanced program for all students within the AusVELS (Australian Curriculum/Victorian Essential Learning Standards) domains and allows for students to make some choices to allow for individual interests.

Units of Study	Time Allocation (per fortnight)
Section 1. Core Subjects	
IBL (English and Humanities)	15 sessions
Mathematics	9 sessions
Health and Physical Education (HAPE)	6 sessions
Science	6 sessions
Section 2. Core Study	
Advance Program	Half a day per week – 6 sessions
Section 3. Elective Choices	9 sessions
Indonesian Term elective, offered each term for the whole year	
The Arts Multimedia and Music, Create/Drama, Science Electives Science (Chemistry), Science (CREST/STS)	Two electives per term for Semester 1
Technology Wood Craft Textiles Food (Term elective, offered each term for the whole year)	One elective per term for Semester 2
Art/Technology A choice between Art, Digital Imaging and Music	Whole of Semester 2

Subject Blocks

Semester 1						
Block A (10.5 sessions per week)	Block B (4.5 sessions per week)	Block C (4.5 sessions per week)	Block D (3 sessions per week)	Block E (4.5 sessions per week)	Block F (3 sessions per week)	Block G (6 sessions per week)
Future Maker (IBL): English Humanities	Maths 9 (Maths 3/4) or Maths 10 (Maths 5/6)	Term 1 Visual Communication (Virtual Housing) or Textiles (Traditional Craft Techniques) or	Health and Physical Education	Term 1 Multimedia and Music or Create / Drama or	Year 9/10 Advance and Community Service	Science

		Indonesian 1		Science (Ecosystems)		
<i>Continued</i>	<i>Continued</i>	Term 2 Food (Around the World with a Knife and Fork) or Wood Craft or Indonesian 2	<i>Continued</i>	Term 2 Multimedia and Music or Create / Drama or Science (CREST/STS)	<i>Continued</i>	<i>Continued</i>

Semester 2

<i>Continued</i>	<i>Continued</i>	Semester 2 Art (Exploring Media and Techniques) or Digital Imaging	<i>Continued</i>	Term 3 Indonesian 3 or Create/Drama or Food (Cooking for Fun)	<i>Continued</i>	<i>Continued</i>
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	Term 4 Indonesian 4 or Create/Drama or Textiles (Needles and Pins)	<i>Continued</i>	<i>Continued</i>

Communication and Exploration (Future makers) – Compulsory Subject

– English, Humanities, Inquiry Based Learning Program (IBL)

Personal Dimension	Knowledge Dimension	Skills Dimension
<ul style="list-style-type: none"> Personal Learning Working in teams 	<ul style="list-style-type: none"> English Humanities – History Humanities – Geography Humanities – Economics Science Knowledge and Understanding Science at Work 	<ul style="list-style-type: none"> Thinking Processes Communication - presenting Reasoning, processing and inquiry

Overview

The IBL curriculum investigates Science and Humanities and their application in everyday life. IBL develops each student's ability to think about and find answers to the world around them. English is utilised as the media with which students will communicate their ideas, understandings and learning.

Approach

Using an inquiry approach students will explore a range of topics and issues. Students will set Personal Learning Goals and from these an individualised learning plan will be

established. Students study, respond to and produce a wide range of written, spoken and visual texts created for a broad range of audiences and purposes. They develop knowledge of language conventions and strategies for the development of skills relating to reading, writing and active listening together with the conventions of spoken texts.

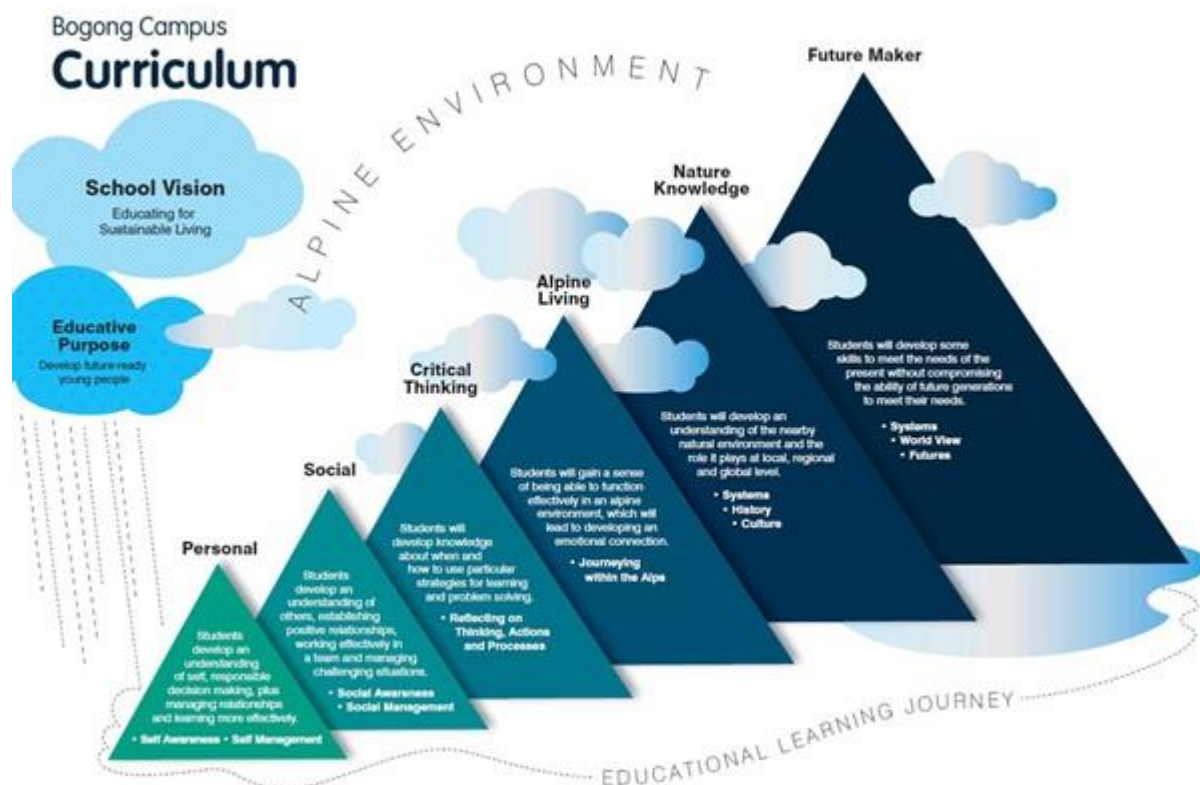
Students will use a variety of techniques to help them learn about the natural and physical world around them, including:

- teacher directed learning
- student directed inquiry based learning
- projects and assignments, practical experiments and technology that enhances learning

Focus/Content

Students will develop English skills through Science and the Humanities subjects of Geography, History and Economics. They will study global events and issues along with the social, political and cultural changes through the post war decades and the new millennium. Students will also gain an understanding of business and commerce.

Students will participate in programs such as the Future Maker program. The Bogong program is delivered with a strong curriculum connection to your school. The Bogong curriculum will be embedded in your school's year nine program and be delivered in partnership between Bogong Outdoor Education Centre and your school. The purpose of the program is to develop future ready young people. As per Bogong's vision to be "educating for sustainable living", students will be challenged to become initiators, leaders and managers of change in a world where they have the ability to influence their own futures. The program delivers the learning capabilities through hands on experiential learning. Initially the Bogong learning capabilities will be delivered within the year nine curriculum, during normal timetabled classes. The program then involves a two week residential component where students attend the Bogong Campus and undertake a five day student led expedition in the Alpine National Park. Teachers from both the home school and Bogong Outdoor Education Centre will deliver elements of the program with a collegiate team teaching approach.



Assessment

Students will be assessed in a variety of ways, including:

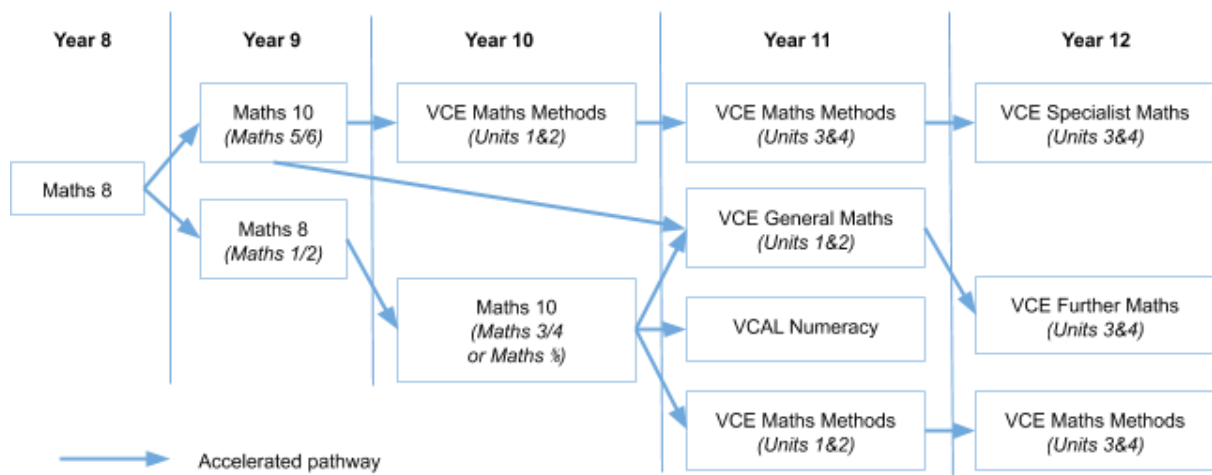
- inquiry research projects
- oral and multimedia presentations
- extended written responses
- class work, assignments, question sets
- novel and film analysis
- peer, teacher and individual reflections
- topic tests
- practical experiments
- class involvement

Mathematics – Compulsory Subject

Overview

The Year 9/10 Mathematics courses allow students to select the most appropriate pathway for them based on their interests and strengths. All pathways provide a comprehensive coverage of the Maths curriculum. Each pathway will have a slightly different emphasis determined by the student's intentions for their future years. This allows a student to maximize their potential and also provides an excellent grounding for the area of study they intend to pursue at VCE level. Students who are suitable candidates, (recommendation of current maths teachers and end of year exam result) will have the opportunity to follow an accelerated pathway resulting in the completion of a VCE Maths Methods Units 3/4 Maths subject in Year 11.

Some possible Mathematics Pathways



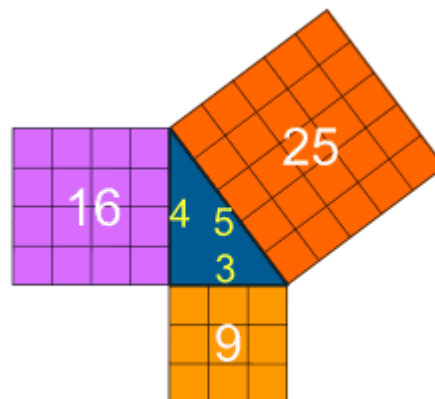
Approach

Students will consolidate the Maths skills learnt previously as well as develop new skills over a wide range of the Maths curriculum. Students will explore the use of technology in Maths, apply theoretical concepts to practical situations and apply basic concepts to analyse and solve more complex and abstract type problems. Emphasis is placed on applying the skills learnt to real life situations.

Focus/Content

The Mathematics curriculum is organised around the interaction of three strands:

- Number and Algebra



- Measurement and Geometry
- Statistics and Probability

Assessment

Students will be assessed by a range of tasks including:

- tests
- assignments
- extension and revision sheets
- major projects
- problem solving and investigation

Science - Compulsory Subject

Overview

The Year 9/10 Science course exposes the students to a wide range of science experiences in. Students will be given the opportunity to choose a pathway most appropriate for them and then within those areas they will be encouraged to explore the links between humanities and IBL future maker program. The *Science Inquiry Skills* and the *Science as a Human Endeavour* strands are described across a two-level band. In our planning, the content of the *Science Understanding* strand ensures that these two strands are addressed over the two-level period. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

Students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement. Students will also participate in a number of programs including STELR (Science and Technology Education Leveraging Relevance - stelr.org.au). The main theme of the STELR program is renewable energy. This taps into the high level of concern the majority of students have about global warming and climate change and their understanding that renewable energy technologies can play a key role in reducing global warming.

Assessment

- practical investigation reports
- short tasks (completed in limited time in class)
- completion of assignments as required
- end of term exam

Health and Physical Education – Compulsory Subject

Overview

The Year 9/10 PE course exposes the students to a wide range of physical experiences in both a competitive and recreational environment. Students will be given the opportunity to choose a pathway most appropriate for them and then within those areas they will be encouraged to explore the links between sport, health and the community.

Focus/Content (2 sessions per week)

Term 1	Pool Aquatics	Open Water Aquatics
	Swimming training (2 weeks) Pool activities Athletics training (2 weeks) Tennis/Golf (2 weeks)	Swimming training (2 weeks) including a competency test Open water activities Athletics training (2 weeks) Tennis/Golf (2 weeks)
Term 2	Outdoor sports	Indoor Sports
	Minor games and fitness testing Hitting Sports (3 weeks) Court Sports (3 weeks) Footy Codes (3 weeks)	Racquet sports (3 weeks) Creative movement Yoga, Gymnastics Dance, Self Defence

Term 3	Minor games and fitness testing Competitive Sports Fitness components and energy systems	Minor games /fitness Recreational sports Fitness components and energy systems
Term 4	Minor games and Sport search fitness Competitive Sports	Minor games and Fitness testing Recreational sports

Assessment

Students are assessed via active participation within the normal classes, as well as through expected activities and tasks. Students are expected to participate in all activities, as they are designed to be achievable for all.

Health Overview

The Year 9/10 Health course investigates a range of health issues relevant to young people. This course aims to provide students with strategies to cope with the challenges that may arise in their everyday life.

Focus/Content (1 session per week)

	Year 9	Year 10
Term 1	Risk taking and decision making	First aid
Term 2	Sexuality education	Drug education
Term 3	Drug education	Mental health
Term 4	Drug education	Harm minimisation

Assessment

- Participate effectively in class discussions and health activities.
- Written tasks relevant to AusVELS. Such as research tasks, worksheet and quizzes.

Advance – Compulsory Subject

Overview

Year 9 and 10 students all undertake this extended curriculum program for half a day per week for the whole year. All students in Year 9/10 undertake the Advance Program which includes promotion of community service, investigation of our local environment and adventure/team building activities. The Year 9 course has a specific focus towards the 'Future Makers Program' as a link between several curriculum areas and community groups. This program culminates in a 12 day camping experience at the Bogong Outdoor Education Centre. Students also undertake training in water safety and awareness, and aim to achieve their Community Surf Bronze. Students must demonstrate competency in a number of SLSV training modules. They will be involved in the Coastal Guardians project with the Great Ocean Road committee preparing sites and assisting with revegetation of key Lorne sites.

Themes

Themes throughout the year may include:

- Term 1 Coastal and Water activities
- Term 2 Team building/sailing days
- Term 3 Bogong Camp (even calendar years) Mitchell Camp (odd calendar years)

- Term 4 Surf Bronze assessment, snorkeling

Student Engagement in determining their own learning

This program aims to have students actively engaged in determining their own learning through a series of guided activities to develop independence and greater management of personal learning.

Students will be challenged with the concept of making the school and their community a better place to be a part of by linking learning with action.

Local, National and Global – Geography Links

This course incorporates practical Geography, with basic map reading and orienteering. When an understanding of the local community is well established, the broadening of our endeavours to national and global interests is possible if students accept the challenges and show a desire to be part of a greater project.

Camps

Students have the opportunity to attend one four-day camp per year. Camps allow students to prepare and examine resources needed to live as a group away from home. We aim to have these camps in a different environment from the ones on the coast and hinterland. As students do the subject over two years, they have the opportunity to explore an Alpine environment in the 'even years' and the river environment (Mitchell River) in the 'odd years.'



Indonesian – Elective Subject

LOTE (Language Other Than English)

Overview

The ability to use a language other than English and move between cultures is important for full participation in the modern world, especially in the context of increased globalisation and Australia's cultural diversity. Indonesia is Australia's closest Asian neighbour and is the fourth most populous nation on the planet. As well as the advantages of learning to communicate in a second language, the study gives our students a better understanding of the differing attitudes and customs in the neighbouring areas of Asia. Learning any second language not only encourages empathy towards another culture but also fosters global harmony.

Learning languages:

- enriches our learners intellectually, educationally and culturally
- enables our learners to communicate across cultures
- contributes to social cohesiveness through better communication and understanding
- further develops the existing linguistic and cultural resources in our community

- contributes to our strategic, economic and international development
- enhances employment and career prospects for the individual

Please note that Indonesian can be taken as a single elective for a term, two for a semester of study or for the whole year. It is recommended that students who are considering continuing to study Indonesian into VCE take a minimum of three terms of this elective, especially Indonesian 3 and 4 in Semester 2.

Approach

The course aims directly to develop students' communicative skills and literacy in the Language, and indirectly to promote cognitive growth and divergent thinking. It enables students to explore a wider social and intellectual environment, and to encounter different ways of looking at the world. The course is designed to help students develop a better understanding of the use of Indonesian language, Indonesian culture and its people. The course encourages students to see how language is effected by culture, for example, the appropriate context for using formal and informal language. Students will be exploring the differences between English and Indonesian linguistic elements, such as word order, imperative language and the use of prefixes and suffixes.

Student Outcomes:

- use the language to communicate with its speakers
- understand how language operates as a system and, through comparison, how other languages, including English, are structured and function
- gain insights into the culture or cultures which give the language its life and meaning
- consider their own culture, and compare it with the cultures of countries and communities where the language is spoken
- add to their general knowledge
- enhance their vocational prospects.

VELS - Level 6

Dimensions

- Communicating in another language
- Intercultural knowledge and awareness

Course Content – Semester 1

Topics:

- leisure interests of Indonesian teenagers: making social arrangements,
- finding one's way around town: asking for and finding directions, transport around town
- shopping: purchasing food and clothing in markets and the shops.

Grammar: Words of frequency, invitation questioning, expressing apologies, expressing day, time, place, ber-verbs, me- verbs, pe-nouns, question patterns, prepositions, language of comparison, ter-verbs, exclamatory statements, question forms, and word order to express emotional responses.

Culture: Similarities and differences in Indonesian and Australian leisure interests, the street scene in an Indonesian town and city, and conventions of purchasing in various settings, negotiating price.

Course Content – Semester 2

Topics:

- travelling around in Indonesia: making travel arrangements, transport in Indonesia,
- the physical environment of Indonesia: comparing Australian and Indonesian, landscape, climate, farming and native wildlife.

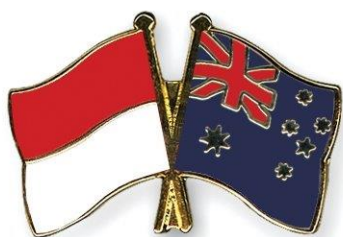
Grammar: Questions using berapa, questions with -kah, imperatives, prohibitions, and requests, me -verbs, ke-an noun and adjectives, ber-verbs, verbs with prefix ter-, prepositions : sebelum/sesudah, me-verbs, conjunctions, word order and auxiliary verbs.

Culture: What to expect when travelling inter-island and intra-island in Indonesia, the Indonesian physical environment, and climate, endangered species of Indonesia.

Assessment

Assessment includes:

- completion of workbook activities
- participation in class language activities
- listening and reading tests and quizzes
- oral presentations and role plays
- writing, reading, speaking and listening tasks
- examination.



Multimedia & Music – Elective Subject

Overview

Multimedia & Music is a one semester elective that looks at the development and characteristics of music genres. It will focus on exploring technology through a range of media and software platforms.

Approach

Students will be working individually and collaboratively to explore, plan and design musical works and video. They will also look at different approaches to song writing and tools for creating.

Focus/Content

Students will look at a range of media including musical video performances, giving students explicit insight into the construction of music. Students can enjoy an ideal introduction to listening and score reading skills that lead into VCE Music Performance.

Other topics to be covered are:

- Inspiration: What is it? What are ways to explore? Where does it come from? How do artists use inspiration?
- Composition: Exploring different 'voices', tones, genres and instrumentation to create songs

Students will learn how to:

- use song writing tools to create songs
- develop your own songs
- use loop-based software
- use a range of sound editing techniques
- record and arrange sound samples

Assessment

Creating and Making – a folio demonstrating compositions will be assessed using a rubric targeting the levels of language, flow, melody, harmony, texture, form and effective expression used in works created.

Exploring and Responding – students research different voices, tones, genres and instrumentation to create songs. They will use Garage Band and Logic in the school studio to work on developing and extending works over the term.

Exam – Students will sit a rhythm performance exam and theory exam at the end of Term 1.

Music - Elective Subject (Semester 2)

Overview

Music is an integral part of all cultures and societies, both contemporary and historical. The study of music develops students' understanding of artistic processes and contributes to the development of the aesthetic, cognitive, psychomotor and affective domains.



Music offers students opportunities to engage in the practice of performing, creating and studying music that is representative of diverse genres, styles and cultures. Students can specialise in one or more approaches to the study of music, depending on their overall choice and their VCE pathways they may be interested in following.

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Students develop knowledge of stylistic, aesthetic and expressive qualities and characteristics of music and develop their ability to communicate their understanding through music making: performing, composing, arranging and/or improvising; and musicianship: aural perception, analysis and music language.

Music offers students opportunities for personal development and to make an ongoing contribution to the culture of their community through participation in life-long music making.

Focus Content

This study enables students to:

- perform, compose, arrange and/or improvise music from diverse styles and traditions
- demonstrate musicianship
- engage with diverse music genres, styles, contexts and practices
- communicate understanding of cultural, stylistic, aesthetic and expressive qualities and characteristics of music
- use electronic and digital technologies in making and sharing music and communicating ideas about music
- explore and expand personal music interests, knowledge and experiences
- use imagination, creativity and personal and social skills in music making
- access pathways for further education, training and employment in music
- participate in life-long learning in music and involvement in the musical life of their community.

Assessment

Assessment includes:

- demonstration of individual performance skills
- completion of workbook activities
- group performance
- solo composition
- theory and aural skills examination

Create/Drama – Elective Subject

Overview

Create/Drama will provide students with the opportunity to plan, improvise, make and present performance art. Students will learn a variety of theatrical skills and techniques that they can use to create drama in a range of art forms and styles. They will use a range of processes, media, materials, equipment and technology to devise original works that communicate ideas and themes. Students are required to maintain a record of their art making processes, understandings and decisions.

Approach

Students will participate in practical workshops to develop their dramatic skills. These workshops will cover areas such as mime, movement, improvisation and vocal skills, script development and interpretation and stagecraft. Students will be encouraged to use research skills to investigate themes, issues and characters and use texts and other stimulus material to inspire their creations. They will explore play making techniques and conventions to develop original drama works. Students will learn to use stagecraft elements to communicate meaning to an audience. They will have an opportunity to work together to create, write, produce and present negotiated performance pieces to specified audiences. They will be encouraged to work individually, in pairs, in small and large groups. Students will be required

to observe and reflect on their dramatic explorations and examine the manner in which performance art can vary in relation to different social, historical and cultural contexts.

Focus/Content

The focus of this subject will depend on the interest and ideas of the group. Students will develop a repertoire of dramatic skills and will draw on these to create original performance art works. Pieces they create will be developed in the context of a specific audience and purpose and communicate chosen themes and issues. Students will be given many opportunities to explore their expressive arts skills, both in workshops and in performance.



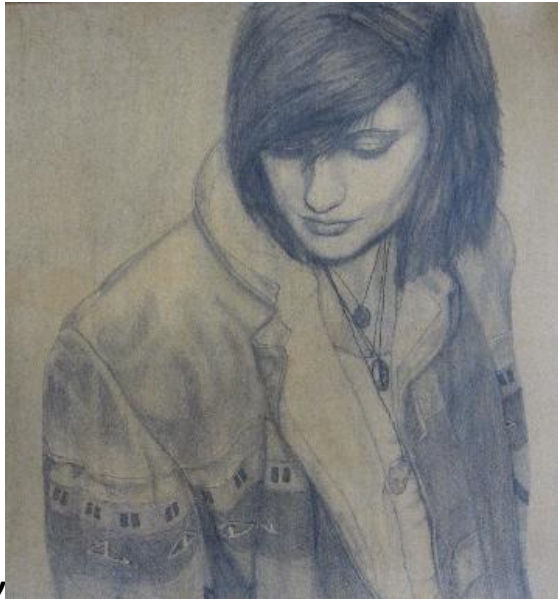
Assessment

Assessment will cover the dimensions of the VELS Creating and Making and Exploring and Responding. Students will be assessed on their workshop participation and performance work, as well as their ability to collaborate and work cooperatively with others. Students will complete theory work which may take the forms of written reflections, evaluations and theory assignments.

Art – Elective Subject

(Exploring Media and Techniques)

Exhibition Year



Overview

This unit of art is specifically aimed at allowing the student to experience a wide range of mediums and techniques. The end result will be a specialisation in one area for their exhibition artwork.

Approach

There will be short units based on different skills and ideas such as: painting, collage, mixed media, printmaking, stencilling and digital imagery.

Focus/Content

Students will undertake a range of exercises in different mediums and techniques. These will be worked in with the study of an appropriate artist who used the same techniques. Students will also study 'Art Elements' and 'Principles of Design' that are used to describe an artwork.

Assessment

Creating & Making

A folio of examples, a visual diary showing how the student has explored, experimented and refined their ideas.

Exploring & Responding

Written assignments, which demonstrate the student's ability, to express considered opinions about the art styles covered using appropriate art language.

Textiles (Traditional Craft Techniques) – Elective Subject

Overview

In this unit students look at traditional craft techniques such as patchwork, batik, embroidery and applique which could be included in a completed craft item or garment.

Approach

Students will cover a range of techniques, which will be displayed in their workbooks. They will then select a technique that they wish to focus on and present a final artwork that

demonstrates a refining of skills. Students will experiment with a wide range of mediums and materials that they have previously not experienced. They will be expected to be well organized and follow the activities in the set time frame.

Focus/Content

Students will research different cultures that use traditional fabric techniques such as Japan, Indonesia, Europe and America. They will need to present a written report. Students will create a final artwork based on one of the techniques use.

Assessment

Investigating and Designing:

- students will be expected to keep a display book of all experiments and trials
- students will be expected to include designs for their work, colour charts and photographs of influences.

Producing:

- a folio of examples that demonstrate a development of skills.

Analysing and Evaluating:

- students annotate their workbook and experiments and evaluate their work using the set criteria

Wood Craft – Elective Subject



Overview

Student study the decorative aspects of woodcraft this could be intarsia, marquetry or stencilling.

Approach

Students will experiment with a range of timbers, which they have previously not used. Students will be expected to be well organized and follow the activities in the set time frame.

Focus/Content

Students will design their product using either the computer or hand drawn images. They will need to research the timber that they choose for this project, whether it is a hardwood or softwood? How does it cut and file? If the student undertakes an intarsia it will require very careful finishing to fit together. The finished piece can be inserted into a table top next year. The focus will be how the student is able to use hand tools and some electrical equipment.

Assessment

Investigating and Designing

Students will need to work out their design very carefully taking into consideration: not too many pieces to fit together; how the different timbers will look together; how the grains fit together and if they can represent lines in the work such as hills or waves.

Producing

A completed project by the end of the term.

Analysing and Evaluating

Students will complete a self evaluation using an agreed rubric. They will comment on their unit of work and make suggestions for future improvements in their learning and skills development.

Food (Around the World with a Knife and Fork) – Elective Subject

Overview

Do you enjoy exploring and preparing foods from different cultures?



Are you interested in developing your food preparation skills further?

Do you enjoy a hands on approach and working in teams?

Approach

Students will be able to prepare foods from a variety of cultures on a weekly basis. This may be as an individual food item that is taken home or a food that can be eaten in a banquet. Double classes will be practical and single classes will be theoretical.

Focus/Content

- looking at diversity in a variety of cultures foods
- designing menus
- developing practical skills
- self-evaluations
- safe working techniques

Assessment

Investigating and Designing:

- students will research information about food and cultures from a variety of countries
- students will design a dish that can be prepared for a celebratory banquet

Producing:

- students will produce food from different countries
- students will demonstrate safe work practices

Analysing and Evaluation:

- students will present weekly self-evaluations
- students will participate in a major multi- cultural banquet

Food (Cooking for Fun) – Elective Subject



Overview

Do you enjoy preparing foods that are both enjoyable to eat and visually appealing?

Do you enjoy foods that have a sense of occasion?

Are you interested in developing your food preparation skills further?

Do you enjoy a hands on approach and working in teams?

Approach

Students will be able to prepare foods that are eaten as celebratory foods or foods served on special occasions. This may be as an individual food item that is taken home or a food that can be eaten in a banquet. Students participate in 9 periods over a fortnight for one term. Double classes will be practical and single classes will be theoretical.

Focus/Content

- looking at foods that are served on special occasions such as Christmas or birthdays
- designing menus
- developing practical skills
- self-evaluations
- safe working techniques

Assessment

Investigating and Designing

- students will research information about how different countries approach celebrations and how food has an integral part in celebration activities all over the world
- students will research dishes for specific occasions such as Christmas and birthdays

Producing

- students will produce food from a given weekly theme
- students will demonstrate safe work practices

Analysing and Evaluation

- students will present weekly self-evaluations
- students will prepare and present a child's birthday cake for their major assessment

Food - Elective Subject

Overview

Food and Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The elective enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation.

The food sector is dynamic, diverse and creative. Innovative food products are continually being introduced into the marketplace in response to changing social and consumer demands. Contemporary society is aware of the links between food, food processing, nutrition, health and well-being, and issues associated with these have become a high priority for consumers. Food and Technology challenges students to make these links and provides them with the opportunities to acquire knowledge and

skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle. Students also consider the importance of environmental issues and sustainability practices in food production, as well as the important role of technology in food product development and the way food is produced, processed, packaged and marketed.

Focus/ content

Through this elective students develop knowledge of the physical, chemical, sensory and functional properties of food and are able to apply this knowledge when using food in a practical situation. They develop and apply the knowledge and skills to prepare food safely and hygienically. Students use the design process, critical thinking and problem-solving skills to develop food products to suit specific situations or to meet the needs of individual consumers and their lifestyles. In this process, they also develop independent and cooperative learning skills.

The study may provide a foundation for pathways to food science and technology, consumer science, home economics, child care and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies.

Assessment

Investigating and Designing

- students will research information about how different countries approach celebrations and how food has an integral part in celebration activities all over the world
- students will research dishes for specific occasions such as Christmas and birthdays

Producing

- students will produce food from a given weekly theme
- students will demonstrate safe work practices

Analysing and Evaluation

- students will present weekly self-evaluations
- students will prepare and present their major assessment

Digital Photography



Overview

Our visual world is saturated with images - from family photos to news, magazines, advertising, websites and social networking. Digital Photography is a one semester elective designed to give students a technical and aesthetic understanding of the principles and processes of effective photography.

Approach

Students will explore the history and application of photography through research and a range of resources such as photo archives and documentaries. They will develop the technical skills required to produce quality images using a digital camera. It is expected that students will be taking photographs outside of class time in a variety of situations. Access to a digital camera at home is highly desirable, as the College is unable to lend cameras to students outside of school hours. Students will apply manipulation techniques and the elements and principles of visual design to produce a portfolio of images for publishing online.

Content

Topics covered include:

- History of Photography
- Elements & Principles of Art in Photography
- Know your Digital Camera
- Technical Issues – Resolution, Memory & Exposure
- Applying the Elements & Principles of Art to Your Images
- Environmental/Location Photography
- Photographing People – Figures, Portraits & Groups
- Working with Objects – Still-life Photography
- Image Manipulation and Photo Correction using Photoshop
- Copyright and publishing
- Online digital publishing

Assessment

Exploring and Responding

Students will complete two research assignments covering the history of photography and its application; and the application of the elements and principles of visual design in photography.

Creating and Making

Students will create images in a range of situations and apply appropriate corrections and manipulations to them. They will curate their best work to be presented in a digital archive.

Science – Elective Subject

VCE Chemistry - AREA OF STUDY 1: The Periodic Table

Overview

Studying Chemistry can enrich students' lives through the development of particular knowledge, skills and attitudes, and enable them to become scientifically capable members of society. It will also provide a window on what it means to be a scientific researcher, working as a member of a community of practice, including insight into how new ideas are developed and investigated, and how evidence or data collected is used to expand knowledge and understanding of chemistry.

Many people develop an 'applied' knowledge of chemistry through their careers and day-to-day pursuits. Chemistry permeates numerous fields of endeavour, including agriculture, art, biochemistry, dietetics, engineering, environmental studies, food, forensic science, forestry, horticulture, law, medicine, oceanography, pharmacy, sports science and winemaking.

The chemistry undertaken in this study is representative of the discipline and the major ideas of chemistry. Some students will develop a passion for chemistry and be inspired to pursue

further studies. All students, however, should become more informed, responsible decision-making citizens, able to use chemical knowledge and scientific arguments in their everyday lives and to evaluate and debate important contemporary issues such as the future of our environment and its management.

Approach

This study is designed to enable students to:

- develop their understanding of the language, processes and major ideas of chemistry
- understand the role of experimental evidence in developing and generating new ideas and knowledge in chemistry
- understand the ways chemical knowledge is organised, challenged, revised and extend
- assess the quality of assumptions and the limitations of models, data and conclusions
- develop skills in the design and safe conduct of practical investigations including risk assessment, hazard identification and waste management
- develop the skills and knowledge required to complete experimental processes and procedures and undertake research investigations
- conduct practical investigations to collect, interpret, and analyse data and evidence, and present conclusions
- develop skills in the effective communication of chemical ideas to a range of audiences
- be aware of the ethics of scientific research that apply to investigations in chemistry
- understand how chemistry relates to other areas of science and technology
- be aware of the social, economic and environmental impacts of current and emerging areas of chemistry and associated technologies.

Focus and Content

This area of study focuses on the historical development of, and the relationship between, the Periodic Table and atomic theory. Students investigate trends and patterns within the Periodic Table and use subshell notation to describe the electronic configuration of elements. They explore the link between the electronic configuration of an element and the type of bonding in which it participates. Students are introduced to many of the major qualitative and quantitative ideas fundamental to chemistry including empirical and molecular formulas and the mole concept. They undertake practical activities that build their understanding of the Periodic Table.

On completion of this unit the student should be able to explain how evidence is used to develop or refine chemical ideas and knowledge.

Assessment

- practical investigation reports
- short tasks (completed in limited time in class)
- completion of assignments as required
- end of term exam

Science – Elective Subject

CSIRO CREST Awards/STS (Science Talent Search)

Overview

As students work towards the achievement of the standards in Science, they extend their concept of science as a way of knowing to include an understanding of how scientific theories and models drawn from traditional and emerging sciences are based on evidence that may initially be tentative and limited. They explore the ways in which scientific theories are both powerful (in guiding thinking and investigation) and tentative (in being open to change) at the same time. They understand that the features of science as a way of knowing lead to it being: empirical and non-empirical, creative and methodical, and speculative and logical. They appreciate that people of diverse cultures have contributed to and shaped the development of science.

Approach

Students will be given the opportunity to develop their skills and knowledge through a practical and problem based approach. We focus on building an understanding of the overarching concepts of the different branches of science such as the physics, chemistry, biology, earth and environmental science through our teaching program to develop an understanding of the constancy of the 'big' ideas of science (matter, energy, time and space) and science methodologies across different areas and contexts. The students also gain insight into science as a human activity. They explore how science is used throughout their lives and its pervasiveness throughout the workplace.

Focus and Content

CREST enables students to develop an appreciation of science and technology research and can inspire students to take up further studies in science and engineering. More than 6000 Australian students achieve CSIRO CREST Awards each year. (www.csiro.net/crest)

The projects are offered at different levels and provide challenges for all abilities and at both primary and secondary school.

At higher levels of the program links are made with industry or community workers for students to gain a new understanding of the role of science and engineering in the community.

Students who complete a CREST project are rewarded with a certificate and at some levels a medallion from CSIRO.

Teachers have an integral role in the CREST program as facilitators, coaches, consultants, mentors and assessors. CREST provides teachers with a structured, hands-on approach to teaching science and technology and provides both teachers and students with extensive support material and one-on-one assistance through the National CREST Office.

Assessment

- practical investigation reports
- short tasks (completed in limited time in class)
- completion of assignments as required
- end of term exam.

YEAR 9 - 2015 Elective Selection Sheet

Student's Name	Signature	Date
Parent's Name	Signature	Date

Students are required to make elective choices by numbering one to three in each block of electives.
(Number your first preference one.)

BLOCK C

Semester 1	Elective Subject	Preference Number
Term 1	Textiles	
	Food	
	Indonesian 1	
Term 2	Food (Around the World with a Knife and Fork)	
	Wood Craft	
	Indonesian 2	
Semester 2	Elective Subject	Preference Number
Terms 3 & 4	Art (Exploring Media and Techniques)	
	Digital Imaging	
	Music	

BLOCK E

Semester 1	Elective	Preference Number
Term 1	Multimedia/Music	
	Create/Drama	
	VCE Science (Chemistry)	
Term 2	Multimedia/Music	
	Create/Drama	
	Science (CSIRO CREST/STS)	
Term 3	Indonesian 3	
	Create/Drama	
	Food (Cooking for Fun)	
Term 4	Indonesian 4	
	Create/Drama	
	Food	

This Sheet must be returned by Friday 28th November to the front office.