

Year 9  
Subject  
Information  
Booklet 2020

Saint Ignatius College Geelong

27 Peninsula Drive, Drysdale. 3222

*A Jesuit Partner School*

*Information in this Handbook is correct as of August 2019*

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## Contact Names for 2020

<b>Principal</b>		Mr Michael Exton
<b>Deputy Principal [Learning &amp; Teaching]</b>		Mrs Annette Chidzey
<b>Deputy Principal [Staff, Identity &amp; Operation]</b>		Mr Paul Lewis
<b>Deputy Principal [Students]</b>		Mr Michael Timms
<b>Director of Infrastructure &amp; Operations</b>		Mr Bernie Lowes
<b>Victorian Certificate of Education (VCE) Coordinator</b>		Mr Michael Brown
<b>Victorian Certificate of Applied Learning (VCAL) Coordinator</b>		Ms Kirsty Allan
<b>Work &amp; Further Education &amp; Vocational Education &amp; Training (VET) Coordinator</b>		Mr Bruce Connor
<b>Year Level Coordinators:</b>	<b>Year 9</b>	Mr Joe Pannuzzo
	<b>Year 8</b>	Ms Deborah Hodge
<b>Office Staff:</b>		
<b>Telephone:</b>	<b>(03) 5251 1136</b>	<b>Office Administration</b>
<b>Fax:</b>	<b>(03) 5251 3547</b>	Mrs Trish Langmaid
		Mrs Deb Miles
		Mrs Rebecca Hose
		Mrs Megan Mallen
	<b>Administration Assistant – Finance</b>	Mrs Rose McLachlan
	<b>Administration Assistant – Finance</b>	Mrs Patricia McKay
	<b>Principal’s Secretary</b>	Mrs Kim Abbott
	<b>Deputy Principals’ Secretaries</b>	Ms Gail Lambert
		Mrs Dani Stanesby
	<b>Registrar</b>	Mrs Gail Myers
<b>WEB:</b>	<a href="http://www.ignatius.vic.edu.au">http://www.ignatius.vic.edu.au</a>	
<b>E-mail:</b>	<a href="mailto:info@ignatius.vic.edu.au">info@ignatius.vic.edu.au</a>	

## Year 9 Learning Program

### Striving for excellence through learning that matters

Year 9 is the first opportunity that students at Saint Ignatius College are given choice to select three electives each semester to include in their learning program for that year. Having been exposed to the mandated breadth of learning areas that form part of the Victorian curriculum in Years 7 and 8, it now becomes possible in Year 9 to chart a learning pathway that builds on that breadth.

The curriculum in place at Year 9 begins to explore individual areas of student interest and potential specialization that may form the basis of ongoing learning in Years 10, 11 and/or 12. It represents the commencement of the Pathways Stage within the Victorian curriculum prior to more specific and deliberate specialization in the final two years of secondary schooling.

Ignatian education views excellence as one of its intrinsic values and as a Jesuit Companion School, Saint Ignatius College strives to generate academic excellence by providing core and elective options at this level that will promote the development of a strong learning culture both individually and collectively.

The core and elective options being offered in 2020 have been developed to engage, excite and challenge our students by providing a variety of interest areas, as well as ensuring varying levels of difficulty and rigour. In making the most appropriate elective choices from the varied options available, it will be necessary for students with the support of their parents and teachers to draw upon other important Ignatian qualities especially reflection and discernment.

Important questions for students to consider at this point of time include the following:

- What subjects are already providing a strong learning or interest base in Year 8?
- What electives interest me from those provided?
- How prepared am I to work consistently at new challenges?
- What has been my commitment in Years 7 and/or 8 to making the most of the time and learning opportunities available to me in and out of class?

We look forward to developing students with positive growth mindsets as they move through the College and discern their preferred learning pathway in life beyond Year 9 and across the remainder of their secondary schooling.

We believe their individual learning journey will be an exciting one that parents and guardians as well as teachers can share in, as together, we support these young men and women who will come to act with and for others.

## Core Studies and Elective Options

The Year 9 Learning program comprises mandated Core Subjects and a selection of Electives.

There are seven Core subjects:

- English
- Health and Physical Education
- Humanities
- Mathematics
- Personal Learning
- Religious Education
- Science

The Core subjects make up approximately seventy percent of the time allocation and are the subjects that commonly prepare students for the transition to learning pathways beyond Year 9. The emphasis for Year Nine is to continue to build strong foundations through these core subjects.

The Elective options provide a chance for students to begin to develop pathways in their areas of personal interest. The broad range of electives, account for thirty percent of the time allocation and provide an alternative experience of learning to the core subjects. It is important to remember that these electives provide an initial taste for a subject area, allowing students to decide if this is an area in which they wish to continue to study beyond Year 9. Students will study six electives over the year – three each semester.

At Saint Ignatius College, the electives are grouped into three combinations of learning areas. These are as follows:

Health/Humanities

Maths/Technology, English / Arts

Science, Technology, Engineering / Maths referred to as STEM

**Students are required to select at least ONE elective from each group so as to ensure that all students maintain a broad learning base while beginning to undertake some choice based on interest and/or prior enthusiasm.**

An overview of the subjects – both Core and Elective – that are being offered is contained later in this booklet. The availability of each elective subject is determined by student demand. Some subjects, even though described in this book, may not run due to insufficient demand.

To ensure that student selections are maximized, **ALL** Year 9 students must list NINE elective options on the elective sheet provided in case some electives do not run due to insufficient numbers.

### *Developmental Electives*

The College also offers two sets of electives in both English and Mathematics to provide the opportunity for students to access additional support and/or be extended in their learning in these areas. In either semester, students may choose electives to build their skills in Maths and/or English. For those students who are performing at an average standard of 80% plus in either Maths or English, they may choose to accelerate their skills and select either or both of the advanced electives for these learning areas.

**We recommend that Year 8 students consult with their current Year 8 English and Maths teachers if they are considering any of these developmental electives. Upon request, these teachers can respond to parental enquiries recorded in the planner or emailed to them directly.**

### *Languages*

Students wishing to continue with their study of either Indonesian or Italian are expected to choose this elective in each semester as part of their Year 9 learning program.

## Year 9 2020 Sample Learning Programs

Semester	RE	English	Maths	Science	Humanities	Health &PD	Destination Unknown	Digital Technologies	Adventure Planet
Semester	RE	English	Maths	Science	Humanities	Health &PD	Music Unlimited	Fashion	Marine Science

Semester	RE	English	Maths	Science	Humanities	Health &PD	English Advanced	Indonesian	Personal Fitness
Semester	RE	English	Maths	Science	Humanities	Health &PD	Mathematics Advanced	Indonesian	Forensic Science

Semester	RE	English	Maths	Science	Humanities	Health &PD	The Voice	Adaptive Maths	Early Childhood Studies
Semester	RE	English	Maths	Science	Humanities	Health &PD	Dance	English Adaptive	Money Talks

Semester	RE	English	Maths	Science	Humanities	Health &PD	Capture that Image	Media	My Baking Rules
Semester	RE	English	Maths	Science	Humanities	Health &PD	Woodwork	Metals and Plastics	All the World's a Stage

CORE =



ELECTIVE =



## Year 8 2019 Semester 1 Results

Student name: \_\_\_\_\_ Homeroom \_\_\_\_\_

### SEMESTER ONE 2019 Year 8 RESULTS

In order to assist you to make informed elective selections for the 2020 school year, we ask you to record your academic results in the appropriate space.

In **2019**, my Semester One results were:

#### CORE SUBJECTS

**English**

**Religious Education**

**Mathematics**

**Science**

**Humanities**

**Health & PE**

#### OTHER SUBJECTS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Guidelines for Selecting Electives

There are **thirty-one [31] elective options** available for students to consider when planning their Year 9 learning program and in making their final selections it will be important to consider some of the following points:

- Have I chosen **at least ONE elective from each of the three combined learning areas?**
- Do I understand what each elective requires me to do? [Refer to the overview and skills]
- Do my selections reflect my Year 8 Semester 1 results including my current learning strengths and challenges?
- Have I considered what learning pathway each elective links me to in Year 10 and beyond?
- Am I interested, excited and challenged by the electives I have chosen?
- Have I managed to select a combination of electives that will allow me to experience a range of learning experiences in 2020?

### Further reminders

The sample learning programs on page 6 of the booklet are provided to assist students and parents with making their 2020 elective selections. They are designed to show learning combinations that draw upon options that will provide both variety and balance.

Though all students will only undertake three separate electives each semester, we require them to record **NINE individual elective preferences** in case some electives are not chosen or cannot operate for other reasons such as timetabling or teaching constraints.

These selections should be listed in **preferred order** and will be treated on that basis.

We have provided a preference form on the website in conjunction with this booklet, so that it can be downloaded and used for practice purposes during family discussions.

**If you have decided to continue with the study of Indonesian or Italian in 2020, these will be the first two elective preferences that you enter on your final preference form.**

**If you plan to do any accelerated Maths in Year 10 2021, you MUST select the advanced Maths elective in Year 9 to be fully prepared.**

### Elective Submission Procedure

Their Year 8 Homeroom teacher will hand out the Year 9 2020 elective preference form to students on **Wednesday 21<sup>st</sup> August**.

Once each Form has been completed, signed and dated, it is to be returned to the Homeroom teacher **on or before Tuesday 3<sup>rd</sup> September**.

If a student misplaces the form distributed by the Homeroom teacher, another can be downloaded from the College website and completed at home.

**This form also acts as a re-enrolment confirmation for Year 9, 2020, so please ensure you submit the form by the due date.**



# Year 9 2020 Elective Preference Form

**Name** \_\_\_\_\_ **Homeroom** \_\_\_\_\_

**Instructions to complete this form:**

You must select at least **ONE** option from each of the **THREE** categories listed below to ensure a balanced selection.

**Number** your selections in order of preference. **ONE** represents your first preference up to **NINE** which equals your lowest preference.

## **ELECTIVE SELECTION TABLE**

**Will you continue with a language in Year 9 next year?**       **YES**       **NO**

<b>HEALTH/HUMANITIES (8)</b>	<b>STEM (12)</b>	<b>LANGUAGES/ARTS (12)</b>
<input type="checkbox"/> Learning for Life	<input type="checkbox"/> Mathematics Advanced	<input type="checkbox"/> English Advanced
<input type="checkbox"/> Money Talks	<input type="checkbox"/> Mathematics Adaptive	<input type="checkbox"/> English Adaptive
<input type="checkbox"/> Power Play	<input type="checkbox"/> Automotive Systems	<input type="checkbox"/> Capture that Image
<input type="checkbox"/> Australian History	<input type="checkbox"/> Digital Technologies	<input type="checkbox"/> Media
<input type="checkbox"/> Adventure Planet	<input type="checkbox"/> Fashion	<input type="checkbox"/> Graphic Communications
<input type="checkbox"/> Personal Fitness	<input type="checkbox"/> Metals and Plastics	<input type="checkbox"/> Music Unlimited
<input type="checkbox"/> Early Childhood Studies	<input type="checkbox"/> Robotics & Electronic Systems	<input type="checkbox"/> Scene It
	<input type="checkbox"/> Woodwork	<input type="checkbox"/> So You Think You Can Dance
	<input type="checkbox"/> Food of the World	<input type="checkbox"/> The Voice
	<input type="checkbox"/> My Baking Rules	<input type="checkbox"/> Visual Art
	<input type="checkbox"/> Forensic Science	-----
	<input type="checkbox"/> Marine Science	<input type="checkbox"/> <b>Indonesian</b>
		<input type="checkbox"/> <b>Italian</b>

**This selection form must be completed and returned to your Homeroom teacher by Tuesday 3<sup>rd</sup> September 2019**

**Student Signature** ..... **Parent Signature** ..... **Date**.....

*This form also acts as your re-enrolment for 2020. If you do **NOT** intend returning to the College in 2020, place tick in the box beside this statement. Then speak to Mrs Hodge, Year 8 Coordinator, who will organize an Exit Form for you to complete.*

## Seeking Further Advice

Students and parents are able to access further information and advice from a variety of individuals.

### General Advice

Year 8 Level Coordinator:	Ms Deb Hodge
Year 8 Homeroom Teachers:	Ms Alicia Deak Mrs Robyn Frigo Mrs Amy Anderson Mr Tristan Phieler Ms Alicia Leonard Mr Michael Lawrence Mrs Gemma Tolan

### Elective Specific Advice

In addition to current subject teachers or specific teachers listed for further consultation at the base of each elective outline, the following curriculum leaders will be able to offer subject specific advice:

### Learning Area Leaders

Religious Education	Mr Brendan Nicholls
English	M. Gemma Etherington
Humanities	Mrs Deanne Allen-Emery
Languages	Ms Julia Hall
Mathematics	Mrs Colleen Boland
Visual Arts	M. Malcolm Campbell
Performing Arts	Ms Marina Brown
Technology	Mrs Kerry Horbowsky
Health & Physical Education	Mr Jason Broadbear

### Future Learning Pathways beyond Year 9

In addition to Learning Area Leaders and current teachers, the following individuals can provide further advice on these matters:

Careers and Further Education	Mr. Bruce Connor
VCE Learning Pathway [VCE]	Mr Michael Brown
Victorian Applied Learning Pathway [VCAL]	Ms Kirsty Allan
Deputy Principal [Learning and Teaching]	Mrs. Annette Chidzey

# CORE SUBJECTS

**As CORE Subjects, these are mandated studies undertaken by all Year 9 students for the duration of 2020.**

# English

**Learning Area:** English

**Duration:** Full Year

## Overview

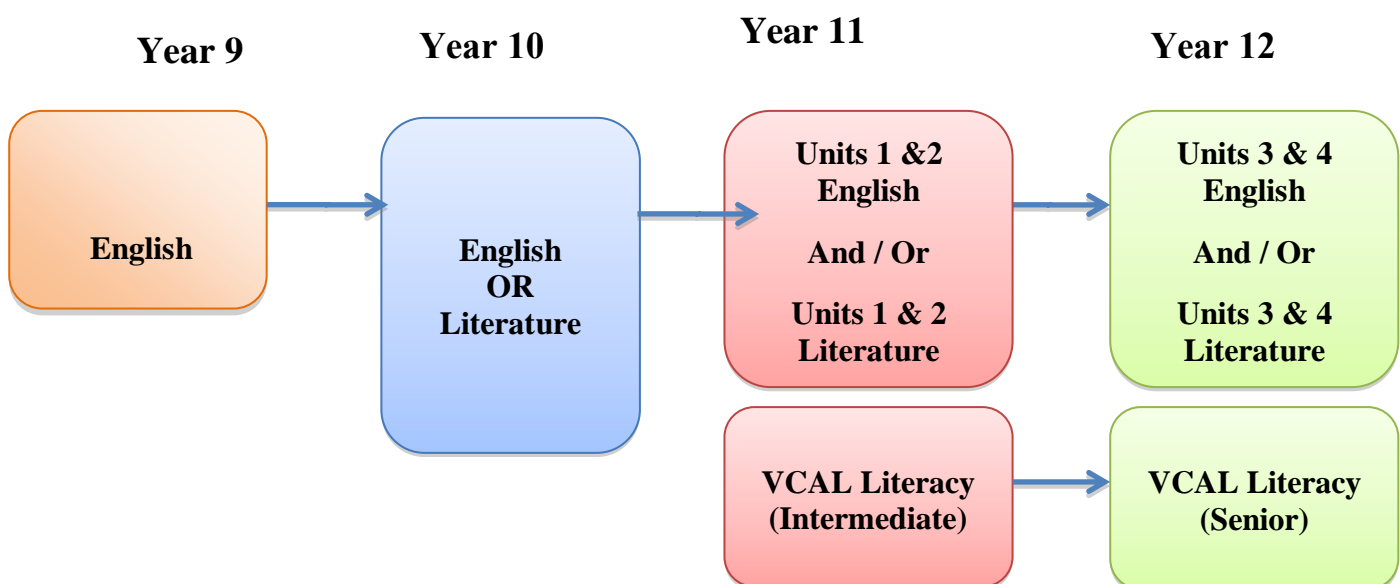
The Year 9 English program is designed in accordance with the Victorian Curriculum framework and aims to equip students with the necessary skills required for entry into one of the Year 10 English course options. The course focuses on further developing, refining and consolidating the essential written and verbal communication skills students will require for a successful transition into senior classes and / or the workforce.

## KEY SKILLS

Students will develop an understanding of and an ability to:

- Read, analyse and interpret author intention and construction in a variety of text types.
- Create and present written, oral and multimodal texts of original ideas.
- Communicate informatively and persuasively for different audiences, using voice and language conventions and effective body language.
- Create an original and plausible piece in response to a studied text.

## LEARNING PATHWAY



**Further Information:** Ms Gemma Etherington

# Health and Physical Education

## Learning Area: Health and Physical Education

**Duration:** Full Year

### Overview:

Students are encouraged to act, individually or collectively, in appropriate ways to enhance their own physical, social and emotional health and to enhance physical performance that enables them to participate in a range of games, sports and other physical activities. They are also encouraged to take action to promote structures and environments that support such health and physical performance.

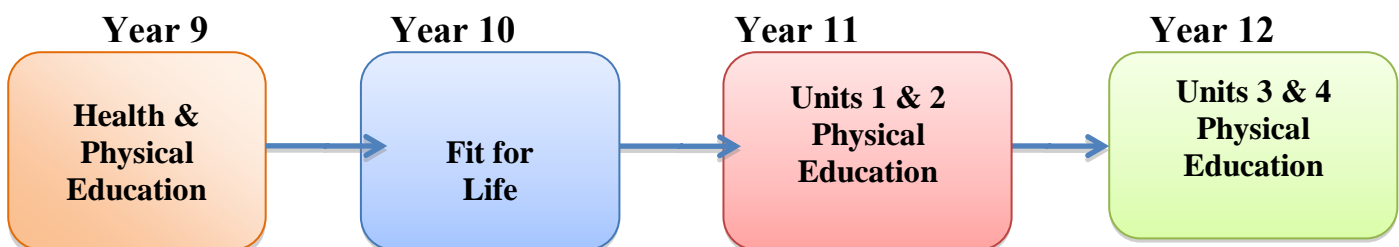
### Key Knowledge:

1. Playing it Safe – Safe participation in outdoor activities, Risk Assessment, Basic First Aid and managing injuries.
2. Let's Connect – Understanding relationships
3. Healthy decisions – Drug Education
4. Minding your own business – Understanding Mental Health

### Key Skills:

- Fitness Testing
- Basketball
- Badminton
- Softball
- Ultimate
- European Handball
- AFL 9's
- Tennis
- Alternative games
- Soccer/Futsal
- Super 8's Cricket

### LEARNING PATHWAY



**Further Information:** Mr Jason Broadbear or Mr Greg Fisher

# Humanities

**Learning Area:** Humanities

**Duration:** Full Year

**Overview** There are several areas of focus in Year 9 Humanities including History, Geography, Commerce, Civics and Citizenship that collectively enable students to develop a rich appreciation of the world in which they live.

**History:** The History component places the settlement of Australia within a world history context. In Humanities students will learn about the impact of the industrial revolution in England on many of our ancestors and the impact of World War I.

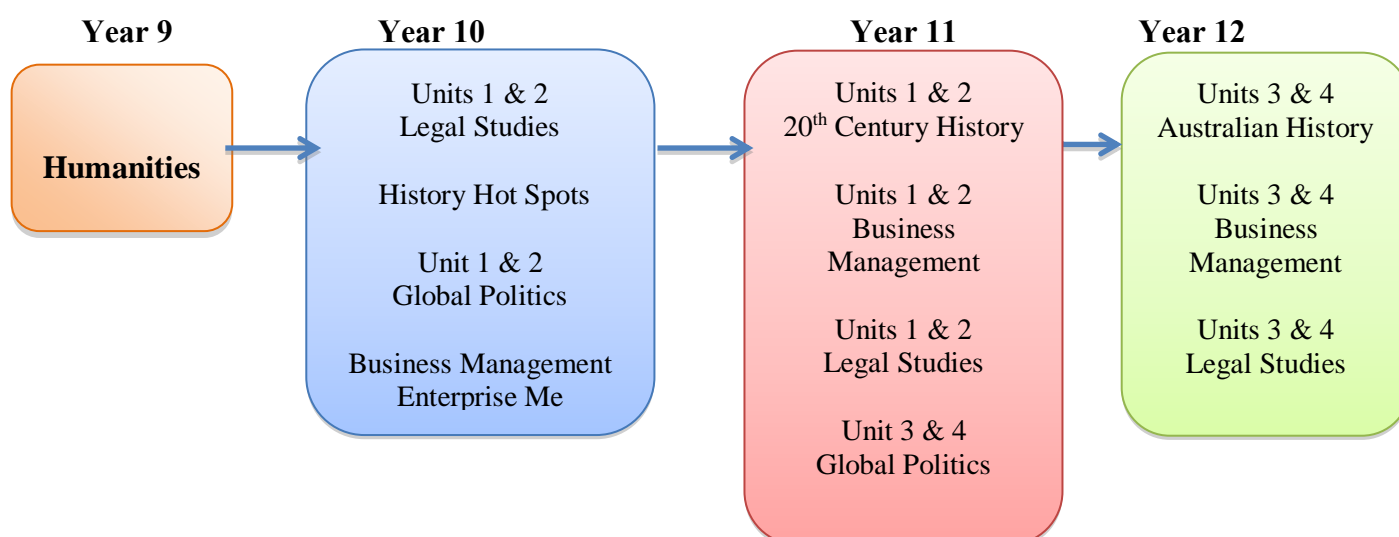
**Geography:** ‘Biomes and food security’ examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future.

**Civics:** Students will study Australia’s political system and discuss the ways that citizens participate in the government. They will look at the process of voting and understand the roles of global organisation such as the role of the United Nations in international affairs. Further exploration of the Victorian legal system and the role of the courts in administering justice.

## KEY SKILLS

- Skills necessary to investigate contemporary civics and citizenship issues, and foster responsible participation in Australia’s democracy
- Skills that will enable them to participate actively and ethically in the local, national, regional and global economy as economically, financially and business-literate citizens.
- Skills to collect, evaluate, analyse and interpret information, and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies.
- Skills to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication of arguments.

## LEARNING PATHWAY



**Further Information:** Ms Deanne Allen-Emery

# Mathematics

**Learning Area: Mathematics**

**Duration: Full Year**

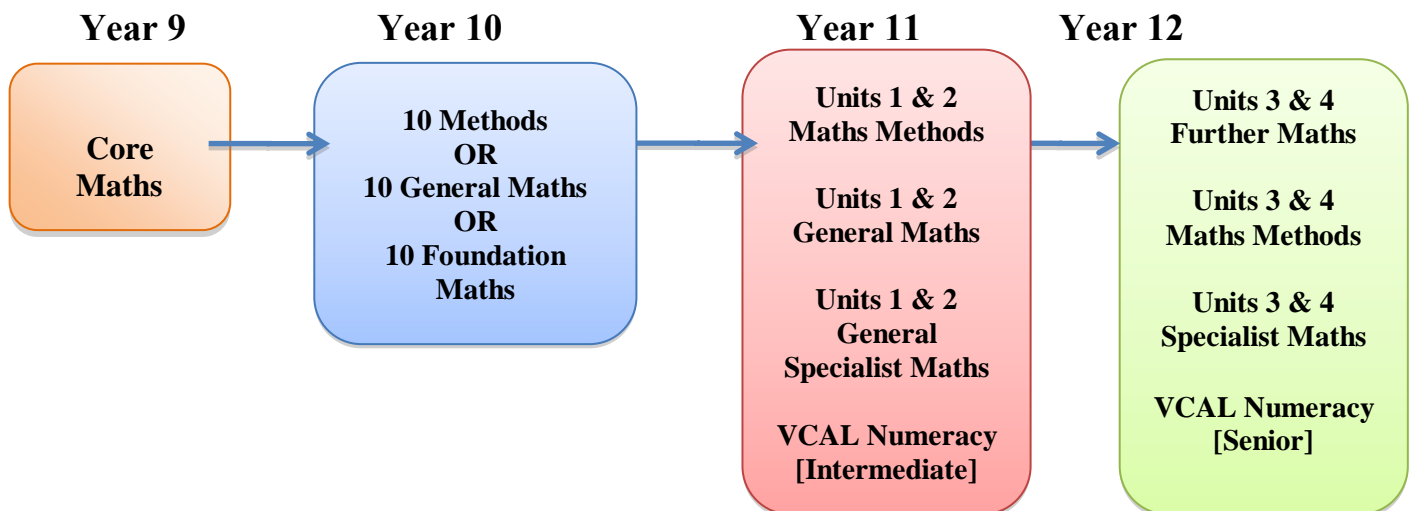
## Overview

In Year 9 Mathematics, students will build on the skills they have learnt in previous years. They will be introduced to some new concepts in the areas of Algebra, Trigonometry, and Pythagoras' Theorem. Completion of the Year 9 course will also give students a good idea of the mathematics pathways available to them in Year 10.

## KEY SKILLS

- Reviewing Numbers
- Linear Equations
- Geometry
- Probability
- Pythagoras, Theorem and Trigonometry
- Linear Relations
- Measurement
- Algebraic Techniques
- Statistics

## LEARNING PATHWAY



**Further Information: Ms Colleen Boland or Ms Frigo**

# Religious Education

**Learning Area: Religious Education**

**Duration: Full Year**

## Overview

The Year 9 Religious Education course is based on the Religious Education Framework for Catholic Schools in the Archdiocese of Melbourne “To Know, Worship and Love”.

Throughout Year 9, students will develop knowledge and skills gained in previous years. Major themes for the year are redemption and reconciliation, shared belief, Biblical Literacy, Mary and heroic women, the Catholic church in Australia and prophetic voices.

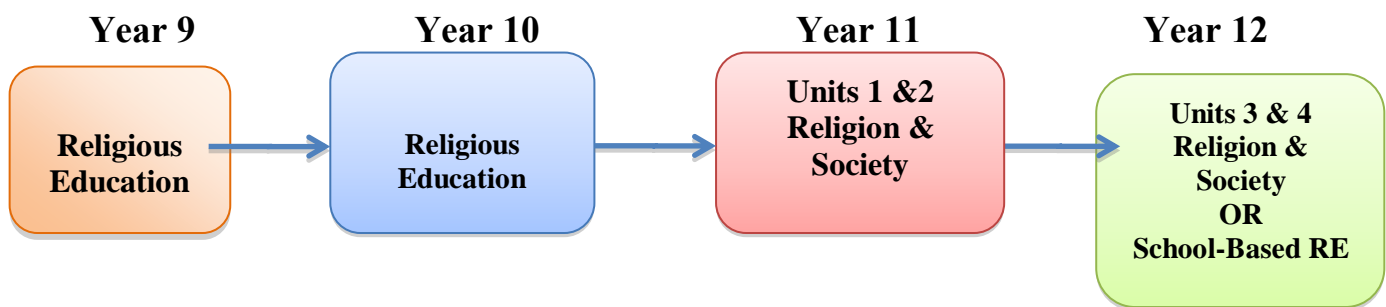
## KEY KNOWLEDGE

Students will be introduced to a range of teaching and learning experiences to explore the above topics. The key knowledge is listed below:

- Explain links between Old Testament prophecy and the coming of Jesus as the Messiah
- Explain the purpose, messages and functions of Wisdom and Prophetic literature in the Judeo-Christian tradition and the wisdom traditions of other religions.
- Explain ways, key figures and groups contributed to the development of the Catholic Church.
- Explain the role of women in the past and present Church.
- Explain the concepts of good and evil in relation to world views.
- Explain the foundations on which people base their ethical and moral stance.

## KEY SKILLS

- Reflection and contemplation
- Research and investigative skills
- Comparing and contrasting skills
- Presentation skills
- Interpersonal development



**Further Information: Mr Brendan Nicholls**



# Science

**Learning Area: Science**

**Duration: Full Year**

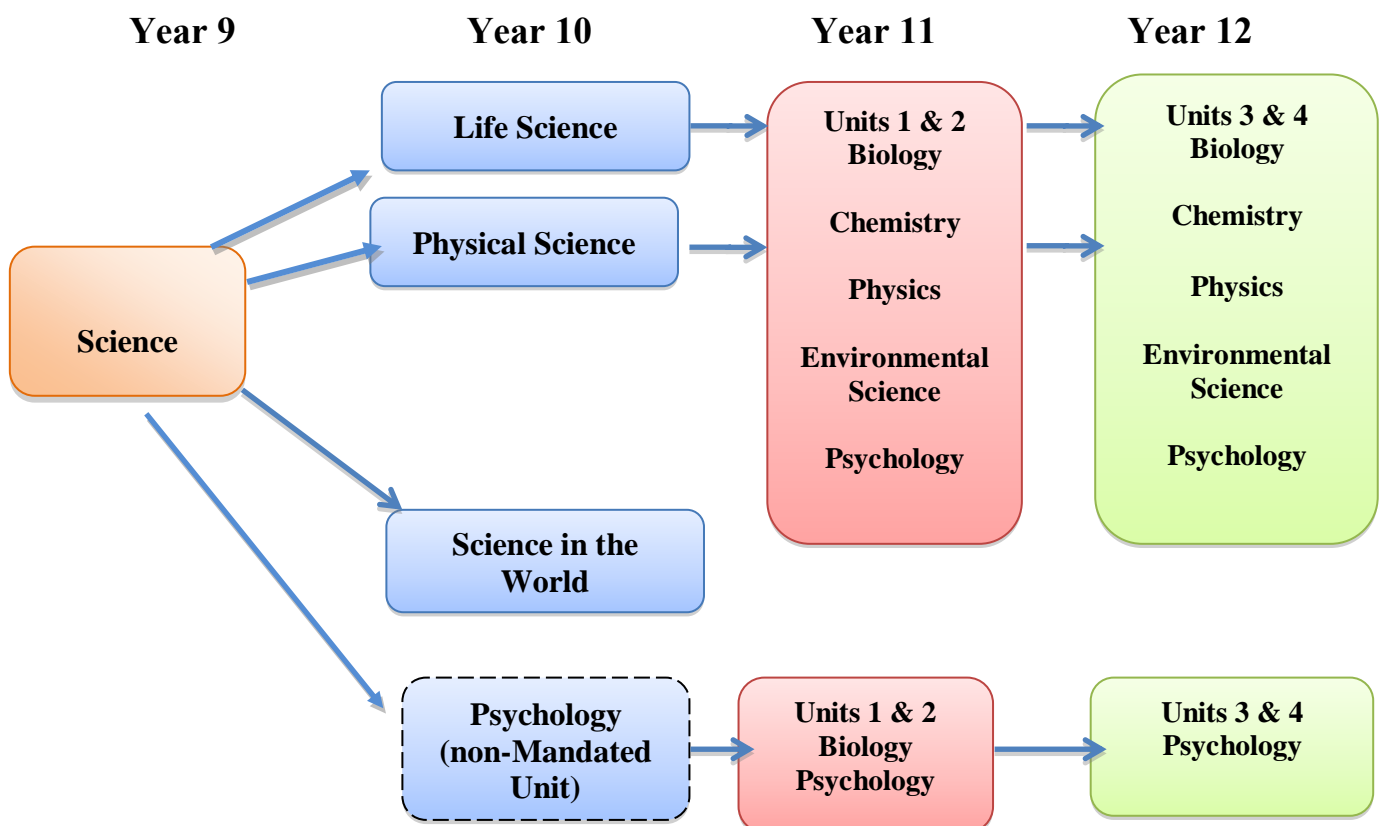
## Overview

Students will explore how the body responds to change in its internal and external environments. They will investigate the components of the natural environment and the interrelationships within an ecosystem. Students will develop an understanding of atomic structure and the organisation of the periodic table. Through experimentation, students will develop knowledge of chemical equations and reactions. Global patterns of geological activity and continental movement are explored. The construction of electrical circuits and motors will give an understanding of the concepts of voltage, current and electromagnetism.

## Key Skills

Students will continue to develop these skills with increasing depth:

- Communicating scientific knowledge
- Strengthening independent research skills
- Forming critical and analytical skills
- Applying key knowledge under test conditions



**Further Information: See Ms Elise Meehan or your Science teacher**

# ELECTIVES

**Electives are available in a broad range of Learning areas and are designed to provide knowledge and skills to support pathways into Year 10 and beyond.**

## LEARNING AREA ELECTIVE OVERVIEW

2020 Learning Area	Electives offered in 2020
Applied Learning	<ul style="list-style-type: none"> <li>• Learning for Life</li> </ul>
English (2 electives)	<ul style="list-style-type: none"> <li>• Advanced</li> <li>• Adaptive</li> </ul>
Humanities (3 electives)	<u>Business Management:</u> <ul style="list-style-type: none"> <li>• <u>Money Talks</u></li> </ul> <u>History:</u> <ul style="list-style-type: none"> <li>• Australian History: 1750-1918</li> </ul> <u>Legal Studies</u> <ul style="list-style-type: none"> <li>• Power Play</li> </ul>
Health & Physical Education (3 electives)	<ul style="list-style-type: none"> <li>• Adventure Planet</li> <li>• Personal Fitness</li> <li>• Early Childhood Studies</li> </ul>
Languages (2 electives)	<ul style="list-style-type: none"> <li>• Indonesian</li> <li>• Italian</li> </ul>
Mathematics (2 electives)	Advanced Mathematics Adaptive Mathematics
Performing Arts (4 electives)	<u>Drama:</u> <ul style="list-style-type: none"> <li>• Scene It</li> </ul> <u>Music:</u> <ul style="list-style-type: none"> <li>• Music Unlimited</li> <li>• The Voice</li> </ul> <u>Dance:</u> <ul style="list-style-type: none"> <li>• So You Think You Can Dance</li> </ul>
Science (2 electives)	<ul style="list-style-type: none"> <li>• Forensic Science</li> <li>• Marine Science</li> </ul>
Visual Arts (4 electives)	<ul style="list-style-type: none"> <li>• Media</li> <li>• Graphic Communication</li> <li>• Visual Art</li> <li>• Capture That Image</li> </ul>
Technology (6 electives)	<ul style="list-style-type: none"> <li>• Woodwork</li> <li>• Digital Technologies</li> <li>• Automotive Systems</li> <li>• Metals and Plastics</li> <li>• Robotic &amp; Electronics Systems</li> <li>• Fashion</li> </ul>
Food Technology (2 electives)	<ul style="list-style-type: none"> <li>• Food of the World</li> <li>• My Baking Rules</li> </ul>
(31 electives in total)	

## APPLIED LEARNING

**Learning Area: Learning for Life: Entering the workforce & beyond**

**Duration Semester**

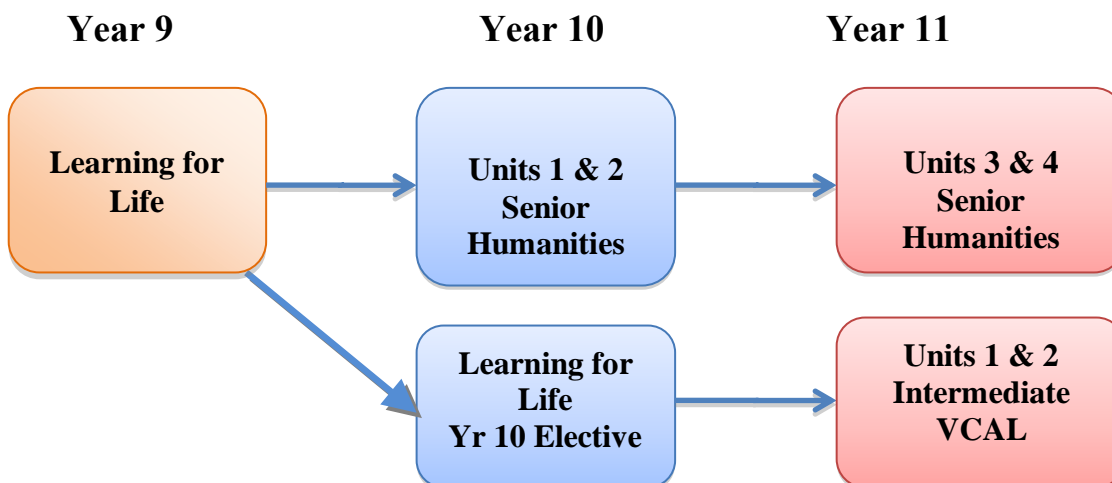
### Overview

During this elective, students will develop skills that are important not only in the workplace, but everyday life. A skillset known as transferrable skills will be developed through project based learning. Students will focus on financial literacy and development of a career portfolio. They will also investigate industry, finance (such as personal banking and budgets) as well as engage in a negotiated (social justice) themed unit based upon their choice. The students will work together in teams to communicate awareness of the issue in a range of formats as well as to organize and implement an event or project to reflect their findings.

### KEY SKILLS

- Development & understanding of employability skills
- An ability to work within a team; working together to research, plan, implement and review a simple project
- Independent research skills
- Financial management & budgeting
- Applying for jobs and interview techniques
- Personal Development Skills

### LEARNING PATHWAY



**Further Information: See Ms Kirsty Allan**

# ENGLISH

**Elective Title: Advanced English**

**Duration: Semester**

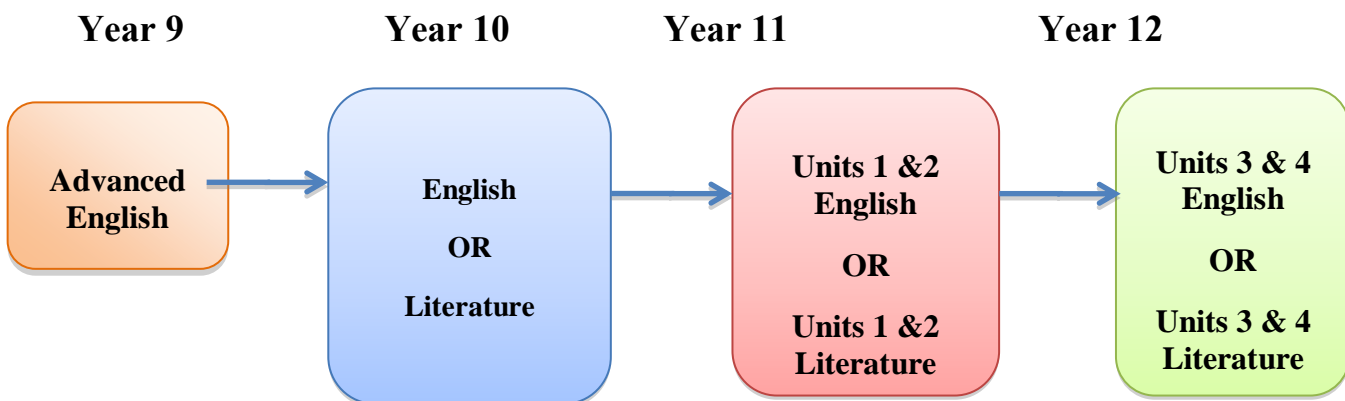
## Overview

Students will gain a deeper insight into texts, through the study and analysis of symbolism in literature, including fables, film as text and illustrated children's books. This unit aims to allow students to explore some facet of literature in their own way, creatively or critically to enhance their own understanding as well as allow students to demonstrate effective study habits and strong research skills, while furthering their love, or enjoyment of literature.

## Key Skills

- Investigate a variety of written texts including plays, poetry, short stories, films and novels.
- Enrich their knowledge and understanding of various contexts, themes, prompts and use of symbolism in texts.
- Develop confidence in creating, communicating and performing original and created texts and presentations.

## Learning Pathway



**Further Information: Ms Gemma Etherington**

# ENGLISH

**Elective Title: Adaptive English**

**Duration: Semester**

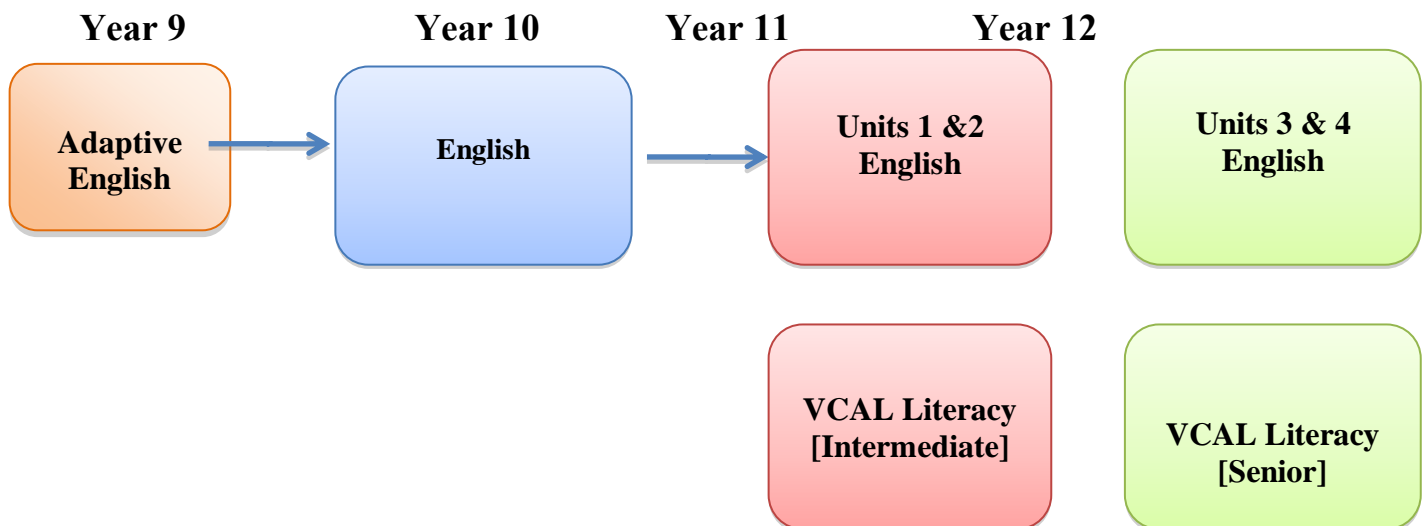
## Overview

Students will focus on the development of core English language skills including reading, writing, speaking and listening. Students will explore a single text genre, aiming to identify the elements of the genre within a text of their own choosing, while developing public speaking skills. Students will also continue to develop spelling and grammar skills through the completion of a Language and Literacy Folio

## Key Skills

- Consolidate skills in speaking, listening, reading and writing.
- Enhance understanding and correct use of the English language, including spelling, punctuation, sentence construction and paragraphing.
- Participate in class discussions, debates and activities, where you will interpret information and be able to respond to critically and effectively.
- Develop skills in accessing and employing information accurately.
- Identify information located ‘on the lines’, ‘between the lines’ and ‘beyond the lines’.

## Learning Pathway



**Further Information: Ms Gemma Etherington**

## HUMANITIES – BUSINESS MANAGEMENT

**Elective Title:** Money Talks

**Duration:** Semester

### Overview

Money, money, money! Does it control your life?

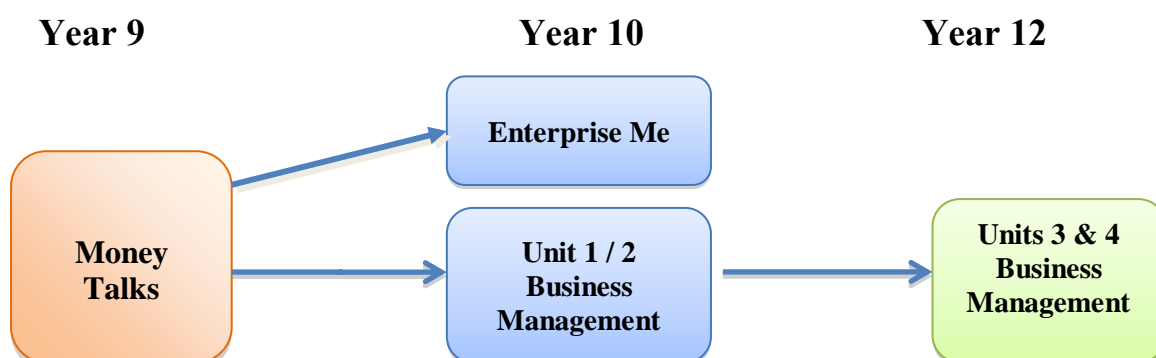
This finance elective has been designed for students to gain a broader understanding of issues relating to managing their own money. How can you make money? Can you budget? How much will this product really cost? Emphasis is placed on investigative work to allow for the student to become financially literate, understanding investment options and aware of the world of business. Students will also become exposed to important concepts associated with general investing and personal finance.

Money Talks will provide students with a solid foundation for continuing into Year 10 Enterprise Me and pursuing the VCE subjects of Business Management and Legal Studies.

### Key Skills

- Understanding consumer choices and investment options
- Financial planning skills
- Creating and managing a budget
- Credit and borrowing skills
- Determining sources of income
- Income protection and insurance
- An ability to understand banking processes
- Understanding the benefits of saving and investing

### Learning Pathway



**Further Information:** Mr Bill Miles or Ms Deanne Allen-Emery

## HUMANITIES – LEGAL STUDIES

**Unit Title:** Power Play

**Learning Area:** Humanities

**Duration:** Semester

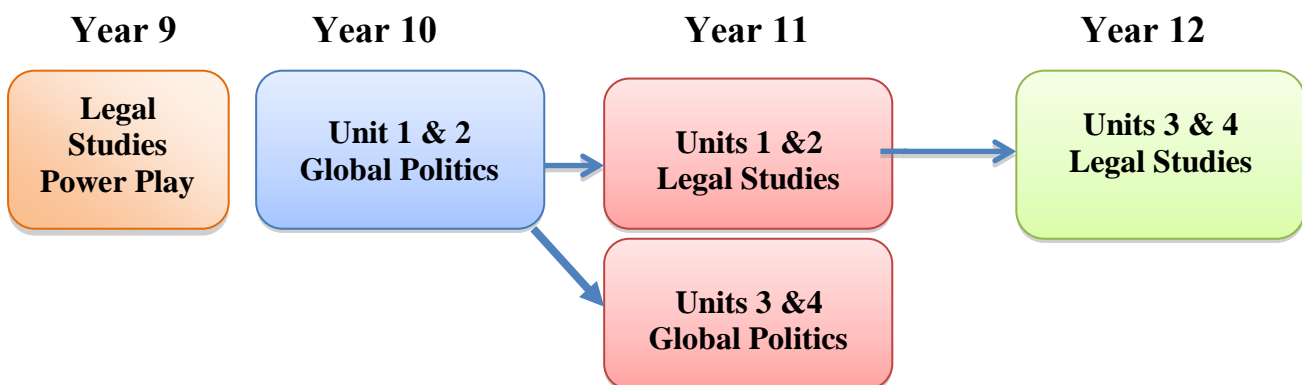
**Overview:**

The three branches of the Australian government, the legislature, the judiciary and the executive, are not ships passing in the night. They are fundamentally interconnected and Power Play looks at the interplay between the Australian legal and political systems, focusing on contemporary legal issues in Australia and their impact on the Australian social and political environment. Think of Lindy Chamberlain, Keli Lane, changes to Australia's gun laws in the wake of Port Arthur, and Australia's role in the War on Terror, post 9/ 11, Eddie Mabo, the Tasmanian Dam case, the issue of refugees and asylum seekers, same-sex marriage, sex-discrimination or the current drug crises in Australia – all have a strong link between the legal system and the social/political climate in Australia. Come on a journey that will make you more aware of Australia's political and legal systems and prepare you for a future as an informed and dynamic Australian.

**Key Skills:**

- Ability to consider the effectiveness and necessity of laws in modern Australia
- Ability to develop an understanding of key social and political issues that influence the legal system
- Ability to analyse important, ground-breaking Australian laws in relation to key national and international issues
- Ability to evaluate the extent to which the Australian legal system and political system influence one another

### LEARNING PATHWAY



**Further Information:** See Ms Samantha Windmill



# HUMANITIES - HISTORY

**Unit Title:** Australian History: 1750 - 1918

**Duration:** Semester

## Overview

This history elective is an exploration of our country origins from an indigenous and European point of view. Globally, the period between 1750 – 1918 faced constant change arising from industrialization, increased conflict and the growing power of the European nations. Where does Australia fit? How was Australian society affected by other significant global events? What impacts did the indigenous Australians face? Where did Australia find its wealth? Key topics of colonization, early and ongoing impacts of colonization on the indigenous population, the gold rush, Asian population growth. This elective will be supported by an overnight excursion to Sovereign Hill.

## KEY SKILLS

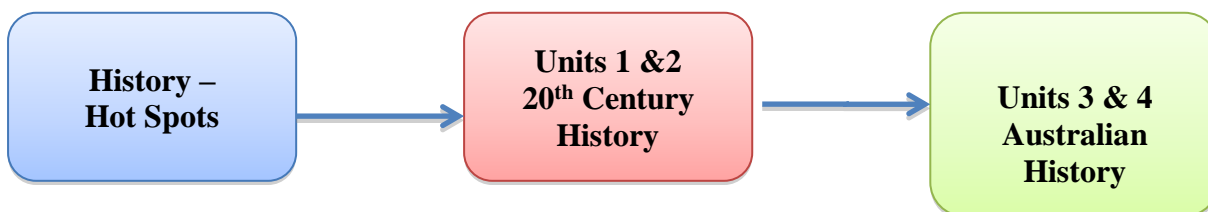
- Chronology: Analyse and evaluate the broad patterns of change over the period 1750 – 1900.
- Historical skills as evidence: Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values
- Identify the cause and effect of population movements throughout the world.
- Evaluate Historical significance: Evaluate the historical significance of an event, idea, individual or place with reference to colonisation and the Gold Rush.
- Evaluate Historical significance: Identify key social, cultural, economic and political features of Australia in 1788.

## LEARNING PATHWAY

**Year 10**

**Year 11**

**Year 12**



**Further Information:** Ms Sarah Callahan and Ms Deanne Allen-Emery

## HEALTH & PHYSICAL EDUCATION

**Elective Title:** Adventure Planet

**Duration** Semester

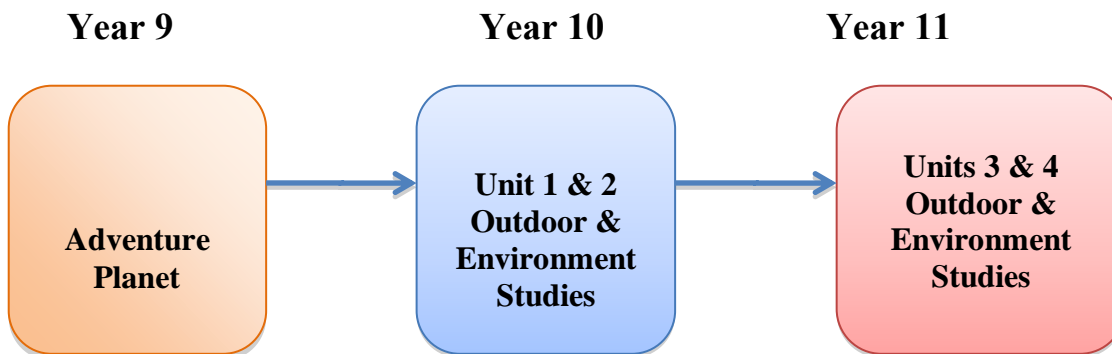
### Overview

In this semester unit, students will explore the role of outdoor recreation in society today. Students will complete a range of outdoor recreation activities available in the local area and learn about the equipment required for safe participation and minimizing our impact on the environment.

### KEY SKILLS

- Use appropriate skills for safe and sustainable interactions with outdoor environments in natural or semi-natural environments
- Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk
- Reflect upon a range of practical outdoor experiences
- Develop an understanding of the concept of risk versus challenge

### LEARNING PATHWAY



Please note Units 3 & 4 Outdoor & Environment Studies is only offered in Year 11.

**Further Information:** See Mr Byron Mitchell or Mr Nathan Patterson

# HEALTH & PHYSICAL EDUCATION

**Elective Title: Personal Fitness**

**Duration: Semester**

## Overview:

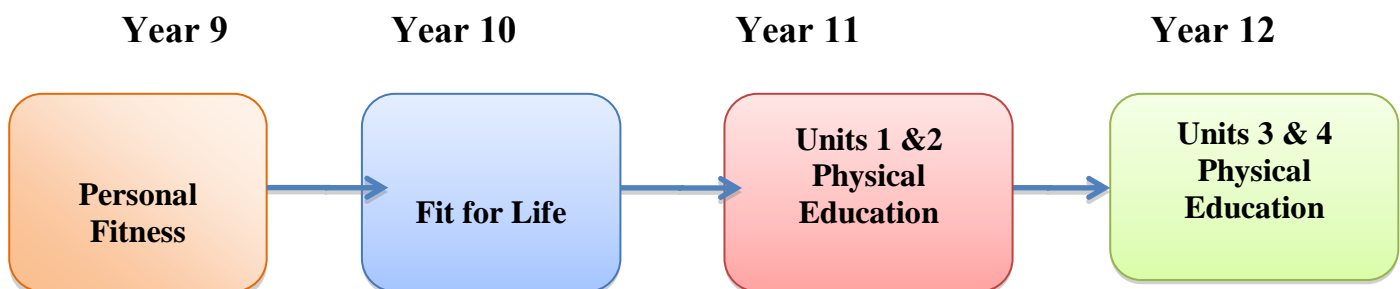
Design, implement and evaluate personalized plans for improving or maintaining one's own and others' physical activity and fitness levels.

- Principles of an individual activity plan including frequency, intensity, time and type of activity (FITT).
- Components of an exercise training session including warm up, conditioning phase and cool down
- Training program principles, including specificity, individuality, diminishing returns, variety, maintenance, overtraining and detraining
- Training methods including continuous, interval (short, intermediate, long and high intensity), fartlek, circuit, weight/resistance, flexibility and plyometric
- Nutritional and rehydration recovery strategies including water, carbohydrate and protein replenishment
- Chronic adaptations of the major body systems to improve performance

## Key Skills:

- Applying the principles of frequency, intensity, time and type appropriately to an individual activity plan
- Conducting and participating in all components of an exercise training session
- Reflecting on the benefits of participation in a variety of training sessions
- Designing a training program that demonstrates the correct application of training principles and methods
- Explaining and applying relevant nutrition and rehydration strategies to enhance recovery
- Explaining how chronic adaptations to training lead to improved performance.

## LEARNING PATHWAY



**Further Information: Mr Jason Broadbear or Mr Roddy Nash**

# HEALTH & PHYSICAL EDUCATION

**Unit Title: Early Childhood Studies**

**Duration: Semester**

## Overview:

Students will develop skills and understanding that will prepare them for Year 10 Health and Nutrition and VCE Health and Human Development. Throughout this unit, students will explore the changes that occur during puberty and they will also study the female and male reproductive systems. They will examine the process of fertilisation and research the stages of pregnancy, the events that occur during birth and the characteristics of a newborn baby.

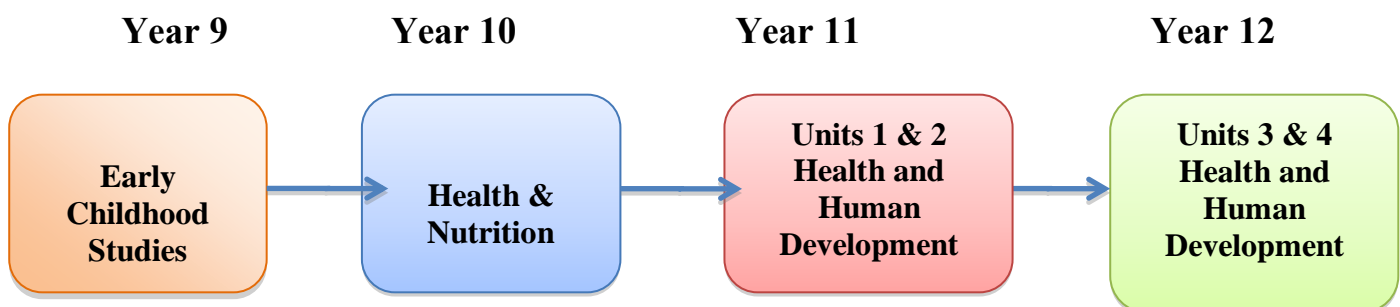
Students will learn about the different stages of childhood and be actively involved in conducting a research project with the children. The students will also visit the Leopold Child and Family Centre and interact with the children to further strengthen their knowledge of childhood behaviours.

## Key Skills:

Students will continue to develop these skills with increasing depth:

- Understand the changes that occur during puberty and why they differ between males and females.
- Explore the growth and development of a baby throughout the stages of pregnancy.
- Expand in their ability to positively interact with children of various ages.
- Plan and implement physical activities to be performed by young children.
- Understand and apply the concepts of development.
- Increase their use of research skills to investigate physical development in children and common childhood injuries.

## LEARNING PATHWAY



**Further Information: Ms Rebekah Spencer**

## LANGUAGES

**Elective Title:** Indonesian

**Duration:** Full Year

### Overview

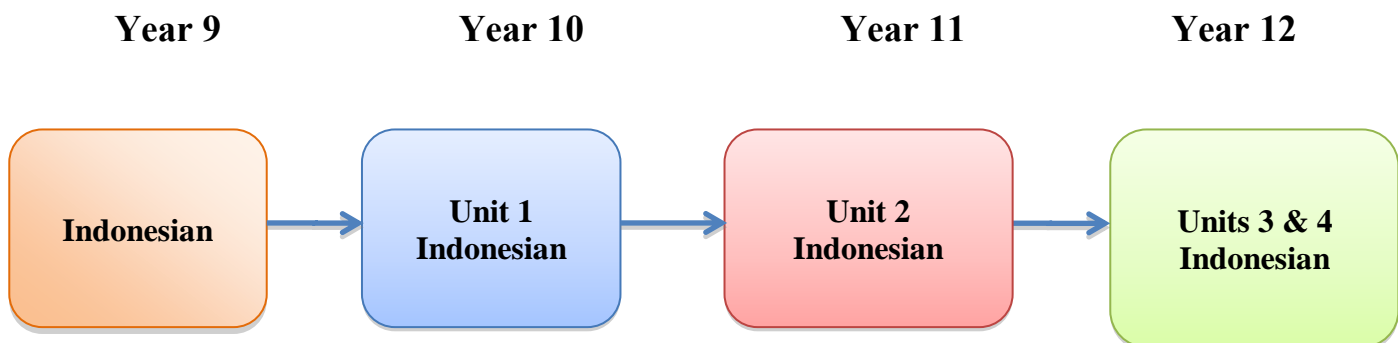
Students will further develop their understanding of the language and Indonesian culture as they study topics which are relevant to young people in both Australia and Indonesia, from sport and hobbies, to going on holidays.

The study of Indonesian in Year 9 utilises all of the important vocabulary and grammar learnt in Years 7 and 8. At this stage student are now able to confidently use learnt vocabulary and apply it in forming more sophisticated sentences and longer passages.

### KEY SKILLS

- Consolidate and improve reading and writing skills
- Communicate effectively in a variety of contexts.
- Develop their ICT skills.
- Collaborating on group projects.
- Detailed study of environmental issues, with an applied learning project centered around Melbourne Zoo.

### LEARNING PATHWAY



**Further Information: See Ms Julia Hall and Mrs Narelle Spencer**

## LANGUAGES

**Elective Title:**           **Italian**

**Duration:**               **Full Year**

### Overview

Students will further develop their understanding of Italian language and culture through the study of topics that are relevant to young people in both countries such as rooms of the house, clothes and fashion, film and festivals, body parts and fitness.

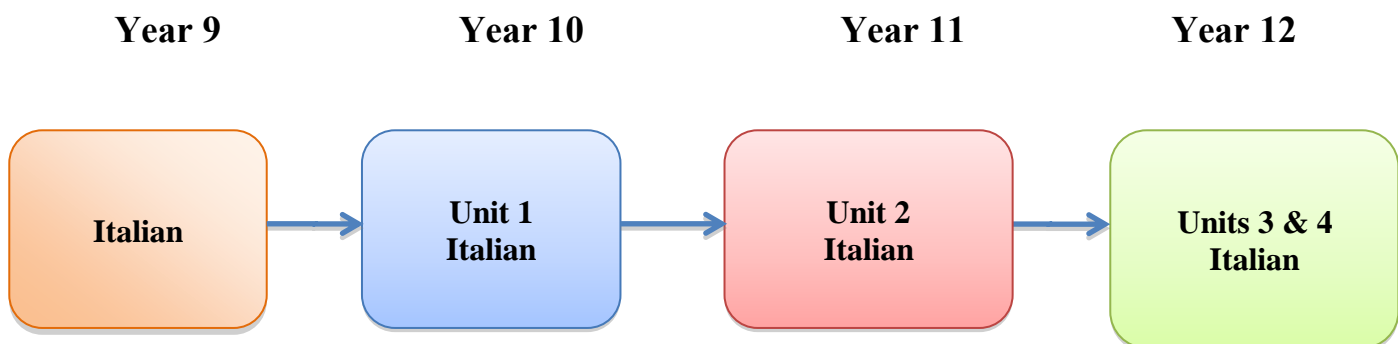
The study of Italian at this level builds on the important vocabulary and grammar learnt in Years 7 and 8. At this stage students are now able to confidently apply vocabulary and form it into more sophisticated sentences and longer passages.

### KEY SKILLS

Students will:

- Communicate effectively in a variety of contexts.
- Explore the world of fashion and shopping.
- Produce a weather forecast
- Develop their ICT skills by creating movies
- Explore Italian culture in the local area or Melbourne suburb of Carlton
- Learn how to cook Italian food
- Explore variations in manufacture and development of Italian sports cars.

### LEARNING PATHWAY



**Further Information: See Mr Christian Berti and Mr Francesco Melli**

# MATHEMATICS

**Elective Title:** Advanced Mathematics

**Duration:** Semester

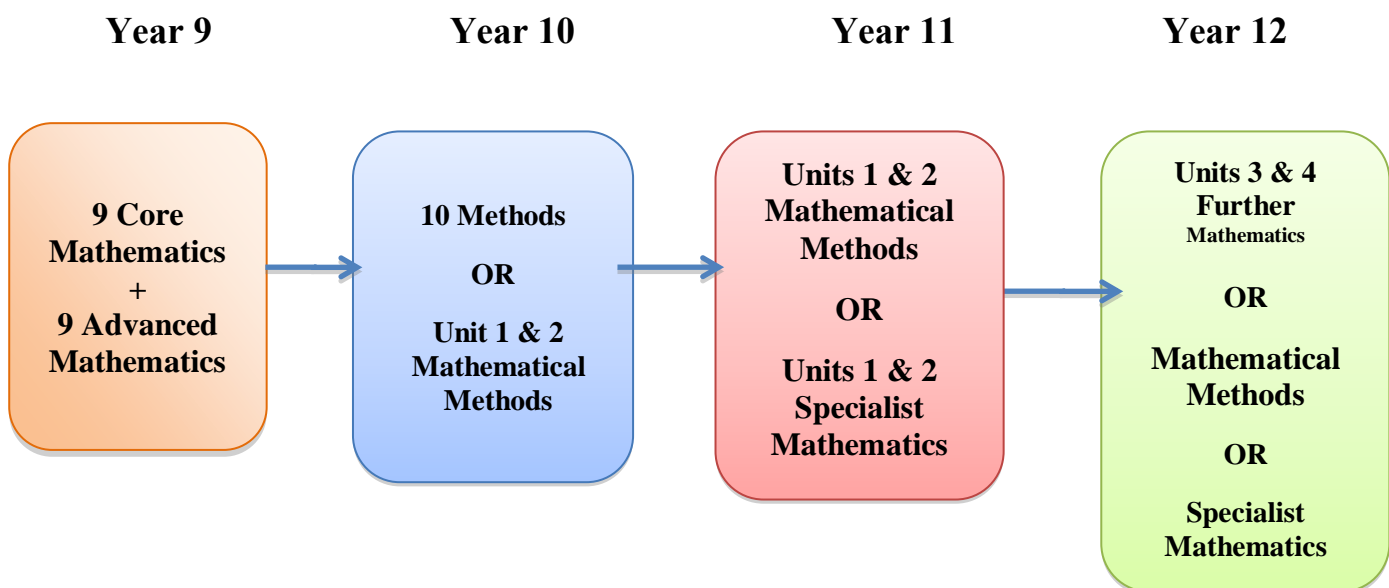
## Overview

This course is designed to complement the Core Year 9 Mathematics Course and to challenge able mathematicians. In Advanced Mathematics, students learn how to get the most from technology, engage in problems that require greater mathematical understanding and apply their knowledge and skills to everyday life situations. Students who are planning on undertaking VCEMaths Methods as an accelerated subject in Year 10 **MUST** undertake this subject.

## KEY SKILLS

- Solve simultaneous equations using the elimination and substitution methods, graphically and using technology.
- Apply equations to real life situations
- Create formulae and transase equations
- Investigate Inequations
- Identify and represent quadratic functions by table rule and graph
- Solve problems to find the unknown using algebraic, graphical and numerical methods
- Work with numbers in scientific notation
- Use index laws to simplify and solve algebraic expressions
- Perform operations with surds

## LEARNING PATHWAY



**Further Information:** Ms Colleen Boland or Ms Robyn Frigo

# MATHEMATICS

**Elective Title: Adaptive Mathematics**

**Duration: Semester**

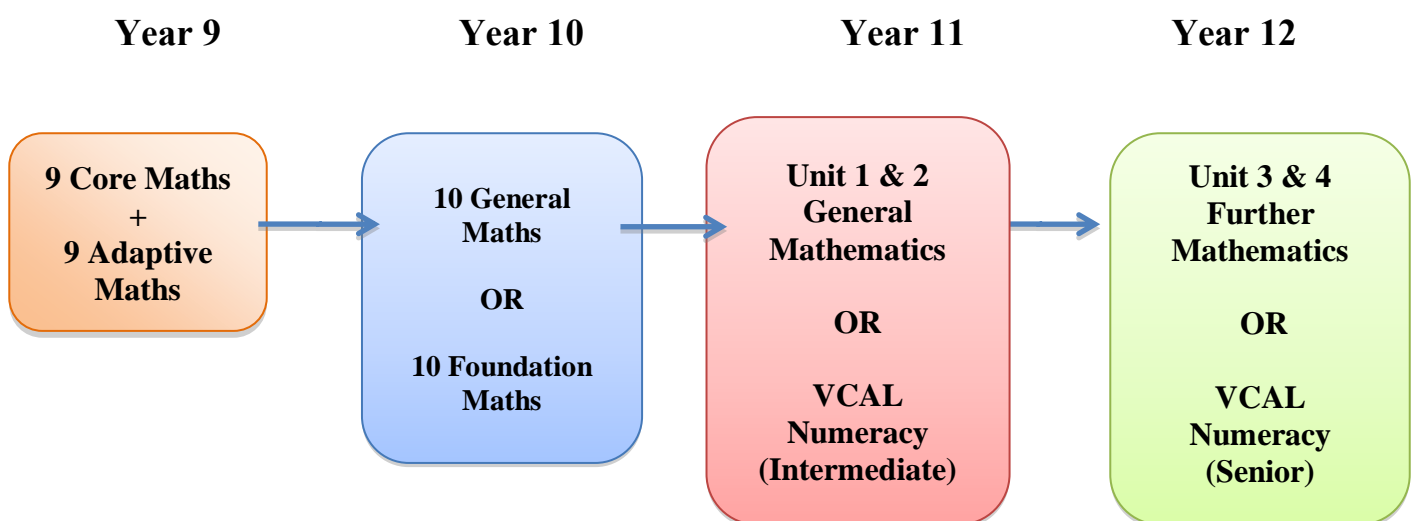
## Overview

This unit is designed to support students in their mathematical learning, building confidence and reinforcing concepts and skills that underpin the mathematics concepts taught in Year 9. The course will cover basic skills and knowledge learned in the past few years to consolidate understanding, with a focus on using technology to support problem solving.

## KEY SKILLS

- Times Tables
- Negative Numbers
- BIDMAS
- Fractions, Decimals and Percentages
- Algebra
- Linear Equations
- Area and Perimeter
- Units of Measurements

## LEARNING PATHWAY



**Further Information: Ms Colleen Boland or Ms Robyn Frigo**



## PERFORMING ARTS: Drama

**Elective Title:** Scene It

**Duration:** Semester

### Overview

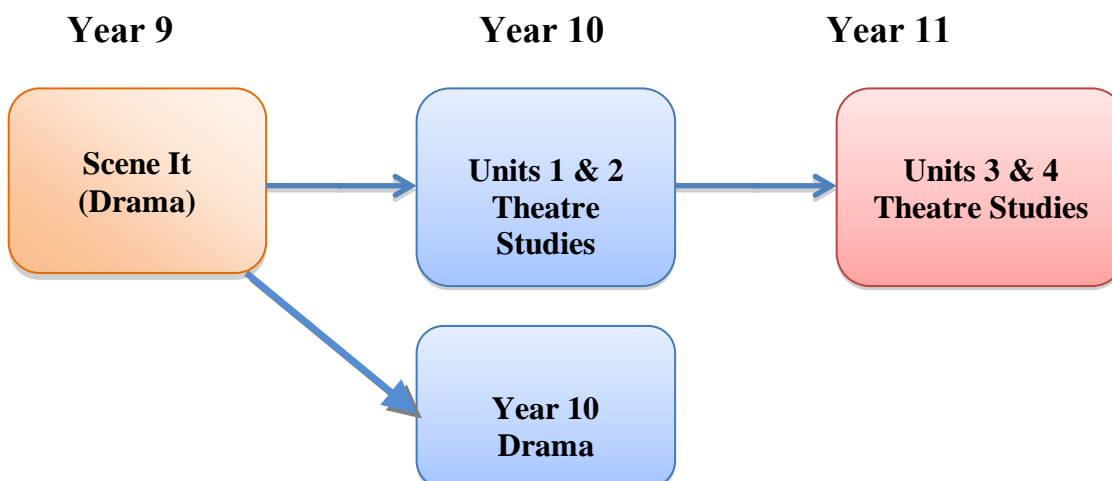
Students will develop confidence as they explore, collaborate and challenge their own creativity through dramatic performance. Intensive practical workshops based on a range of theatre practitioners will inspire students to research and experience various production roles such as costume, lighting and sound design. They will be empowered to bring their chosen scene to life through a range of voice, movement and characterization workshops. A wide variety of published scripts will be explored to allow students to investigate how the elements of drama work together to create a dramatic performance. To conclude, students will analyse and evaluate a professional theatre show by writing their very own theatre review.

### KEY SKILLS

Students will:

- Plan, direct, produce, rehearse and refine live performances.
- Develop and sustain different characters to realise dramatic intentions and engage audiences.
- Perform scripted drama in different styles through acting and the application of production roles.
- Analyse the elements of theatre including acting and design areas.
- Use experiences of drama practices from different cultures, places and times to evaluate drama.

### LEARNING PATHWAY



**Further Information:** See Mrs Marina Brown

## PERFORMING ARTS: Music

**Elective Title:** Music Unlimited

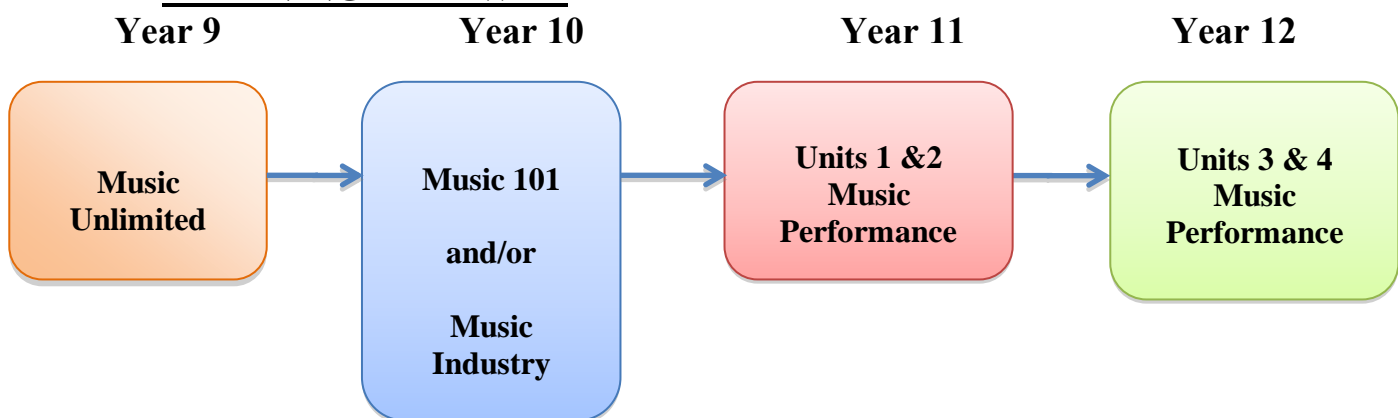
**Duration:** Semester

**Overview** This is a performance-orientated unit designed to allow students to develop their existing musical ability and skill as performers, whilst being introduced to the key skills required for Year 10 and VCE Music Performance subjects. Have you ever wanted to create something new and original from an existing song? Are you interested in recording, rehearsing in bands and learning how to write songs or symphonies of your own? ‘Music Unlimited’ breaks Music down into its different elements, learning about each element by performing, analysing and listening to music. Students will study original and cover versions of songs noting the changes to the elements in each version whilst creating and performing their own version of a song. ‘Music Unlimited’ is suited to those students who play any instrument such as Trumpet, Saxophone, Flute, Violin as well as those who learn the Guitar, Piano, Drums, Vocals or Bass Guitar. Students will learn how to improvise, create, and, using digital technology, record their own music, at the same time learning the skill of how to best connect with audiences through formal and informal, virtual and interactive performances settings.

**Key Skills:** Students will

- Develop instrumental music techniques on their chosen instrument
- Develop rehearsal and performance skills – individual/group
- Gain an understanding of music analysis skills
- Develop an understanding of aural and music theory concepts
- Explore, analyse and replicate music of various genres and from a range of periods of history.
- Use knowledge of the elements of music, style and notation to compose, document and share their music
- Learn basic skills of music-writing and arranging.

### LEARNING PATHWAY



**Further Information:** See Mrs Marina Brown

## PERFORMING ARTS: Music

**Elective Title:**           **The Voice**

**Elective Duration:**   **Semester**

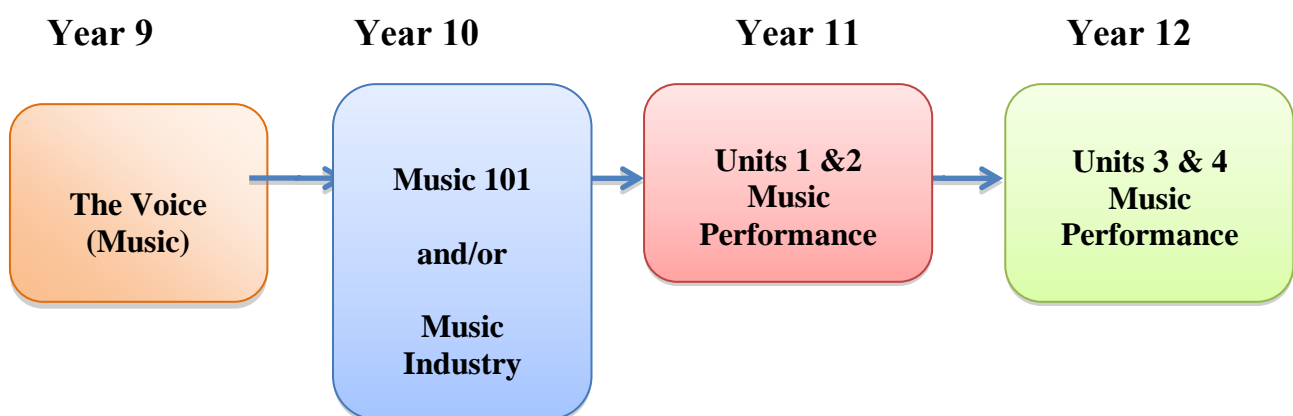
### Overview

Have you ever dreamt of being a recording artist or the next star of The Voice? Do you love playing an instrument as a soloist or in a band but aren't sure whether you like it enough to do VCE Music? Then get started now by developing your playing and performance skills! In The Voice you will have the choice as to whether you perform solo or with others in the class. You can even choose what sort of music you want to work on. This class will provide you with the opportunity to practice and develop your performance and musicianship skills through learning about Music of various styles and how to develop as an artist. It will help develop your confidence in an array of performance environments as you learn stage performance techniques including how to present yourself, microphone technique and how to deal with nerves. You will learn about the music business, how to make a demo, what judges, producers and directors are looking for and how to perform with a band, effectively rehearse your songs, and develop strong relationships within a group. You'll also learn time management, song preparation and how to set up and pack up musical gear for your own performances. The subject is suitable for any singers, instrumentalists or those who haven't yet discovered their talent!

### Key Skills

- Students will develop instrumental music techniques on their chosen instrument;
- Develop rehearsal and performance skills – individual/group;
- Students will gain an understanding of music analysis skills
- Develop an understanding of music theory and aural concepts
- Students will learn how to develop as performers including how to engage with and how to communicate to an audience.

### LEARNING PATHWAY



**Further Information:** See Mrs Marina Brown or Ms Caitlin Doble

## PERFORMING ARTS: Dance

**Elective Title:** So You Think You Can Dance?  
**Learning Area:** Performing Arts  
**Elective Duration:** Semester

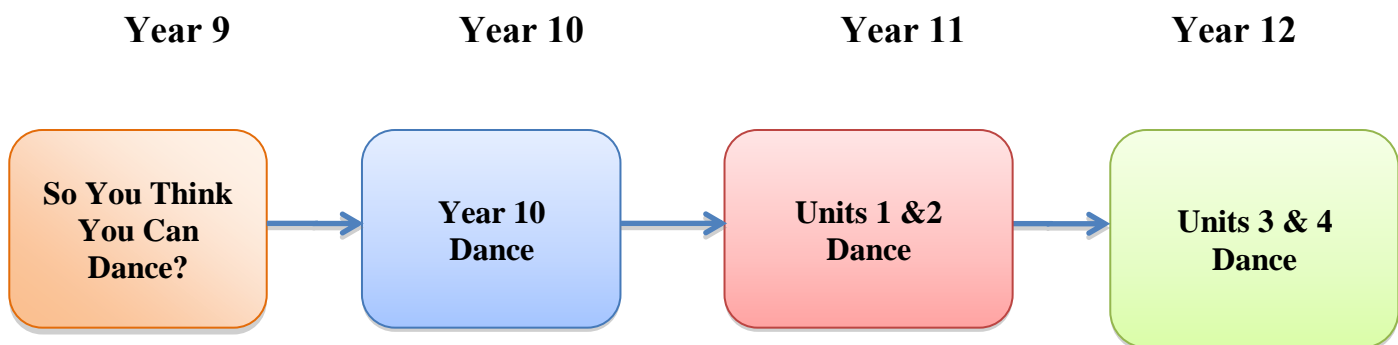
### Overview

‘So You Think You Can Dance?’ exposes students of all levels of dancing ability to a variety of dance styles including hip hop, jazz, contemporary and many traditional dances from around the world. They begin to develop their own vocabulary of dance movement and skill and apply this in creating their own routines in groups. They view dances of famous choreographers to inspire ideas for their own choreographic work. They learn a set dance choreographed by others to perform for a live audience.

### KEY SKILLS

- Development of dance technique specific to an individual dance style.
- Application of correct body alignment and safe dance practice.
- Analysis of dance works of prominent choreographers.
- Performance evaluation skills.
- Performance technique and audience awareness.

### LEARNING PATHWAY



**Further Information:** See Mrs Kate Lehman

# SCIENCE

**Elective Title: Forensic Science**

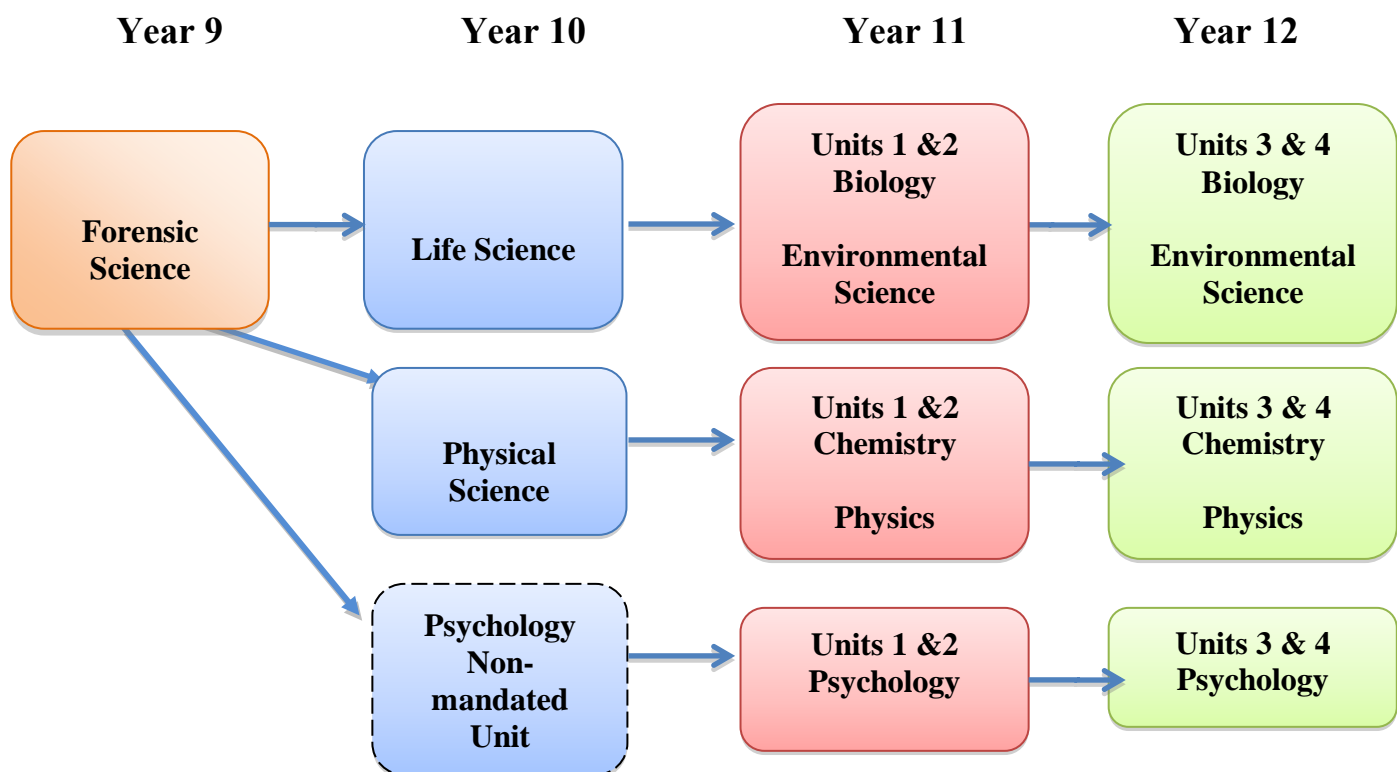
**Duration: Semester**

## Overview

Students will be introduced to the fundamentals of forensic science and its application to Crime Scene Investigation. This is a largely practical based unit with students learning a range of techniques focusing on the collection, identification and analysis of crime scene evidence. Practical activities will include fingerprinting, handwriting analysis, blood typing, taking casts and hair and fibre analysis. Students will develop their problem solving and critical thinking skills by analysing case studies and solving a Murder Mystery.

## Key Skills

- Safely conducting a range of experiments
- Accurately collecting reliable data and recording observations
- Working co-operatively in groups
- Communicating results using appropriate terminology
- Developing critical thinking and analytical skills
- Building independent research skills



**Further Information: See Mr Ian Anderson**

# SCIENCE

**Elective Title:** Marine Science

**Duration:** Semester

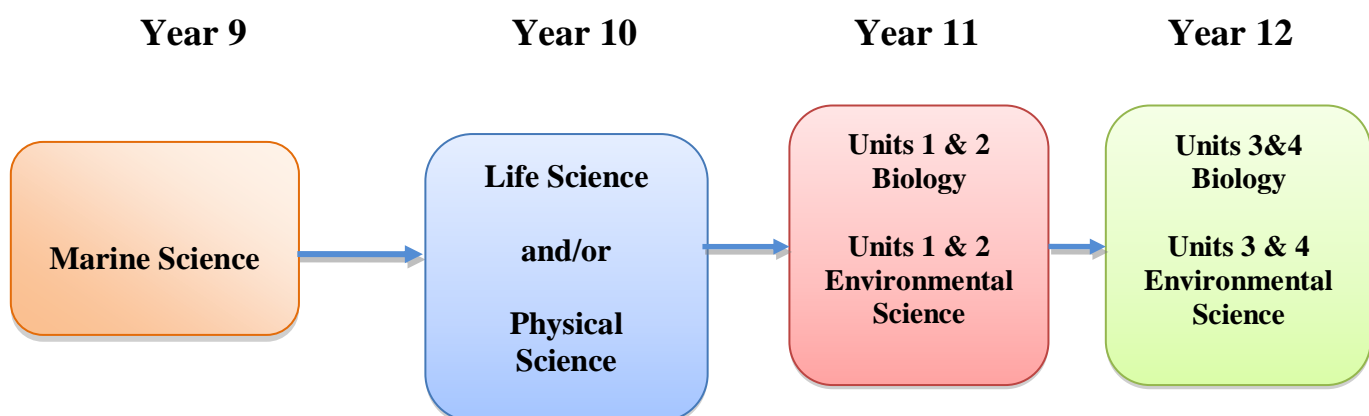
## Overview

Students will learn about aspects of Marine Science by studying the local marine ecosystems and undertaking diverse laboratory investigations. The impacts human activities have upon the marine environment will be explored throughout the semester. Skills will be developed in collecting field data, investigating marine issues and building upon laboratory investigation skills. Marine Science is a hands-on, activity-based subject that aims to increase a student's knowledge of their local marine surroundings.

## Key Skills

Students will continue to develop these skills with increasing depth:

- Communicating scientific knowledge
- Developing laboratory skills – including safety and accuracy
- Working co-operatively in groups
- Forming critical and analytical skills
- Building field work skills
- Developing a range of independent research skills



**Further Information:** See Mrs Leesa Snookes

## VISUAL ARTS

**Elective Title: Capture That Image**

**Duration: Semester**

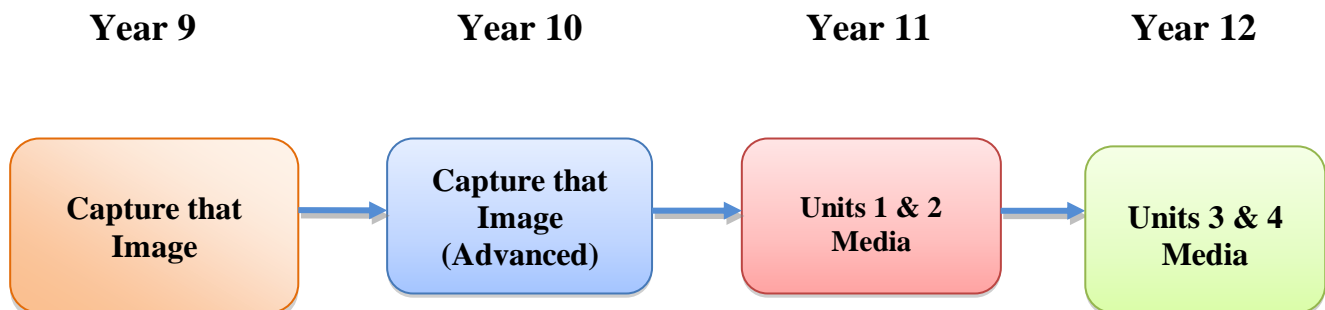
### Overview

In this Unit students will learn about the functions of digital cameras and take photographs around the school grounds. Students will learn to download images from the camera to the computer and develop skills in basic photo manipulation techniques using Photoshop and iPhoto to create unique and artistic images.

### Key Skills

- Looking at different photographic techniques and styles
- Developing skills in the use of the digital camera.
- Developing skills in composing and taking good photographs
- Learning to transfer images from the digital camera to the computer.
- Learning to use Adobe Photoshop and iPhoto and display in an online gallery
- Researching the work of famous photographers
- Building a collection of photos in iPhoto.

### LEARNING PATHWAY



**Further Information: See Mr Paul O'Brien**

# VISUAL ARTS

**Unit Title:**       **Graphic Communication**

**Duration:**       **Semester**

## Overview

Design, Creativity and Technology in the area of graphics emphasizes the designing, creating and evaluating, processes, products and technological systems using a range of materials as a way of developing creativity and innovation. Students are given the opportunity to apply creative/imagination, lateral and critical thinking.

Graphics leads into Visual Communications and Design which is a Group A VCE subject. It may lead to exciting careers as a designer, in graphics, industrial, fashion, interior, landscape, architecture, drafting, engineering and many other possibilities!

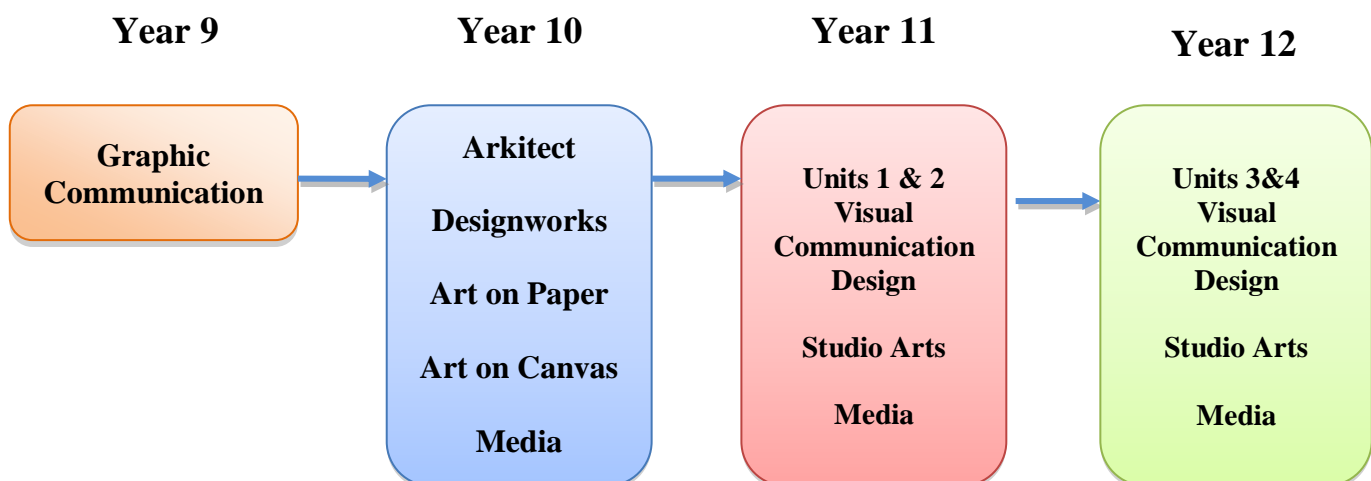
Throughout the year students will:

- Develop a knowledge, understanding and the skills to communicate ideas and information graphically and creatively.
- Develop skills in freehand and instrumental drawing.
- Develop that ability to use drawing as a tool for recording observations and investigations of the natural world, built environs and manufactured objects.
- Explore a range of graphic devices to produce a folio of work.
- Develop the ability to think, solve, design and communicate problems.
- Develop skills in the analysis and evaluation of graphic design pieces

## KEY SKILLS

- Create a folio of developmental work
- Visual Communication
- Analyse visual concepts

## LEARNING PATHWAY



**Further Information: See Mr Malcolm Campbell**



## VISUAL ARTS

**Elective Title: Media**

**Duration: Semester**

### Overview

The Year 9 Media elective is designed to give students an understanding of the important role that media plays in our daily lives and investigate the different forms of media and how they are constructed. This elective gives students the opportunity to first discover and learn about media forms and then create their own.

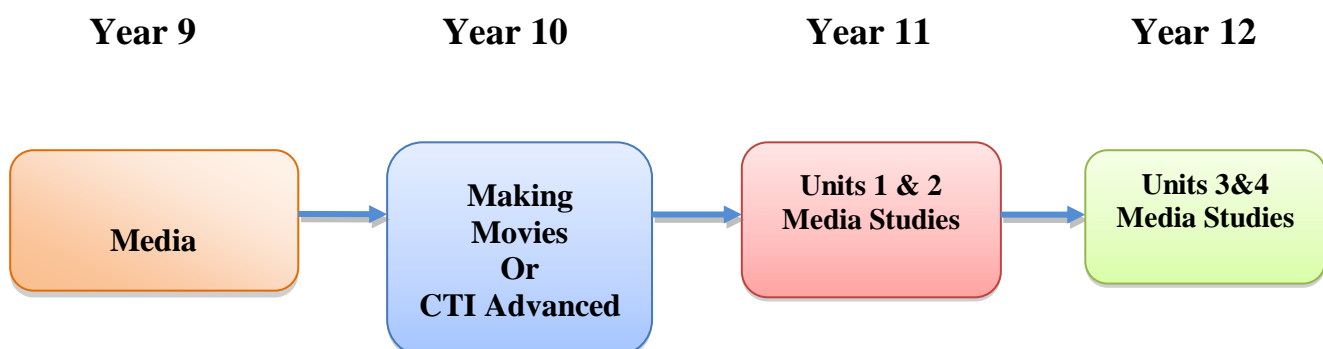
Students will get to make their own media products such as Claymation animation, a music video and an audio production using digital equipment such as digital still and video cameras and software such as iMovie and Garage Band.

Media begins in Year 9 and students are able to continue their pathway at Year 10 and VCE levels at Saint Ignatius College.

### KEY SKILLS

- Be introduced to what ‘Media Studies’ is and the different forms of the mass media including film, television, the internet, music, radio, gaming and social networking.
- Undertake a survey and carry out research into the importance of the mass media in their daily lives. Students will get to present their findings as a video report or enhanced podcast.
- Investigate the history and importance of music videos and produce their own music video for a song of their choice using digital video equipment and iMovie software.
- View examples of different animation techniques and forms and then using SAM animation software and a web cam create their own Claymation animation.
- Study film genre and learn about how film production elements are used to tell a story in film.

### LEARNING PATHWAY



**Further Information: See Mr Paul O’Brien**

## VISUAL ARTS

**Elective Title: Visual Art**

**Duration: Semester**

### Overview

Visual Arts includes the fields of art, craft and design. Students create visual art works that communicate, challenge and express their own and others' ideas. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world, and other worlds. They learn about the role of the artist, craftsperson and designer and their contribution to society, and the significance of the creative industries including the roles of critics, curators and commentators.

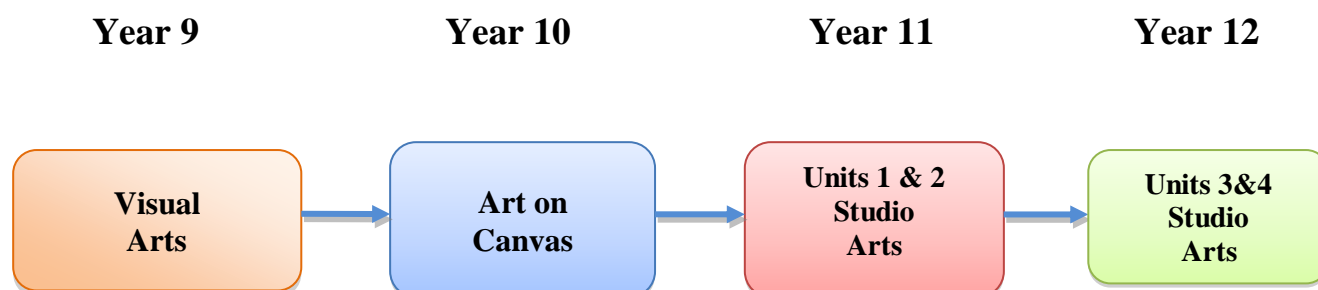
Through Visual Arts, students make and respond using visual arts knowledge, understanding and skills to express meanings associated with personal views, intrinsic and extrinsic worlds. Visual Arts engages students in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language, utilizing visual techniques, technologies, practices and processes.

Visual Arts supports students to recognize the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks.

### Key Skills

- The ability to generate ideas and identify sources of inspiration
- The ability to select, create, organise and use visual reference material to support artmaking
- The ability to investigate and explore materials and techniques in artmaking
- The ability to explore the expressive qualities of materials and techniques to convey individual ideas
- The ability to evaluate and record the exploration and use of materials and techniques
- The ability to appropriately use of art language and vocabulary in the discussion of artworks.

### LEARNING PATHWAY



**Further Information: See Ms Ruth Nolan**

# TECHNOLOGY

**Elective Title:**           **Automotive Systems**

**Elective Duration:**   **Semester**

## Overview

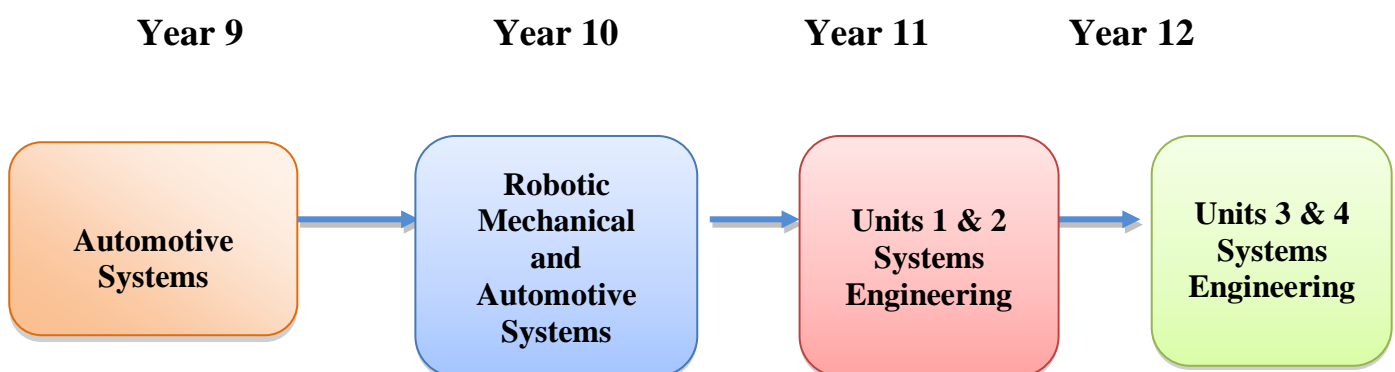
This unit is about basic automotive systems and how they work. Various systems will be examined to determine their function, operation and control. This will be mainly covered in a practical method but some theoretical studies will also be investigated. This also includes the development of safe working practices whilst using tools and equipment common to the automotive field.

**This subject and Robotic and Electronic Systems are highly recommended for students wishing to progress into VCE Systems Engineering.**

## KEY SKILLS

- Examine various electronic and robotic systems by designing, assembling, operating and testing a range of electronic and robotic components.
- Develop diagnostic, problem solving and repair skills relevant to electronic and robotic systems.
- Research, investigate and report on systems and how they are controlled and operated.
- Complete product evaluation report/s.
- Maintain a folio of theoretical knowledge and concepts.
- Maintain a journal of production tasks completed.
- The ability to plan and carry out activities in a logical sequence is also a feature of this study.

## LEARNING PATHWAY



**Further Information: See Mr Ben Zanghi**

# TECHNOLOGY

**Elective Title:**           **Digital Technologies**

**Elective Duration:**   **Semester**

## Overview

In Digital Technology students will have the opportunity to acquire and apply specific ways of thinking about problem solving to create innovative, purpose-designed digital solutions.

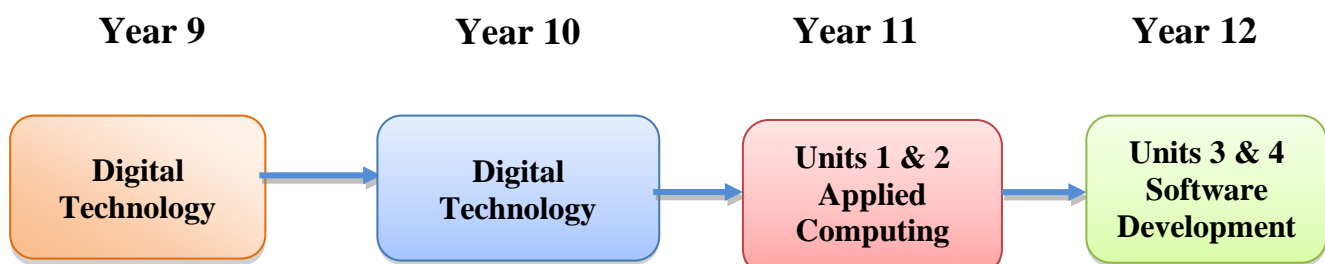
Digital technologies empowers students to become more confident users and consumers of digital systems - ICT as a general capability - to be discerning and creative problem solvers, equipped for an increasingly knowledge-based economy and society.

Students will create digital solutions that use data, information and digital systems. Digital systems are often referred to as either digital technologies or ICT. Digital resources, such as tablets, notebooks, cameras, phones and data probes allow students to manipulate the data and information and decide how it is stored and communicated.

## KEY SKILLS

- Understand computer programming fundamentals e.g. different programming language
- Investigate the role of hardware and software in digital systems
- Explore and analyse digital media
- Develop techniques for acquiring, validating and storing data
- Develop digital solutions
- Develop digital systems

## LEARNING PATHWAY



**Further Information:** See Mr Brenton Reid

## TECHNOLOGY

**Elective Title: Fashion**

**Duration: Semester**

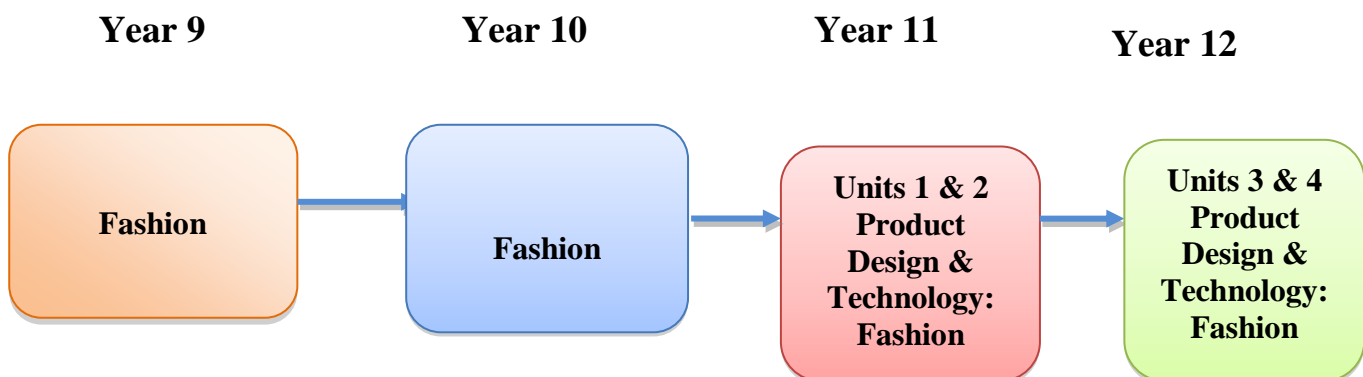
### Overview

The Fashion Technology course will focus on developing design and garment construction skills through two major projects. Students will learn how to use a pattern, cut out a garment and construct an item of clothing, using both the sewing machine and overlocker. They will also investigate and produce an article of choice through the reconstruction and rejuvenation of another item of clothing. Through this project students will learn to investigate, design, produce and evaluate their completed product.

The course includes study in sustainable practices in the fashion industry and following fashion designers who use up-cycle techniques with their designs and clothing production. Students learn a wide variety of techniques and gain an understanding into the types of fabric, fibres and decoration techniques including wearable technology used today.

### KEY SKILLS

- Exploring sustainable practices and recycling in the fashion industry.
- Applying a variety of tools and equipment for the construction of new products.
- Prototyping of basic construction techniques.
- Investigation of various decoration techniques to fabric.
- Illustration techniques using CAD based packages and hand drawing, including annotation of key features.
- Presentation techniques of a fashion portfolio.
- Deconstruction and development of existing clothing to create a new product.
- Evaluation of a finished product making comparisons to its original form.



**Further Information: See Mrs Kerry Horbowsky**

# TECHNOLOGY

**Elective Title:**           **Metals & Plastics**

**Duration:**               **Semester**

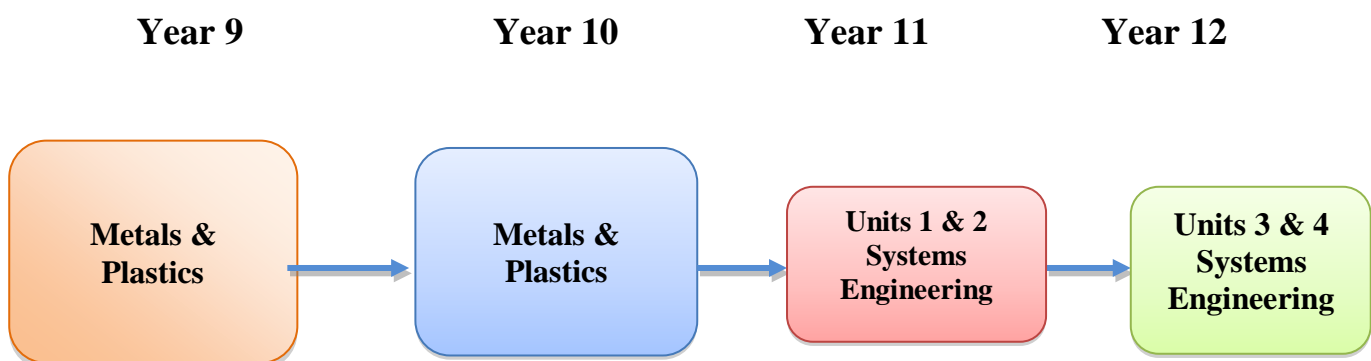
## Overview

The metals and plastics course will provide students with an introduction to new machines, tools and equipment used within industry and today's society. Typical machines would be the Lathe, MIG Welder and Laser Cutter and etc. Students will be given the opportunity to develop skills and knowledge appropriate to the metal and plastic industry using a range of processed materials. This study will also take on a research, design, manufacture and evaluation process.

## KEY SKILLS

- Learn to produce illustrator drawings so that they can produce products on the laser cutter.
- Produce products using machines such as the Laser Cutter, Metal Lathe, MIG welder and etc.
- Manufacture products using a range of processed materials.
- Develop an understanding of material classifications and their properties.
- Develop safe working practices whilst using machines, tools and equipment.
- Maintain a folio of theoretical knowledge and concepts.
- Complete product evaluation reports.
- Maintain a journal of production tasks completed.
- Plan and carry out activities in a logical sequence is also a feature of this study.

## LEARNING PATHWAY



**Further Information:** See Mr Ben Zanghi

# TECHNOLOGY

**Elective Title:**            **Robotic and Electronic Systems**

**Duration:**                **Semester**

## Overview

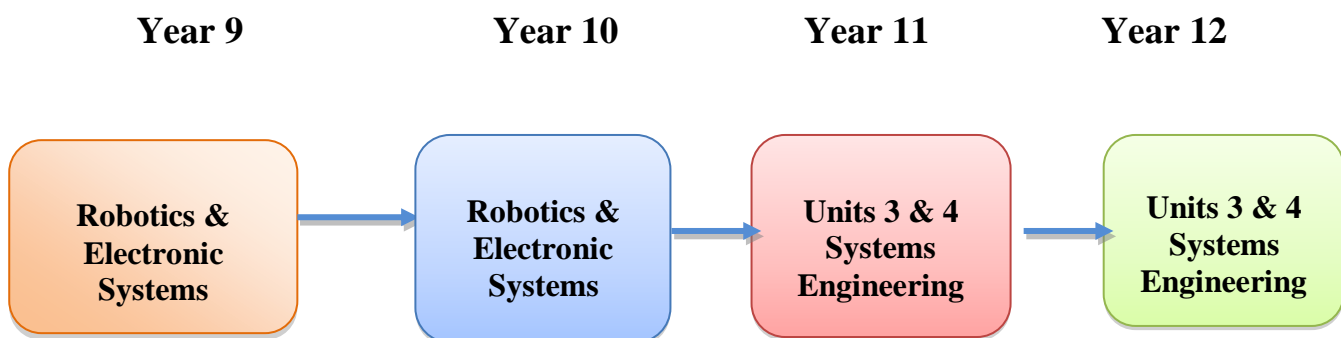
This unit is about basic electronic and robotic systems and how they work. Various systems will be examined to determine their function, operation and control. This will be mainly covered in a practical method but some theoretical studies will also be investigated. This also includes the development of safe working practices whilst using tools and equipment common to the electronics and robotic fields.

**This subject and Automotive Systems are highly recommended for students wishing to progress into VCE Systems Engineering.**

## KEY SKILLS

- Examine various electronic and robotic systems by designing, assembling, operating and testing a range of electronic and robotic components.
- Develop diagnostic, problem solving and repair skills relevant to electronic and robotic systems.
- Research, investigate and report on systems and how they are controlled and operated.
- Complete product evaluation.
- Maintain a folio of theoretical knowledge and concepts.
- Maintain a journal of production tasks completed.
- Plan and carry out activities in a logical sequence is also a feature of this study.

## LEARNING PATHWAY



**Further Information: See Mr Ben Zanghi**

# TECHNOLOGY

**Elective Title:**       **Woodwork**

**Elective Duration:**   **Semester**

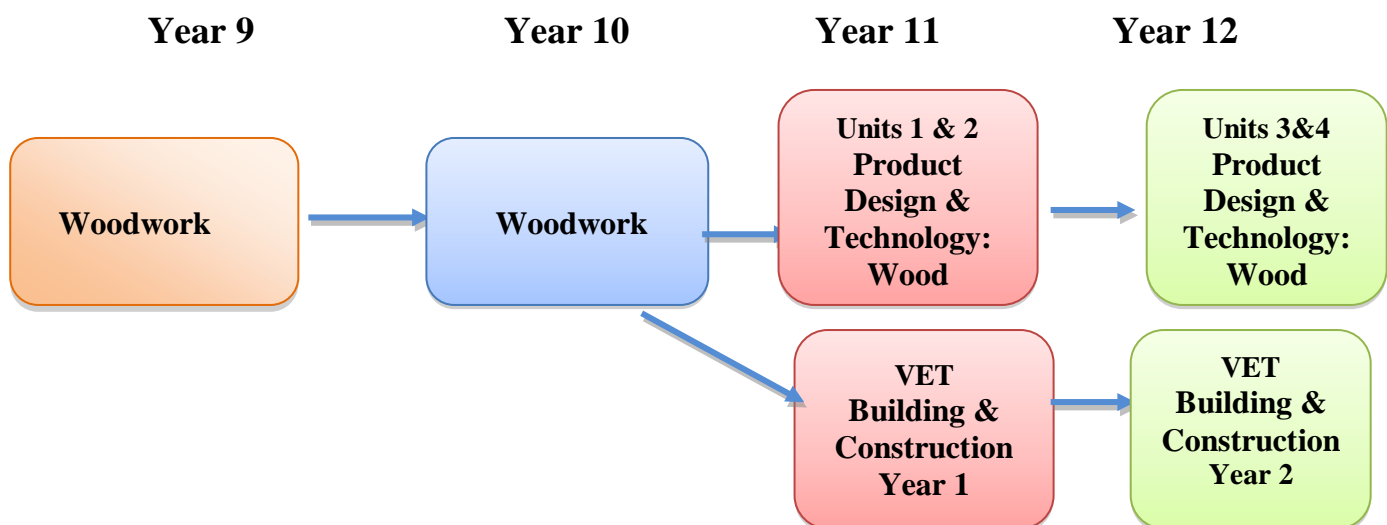
## Overview

Woodwork focuses on delivering skills in designing and investigating, producing and evaluating a variety of wooden projects, whilst practicing safe work procedures. Students will follow fixed specifications in developing suitable alternatives to a given product design. Hand drawn concept sketches are first produced then these drawings are formalized into working drawings. The use and demonstration of skills in Computer Aided Design is essential and the development of at least two production design alternatives is encouraged. Practical Wood working skills are then used to produce a final product of high quality suitable for use in the home.

## KEY SKILLS

- Write detailed design briefs and identify areas for research.
- Develop a variety of communication techniques (concept sketches, isometric and orthographic drawing)
- Practice basic and complex construction and finishing techniques.
- Develop skills in the use of hand and power tools.
- Develop a knowledge and understanding of material classifications and their properties.
- Develop safe working practices whilst using machines, tools and equipment.
- Maintain a record of theoretical knowledge and concepts.
- Complete product evaluation reports.

## LEARNING PATHWAY



**Further Information:** See Mr Justin Coffey or Mr Nathan Patterson.



# Food Technology

**Unit Title:** Food of the World

**Duration:** Semester

## Overview

The diet of Australians is widely influenced by the cultures and traditions of other countries. In this subject, students will explore how events such as European colonization, the Gold Rush and Post War migration has had an influence on our multicultural variety of food. Students will also develop their awareness of the world around them as they investigate global issues, the customs, cooking methods and key ingredients of other cultures and prepare a wide range of foods with new tastes. Each week consists of one practical and one single theory lesson.

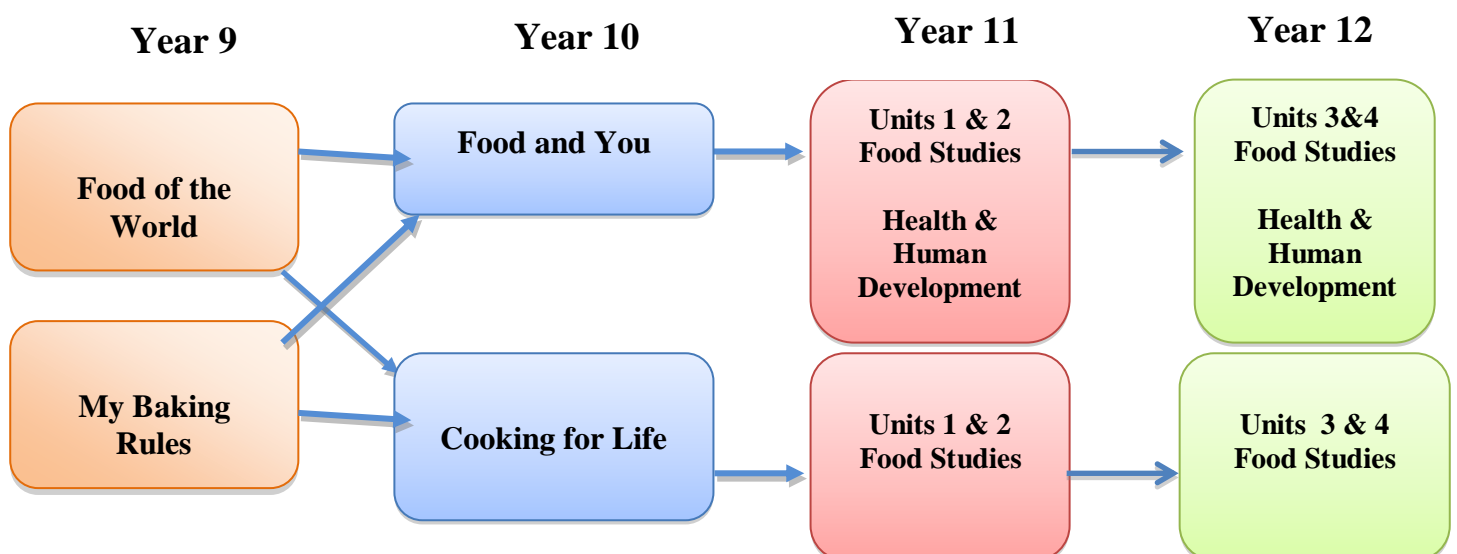
## Key Knowledge

- Patterns of migration to Australia and the influence of immigrants on Australian cuisine.
- The characteristics of Indigenous, Chinese, Italian, Greek, Mexican, American, Vietnamese, French and Spanish cuisines including typical ingredients and meals; flavours and other sensory properties; and associated customs and celebrations.
- Geographic, social, cultural and economic reasons for food choices.
- Principles of personal hygiene, kitchen hygiene and safety.
- Analysing and describing food using appropriate technical language
- Understand the elements of a design brief, including, considerations and constraints and evaluation criteria.

## Key Skills

- Use equipment and techniques appropriately, apply principles of safe and hygienic food handling practices and demonstrate organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities.
- Develop design briefs based on identified needs or opportunities.
- Use the design process to investigate, generate design ideas, plan and evaluate products.

## Learning Pathway



**Further Information:** See Ms Kate Kearney

# Food Technology

**Unit Title:** My Baking Rules

**Duration:** Semester

## Overview

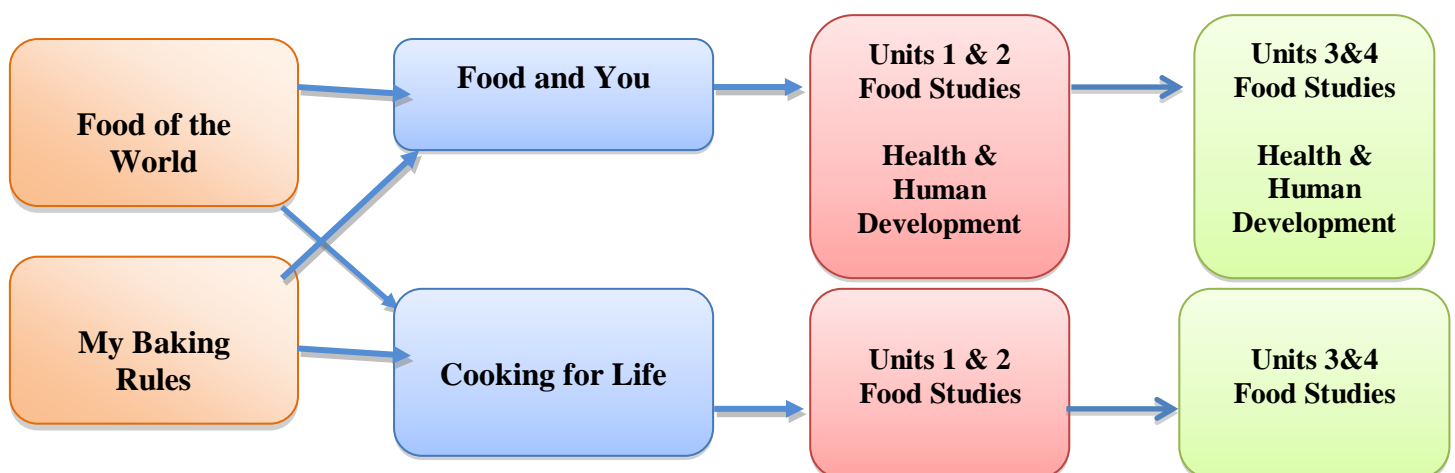
The art of baking is a highly skilled, yet enjoyable past time. In this course you will learn the basics of baking among with the different tools, equipment and ingredients needed to produce some fabulous desserts, pastries and breads. A mix of sweet and savoury baked products will be produced and students will develop the skills to produce an array of baked delights. The differences between home-made and commercially produced products will be analysed. The production of a High Tea will showcase all skills at the conclusion of this course. This subject will consist of a double practical lesson and a single theory lesson.

## Key Knowledge

- The importance of baking in society
- Characteristics of ingredients used in baked products
- The process of designing a product
- Analysing food using specific terminology
- The relevance of baking in todays society
- The impact of food on social, emotional health and wellbeing

## Key Skills

- The principles of safe food handling.
- The impact of nutritional choices on their diet.
- The differences between home-made and commercial food products.
- How food sensory perceptions influence food choices.
- Students will know design and technologies knowledge and understanding, processes, production skills and design thinking to produce designed solutions to identified needs or opportunities.



**Further Information:** See Ms Kate Kearney