Belgrave Heights
Christian School

Year 9 & 10

Curriculum Booklet
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**NB:** Elective subjects offered are based on staffing. Not all electives listed may be offered in any given year. Brand new electives may not have been included.
Curriculum at Year 9 & 10

The school is regarded as an extension of the home rather than a separate educational institution. Great care is taken in presenting the educational program in a caring, loving and stimulating environment.

The primary responsibility for the education of children begins with their parents. The Bible gives us the instruction, “Train up a child in the ways of the Lord and when he is old he will not depart from it.” (Proverbs 22:6)

Our curriculum is based on a “Non-denominational Biblical Christian World View” and it is our hope that all students attending our school may recognise and know the power of God’s saving grace. Individual pastoral care and opportunities for servant leadership are some of the strengths of our school. As a school we seek to help students discover their God-given gifts and talents and are passionate about nurturing these gifts and seeing students develop these to their full potential.

The School seeks to make a strong link between real world issues and the Bible’s relevance in young people’s lives. The application of this is practical and experiential, offering opportunities for students to respond to the Gospel’s foundations of justice, restoration and renewal. This is woven throughout our curriculum with a focus on being able to apply Christian principles to the complexities of life today.

The committed Christian staff of Belgrave Heights Christian School endeavours to teach all subjects from a Christian context and present Biblical principles in all academic areas. We realise that learning is not confined to the classroom but that fieldwork, practical tasks, excursions and community involvement also contribute.

The curriculum at Year 9 will begin to move away from the set curriculum at Year 7 and 8, and seeks to provide a program that will give the students some choice in their learning. The school aims to provide a rich, useful and stimulating educational experience, one that provides for the development of their skills and abilities.

The curriculum consists of a number of ‘Core Subjects’ and ‘Elective Subjects’. ‘Core subjects’ refers to those subjects that are compulsory for all students, while ‘Elective Subjects’ refers to those subjects where students must make a choice in what they will study. In accordance with the guidelines set down by ACARA, BHCS will be adopting a staged implementation of the Australian Curriculum. The first subjects for which a national curriculum exist include History, English, Science and Maths, with more to follow in the coming years. The elective subjects aim to introduce students to experiences and skills they would not meet in the regular curriculum. These elective subjects are outlined in this booklet.
In addition to the elective program, students will also be introduced to the Year 9 Program, which departs from traditional core subjects. The Year 9 Program aims to introduce students to learning in a new environment outside of school. These programs are intended to provide a multi-disciplinary approach to learning in which Key Learning Areas are taught in a more hands-on fashion. Details of these programs are outlined in this booklet.

The curriculum at Year 10 has been designed to draw together the skills and knowledge gained over the previous years. It is a more conventional course than the Year 9 program and aims to prepare students for transition to the VCE. It has been designed to provide a range of elective options, and to allow selected students to accelerate and undertake one or two subjects in VCE Units 1 and 2.

At Year 10 students are introduced to Work Experience. This is an opportunity for all students to spend time in a work-place environment, allowing them to explore possible career pathway options.
## Curriculum Structure

<table>
<thead>
<tr>
<th>Subject / Activity</th>
<th>Period Allocation (10 day cycle)</th>
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<td></td>
<td>Year 9</td>
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<td>Christian Studies</td>
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<td>Year 9 Program</td>
<td>8</td>
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<td>Electives</td>
<td>12 (3 x 4)</td>
</tr>
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<td>English</td>
<td>5</td>
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<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>PE / Sport</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>SOSE</td>
<td>3</td>
</tr>
<tr>
<td>Assembly /Pastoral Care</td>
<td>1</td>
</tr>
<tr>
<td>Positive Education (Year 10 only)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

*A VCE subject may form part of these

All students are given the opportunity to undertake a VCE subject and this will provide an excellent opportunity to prepare these students for the requirements of the VCE. (Please note that the VCE subjects offered will depend on those being offered to the Year 11 and 12 students and how the blocks are set up)

Students undertaking a VCE subject will only complete two elective subjects, as their VCE subject will be timetabled in one Elective block

**Timetable:**

75 minute periods; four periods a day; ten day cycle
Multi-Aged Grouping

Multi-aged groups will be used in the secondary school for some of the students’ core subjects. This is where students from Years 7 – 10 will be mixed together in groups according to their ability within that particular subject. This will be done for a number of reasons including:

- To meet the educational and social needs of the students more effectively.
- Multi-age grouping recognises the differences between individual students.
- It facilitates peer teaching, and fosters aspects of responsibility and support in the older students.
- It provides more opportunities for students to build friendships beyond their own year level.
- It provides more flexibility for mixing students in ways that enhance students learning and encourage positive behaviour.

Acceleration

Year 10 students have the opportunity to accelerate by doing a VCE Unit 1 & 2 subject. The students will be notified towards the end of the year about which subjects they can access as a VCE subject. The VCE Coordinator will discuss with parents, along with the relevant staff, the capability of each student undertaking a VCE subject. Information will be sent home for parents and students to look at before requesting the opportunity to begin a VCE subject. Those students deemed not ready for this step may have the option of undertaking a VET course or a program at TAFE.

Homework Expectations

Students in Year 9 will be expected to spend up to 1 and a half hours, and students in Year 10 up to 2 hours per night on weekdays, completing homework for a number of subjects. This will help your students to learn important organisational skills that will assist in their future learning. Homework tasks will be varied and relate to the curriculum being taught within the classroom.

Homework will not be set every night by the subject teachers, and there are many other ways in which students can use their homework time. They are encouraged to also use their homework time to:

- study for an upcoming test
- participate in some wider reading
- plan ahead towards an assignment

Remember to never overlook quality family time. It’s an important part of your child’s overall development.
Year 9 & 10 Program Structure

Term 1
- Core Subjects
- Semester One Elective Program
- Year 9 Program (Marine)

Term 2
- Core Subjects
- Semester One Elective Program
- Year 9 Program (Who am I?) ‘Habits of the Mind’
- Year 9 & 10 Exams
- Year 10 Work Experience

Term 3
- Core Subjects
- Semester Two Elective Program
- Year 9 Program (Community Service and Mentoring Program)
- Year 9/10 Camp (proposed)

Term 4
- Core Subjects
- Semester Two Elective Program
- Year 9 Program (City Experience)
- Year 9 & 10 Exams

The following pages will help to outline the electives and the Year 9 Program. Year 10 Work Experience will also be discussed.
Elective Program

Students are offered a range of new subjects in Year 9 and 10 with some choice as to which of these subjects they participate in. Choices are based on their interests, talents and skills. These are referred to as Elective Subjects and students are required to select six to study throughout the year.

Students will participate in three Elective Subjects during First Semester followed by a further three during Second Semester. Subjects are blocked into three groups and students are required to choose one subject from each of these blocks. This ensures students will get the opportunity to experience a variety of elective subjects.

Subjects on offer may vary from year to year.

Some or all of the elective subjects are outlined later in this booklet. The newest additions may have their descriptions added at a later stage.

**FRENCH**
Students who have shown an aptitude for French during Years 7 and 8 are encouraged to continue with this subject in Years 9 and 10, particularly if they have high aspirations for Years 11 and 12. Many institutions offer a scaled increment of up to five points on their ATAR (Australian Tertiary Admission Rank) score if a language is studied at Year 12.

**OUTDOOR EDUCATION**
The Outdoor Education elective incurs an additional cost due to the camp associated with it.

The selection sheet for elective subjects will be sent home during Term 4, and parents are encouraged to spend time discussing these selections with their children.

**Please note:** Elective choices may alter slightly by the time they are sent out. Those listed above form a reasonable indicator of what is likely to be on offer, but can be limited by teacher availability.
Year 9 Program Overview

The purpose of the Year 9 Program is to build self confidence and resilience in young people; to engage students by using their God given gifts; and to provide learning opportunities for students outside the conventional walls of the classroom.

Why Run a Year 9 Program?

Belgrave Heights Christian School recognises that there is a significant opportunity to provide our Year 9 students with a vibrant year of fresh experiences in a new environment. Experience has shown that some Year 9 students exhibit symptoms of boredom and a disengagement from learning. Students at this level often feel very much like the "middle child". They are ready to accept greater responsibilities and challenges, but feel unable to do so in a traditional school structure. Taking this into consideration, BHCS developed an innovative program designed to cater for individual abilities and learning styles. These provide Year 9 students with the skills, not only to tackle VCE studies resourcefully, but also to prepare them for life-long learning. The Program has similarities with those recently developed in some of the most successful schools in Melbourne and other places.

The program is broken up into four topics, covered term by term.

TERM 1: Marine

TERM 2: Who am I?

TERM 3: Community Service

TERM 4: City Experience
Year 9 Marine Program

Proposed Outline

Students are involved in a term of practical activities and theoretical learning, based around a Marine Studies Theme during Term 1. The students will be engaged in a multi-disciplinary study of the marine environment, incorporating visits to various places of interest around Victoria.

Some examples of places and activities that may be incorporated could include the following:

- Learning to Sail with Yachting Victoria
- Surfing at Torquay
- Surf Kayaking
- Snorkelling and investigating life in the rock pools
- Queenscliff Marine Centre
- Surf Life Saving Club
- Surfing Museum at Torquay
- Beach Safety
- Marine Life
- Weather and Water
- Clean up Australia Day

Students will also spend time during classes linking aspects of their learning to the Marine Program. Much of what the students will be studying during these lessons will cover a variety of subject areas such as Science, SOSE, Art, Maths, English, etc. This will also be relevant to their Marine Camp during this term.
Year 9 Program ‘Who Am I?’ (Habits of the Mind)

Term 2 draws students’ focus inwards to look at their personal development and growth using the 16 ‘Habits of the Mind’ as a framework.

A “Habit of the Mind” means having a disposition toward behaving intelligently when confronted with problems, to which the answers are not immediately known. When humans experience dichotomies, are confused by dilemmas, or come face to face with uncertainties - our most effective actions require drawing forth certain patterns of intellectual behavior. When we draw upon these intellectual resources, the results that are produced are more powerful, of higher quality and greater significance than if we fail to employ these patterns of intellectual behaviors.

Students participate in a range of challenging, fun and engaging activities, that are designed to create more thoughtful, co-operative and compassionate young people, who skilfully work together to resolve social, environmental, economic and political problems.

All activities are structured to focus on one or more ‘Habits of the Mind’. Examples of such activities may include:

- Visiting Box Hill TAFE (remaining open to learning)
- Lazer Tag (striving for accuracy)
- Slum Survivor Challenge (listening with understanding and empathy, and developing persistence)
- Painting (responding with wonderment and awe)
- Environmental awareness (applying past knowledge)

The overall aim of the term is to bring students to the realisation that once they develop the ability to look inward, they will come to understand their areas of strength. In turn they will then be able to contribute meaningfully in the upcoming Community Services Program.
**Year 9 Community Service & Mentoring Program**

**Proposed outline:**

As part of the Year 9 Program, students will be offered the chance to experience a range of unique volunteering opportunities. These will be related to the areas of Community Service and Mentoring.

**Community Program**

In conjunction with the local and wider community, BHCS has developed a ‘Community Action and Volunteering Program.’ This provides Year 9 students with the opportunity to visit Community Centres within the Belgrave and surrounding areas during the term.

The Community Action and Volunteering Program encourages students to learn about their local community by participating as active volunteers. It is based on experiential learning where students practise valuable life skills while volunteering in the community.

The program aims to provide students with the following learning outcomes:

- An awareness of the roles and functions of local community organisations
- An awareness of differences in the way others live
- The development of communication skills with others who are not their peers
- An ability to reflect and learn from experience

Examples of some places that students may visit or be involved in include:

- Nursing Homes
- Aged Care Hostels
- Senior Citizens Centres
- Special Development Schools
- Community Health Services
- Spastic Society
- Salvation Army
- Kindergartens
- Keen on Green

**Mentoring Program**

Year 9 students will be allocated to one of the Junior Primary Classes for a term to spend time in the role of mentor to the children in these classes. They will interact with these children during various activities, assisting both them and the teacher for the duration of the lesson. The students will be role models and the program provides a valuable link between the Primary and Secondary schools.
Year 9 City Program

Students will be required to learn about the City of Melbourne and will travel into the city during Term 4. Students will be engaged in a multi-disciplinary study of the city and its surroundings. This incorporates visits to various places of interest throughout the City of Melbourne.

Examples of places that students may visit could include the following:

- Parks and Gardens
- Art Galleries
- Como House
- MCG
- Old Melbourne Gaol
- Victoria Market
- The Zoo
- Law Courts
- The Melbourne Aquarium

The remainder of the Year 9 Program will be spent at school in groups linking aspects of their learning to the visits they’ve made into the city. Much of what the students would be studying on their trips into the city will be relevant to areas of Science, SOSE, Art, Maths, English, etc.

Examples of the activities that could be undertaken for each subject are:

SOSE - Looking at the history of Melbourne, visiting Government House
Art - Visiting art galleries, looking at the architecture of various buildings
English - Writing pieces on the early days of Melbourne
Science - Visiting Scienceworks and studying electricity
Maths - Investigating prices at Queen Victorian Market

At the completion of this program students are asked to present a major piece of work that has been developed throughout the term. This will be on a topic of interest to the student that was relevant to the City Program. This may come from a specific excursion or relate to a Key Learning Area, and would require some research. The presentation may take the form of a poster, written piece, video, talk or model/artwork, etc. This may be presented to parents at a special celebration evening to conclude the program.
An example of the City Program can be seen below:

<table>
<thead>
<tr>
<th>Day</th>
<th>AM</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Golden Mile Heritage Trail</td>
<td>Melbourne Town Hall</td>
</tr>
<tr>
<td>2</td>
<td>Bike Ride along Yarra</td>
<td>Gold Treasury Museum</td>
</tr>
<tr>
<td>3</td>
<td>NGV Federation Square</td>
<td>Playbox Theatre</td>
</tr>
<tr>
<td>4</td>
<td>Magistrates Court</td>
<td>Queen Victoria Market</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Old Melbourne Gaol</td>
</tr>
<tr>
<td>5</td>
<td>Immigration Museum</td>
<td>Telstra Dome Tour</td>
</tr>
<tr>
<td>6</td>
<td>Herald-Sun Tour</td>
<td>Scienceworks</td>
</tr>
<tr>
<td>7</td>
<td>Melbourne Museum</td>
<td>Government House</td>
</tr>
<tr>
<td>8</td>
<td>Australian Centre for the Moving Image – Fed Square</td>
<td>Rialto Observation Deck</td>
</tr>
<tr>
<td>9</td>
<td>Melbourne Park</td>
<td>MCG</td>
</tr>
<tr>
<td>10</td>
<td>Work on Major Project</td>
<td></td>
</tr>
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</table>
BHCS currently employs a trained Careers Officer. There are programs in place to assist students when it comes to making selections pertaining to careers. Careers counselling, in conjunction with excursions and incursions seeks to give students the information they need when it comes to choosing a career. Students are also provided with the opportunity to be involved in trade experiences through the school or other organisations.

All students in Year 10 will participate in one week of Work Experience placement. This will take place at the end of Term Two. This is an opportunity for all students to spend time in a work-place environment, allowing them to explore possible career pathway options. The program is monitored and teacher and employer reports will be compiled on a student’s performance.

Students are asked to take the responsibility for organising their own work experience placements. This may be done through the personal contacts of parents, through letters seeking work experience placement, interviews, etc. Where difficulty is experienced in finding a placement, the Career’s department in conjunction with teaching staff will seek to render assistance. Students are advised to begin arranging placements early in Year 10.

To assist students in preparing for these placements whilst guiding them towards areas of interest, students are presented with different formats, which may include guest speakers, discussion forums, role plays, interview techniques and personal presentation skills. Students also visit a range of tertiary providers, universities and industry placement providers.

The aims of such a program are:

- To assist students to learn in a practical way about a particular job and also about the place of work in society.
- To give students experience in coping with new situations and people – thus developing their self confidence, initiative and independence.
- To give students an opportunity to explore their employment or career options.
- To provide opportunity for parents and children to discuss students’ futures.
- To allow students to observe the use made of skills taught in school subjects.
CORE SUBJECTS

CHRISTIAN STUDIES

ENGLISH

MATHEMATICS

PHYSICAL EDUCATION / SPORT

SCIENCE

SOSE
CHRISTIAN STUDIES

Objectives

- To instil an interest in God’s Word.
- To develop a saving knowledge of Christ and trust in God.
- To teach students how to apply the Bible to everyday issues and our lives.
- To help students to understand the progress of the salvation story from Genesis to Revelation and the way that God continues to work throughout history and today.

Content

The course covers a series of topics relating the Bible to issues of Christian living and an overview of the history of the Church.

Year 9
- Living as Christians
  - Making choices
  - Body Image
  - Wealth
  - Media
  - Alcohol

Year 10
- Biblical Study
  - The place of the Bible today
  - Reading and understanding Biblical texts
  - Overview of the Bible as a Big Picture

Assessment

Student’s assessment is based on the following:

- Book work during class
- Participation in class
- Assignment work
- Other presentations including drama work and quizzes
ENGLISH

Objectives

• To gain a critical understanding of language as an instrument for clear, honest and effective communication
• To write in a fluent, coherent and grammatically appropriate manner
• To write in different modes, suitable for different audiences
• To read with understanding both set texts and wide reading novels, responding orally and in written form
• To communicate clearly and fluently in both a formal and an informal manner

Content

Year 9 and 10
• Speaking and Listening
  1. Reading aloud
  2. Formal oral presentations
  3. Informal class and group discussion
  4. Debating

• Reading
  1. Students are to read/view and respond to a range of texts, including novels, short stories, newspaper articles and films.
  2. The study of the set class texts will involve various activities, including analytical and creative writing, oral work, drama and thematic studies.

• Writing
  1. Participate in a range of writing types
  2. Develop writing techniques
  3. Planning and drafting
  4. Mechanics of writing (spelling, punctuation, grammar)
  5. Vocabulary extension

Assessment

Student’s assessment is based on the following:

• Taking part in discussion sessions
• Reading and studying the texts closely
• Completing written assignments and essays
• Giving oral presentations
• Written Exams
MATHEMATICS

Objectives

- To demonstrate the development of skills, concepts, applications, and processes which allow meaningful participation in society
- To demonstrate skills that will provide an appropriate grounding to undertake further studies in higher mathematics
- To develop the ability to think clearly and to solve problems of varying complexity
- To encourage students to contribute positively to cooperative group work.

Content

Year 9
1. Number
2. Statistics
3. Pythagoras’ Theorem
4. Algebra
5. Simultaneous Equations
6. Exponential Notation
7. Length, Area and Volume
8. Linear Functions
9. Trigonometry
10. Percentages
11. Probability
12. Geometry

Year 10
1. Algebra
2. Linear Functions
3. Geometry
4. Measurement
5. Trigonometry
6. Quadratic Functions
7. Statistics
8. Probability
9. Indices

Assessment

Student’s assessment is based on the following:

- Skills practice
  - involving skill development questions, worksheets and practical activities
- Problem solving
  - application of skills and concepts to unfamiliar situations
- Skills tests
- Assignments
- Homework tasks
- Written exams
PHYSICAL EDUCATION / SPORT

Objectives

- To develop physically, with regards to skill proficiency, agility, flexibility, strength, speed and endurance specific to particular sports
- To develop a Christian perspective toward competition, in that the activity is for the enjoyment of ‘all’, and to develop respect for the efforts of others regardless of their ability.
- To share in the planning and administration of sport experiences
- To work effectively within a group towards common goals, involving teamwork, sportsmanship and co-operation
- To develop and apply knowledge about umpiring, warming up and training

Content

Year 9 & 10
Sport Education Physical Education Program (SEPEP) in the following sports:

<table>
<thead>
<tr>
<th>Basketball</th>
<th>Soccer</th>
<th>Football</th>
<th>Softball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netball</td>
<td>Tennis</td>
<td>Cricket</td>
<td>Badminton</td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
<td></td>
<td>European Handball</td>
</tr>
</tbody>
</table>

SEPEP involves the students taking on responsibilities for organising and planning much of their sport lessons, including warm up, skill development (peer teaching), management of a team, umpiring and scoring. As part of a team within the class students work together through a series of sports and are rewarded for their teamwork, organisation, performance and sportsmanship. This culminates in a finals series and an overall winner based on the above categories.

As part of their Sport program some students will be selected to participate in the Christian Schools Network (CSSN) Interschool Sports teams. This involves the students going out four times during each term on a particular afternoon to compete against other Christian schools in a number of sports throughout the year.

In addition to the above students will also participate in Athletics, Swimming and Cross Country and a variety of other major and minor games.

Assessment

Student’s assessment is based on the following:

- Participation
- Fitness Testing
- Involvement in the SEPEP Program
- Leadership of class warm up and skills
Objectives

- To develop an appreciation in the student of the beauty, order and complexity of God’s creation leading to a deeper appreciation and worship of God Himself
- To teach students scientific and experimental skills of accurate observation, exploration, classification, discrimination, communication and recording
- To teach students to use scientific concepts, terminology, apparatus, principles and application
- To appreciate science as relevant to themselves and society

Content

Year 9
1. Thinking scientifically (design of experiments)
2. Materials (plastics, ceramics, colloids and gels, metals)
3. Chemical Energy
4. Electric Circuits
5. Light
6. The Dynamic Earth (Geology and Meteorology)
7. Life – Cells and DNA
8. The energy of life, energy in ecosystems

Year 10
1. Biological origins
2. Genetics
3. Reproduction
4. Astronomy
5. Electricity and magnetism
6. Energy
7. Motion
8. Chemistry

Assessment

Student’s assessment is based on the following:

- Maintaining a complete set of notes
- Set exercise and revision sheets
- Class discussions
- Project work
- Field trips
- Practical laboratory work
- Written laboratory reports
- Topic tests
- Written exams
STUDIES OF SOCIETY AND ENVIRONMENT (SOSE)

Objectives

- To demonstrate an understanding about people and their lives in a historical context
- To use skills associated with historical research
- To apply their skills to their own research and gain enjoyment and satisfaction from the tasks performed
- To understand how natural processes and human activities change the environment over time
- To develop a plan that addresses the impacts of change, and provides strategies to resolve an issue relating to the use and management of a natural, or human environment
- To continue to develop mapping and graphing skills

Content

Year 9
History
1. World War 1
2. Victoria’s beginnings
3. Settlement of Melbourne

Geography
1. Dynamic Earth and Coasts
2. What are resources and Sustainable resources use
3. Tourism

Year 10
History
1. Australians and World War 2
2. The World since 1945
3. Key issues for Modern Australia

Civics & Citizenship
1. Careers and Work

Geography
1. Helping the Developing World
2. Endangered Environments
Assessment

Student’s assessment is based on the following:

- Video reviews
- Field trips
- Library research
- Oral presentations
- Project work
- Annotated visual displays
- Written exam
<table>
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*New for 2015 – Description may still be pending*
ANIMATION

Course Description
Students will be set six small exercises using laptops, Macs and iPads. After completing 6 small exercises, the students will be asked to create a 2 minute animation of either a TV commercial or Music Video.

Topics
Topics include use of the following software:
- Muvizu
- Stop Motion Studio
- Doink
- Stykz
- Pivot
- Mine-Imator
- And more!!

Learning Outcomes
At the completion of this subject students will be able to:
- draw simple animations on an iPad
- create stop-motion animations using at least 1000 photos
- create simple stick-figure animations
- create and direct complex 3D animations
- work with and apply the various programs and apps
ART

Course Description
Art will be a practical and theory based course. The students will acquire a variety of
skills and experiences. They will be encouraged to develop their own ‘style’ through
a wide range of topics incorporating a freer choice of media. They will continue to
build on their knowledge of Art terms and be familiar with their meaning and use.

Topics
Topics include:
- Drawing, mixed media, still life, 3D, perspective, shading, rendering
- Painting
- 3D application / assemblage
- Elements and principles of Art
- Printmaking
- Art appreciation

Learning Outcomes
At the completion of this subject students will be able to:
- Appreciate many styles of art.
- Demonstrate skills in drawing/painting the human face, with the emphasis on
class character traits.
- Show improvement in observational drawing skills.
- Demonstrate an understanding of key words used in art.
AUTOMOTIVE/METALWORK

Course Description
The elective is based on a taster to the automotive industry and will allow students to access the wide range different employment opportunities that this industry offers. Learning about Automotive skills provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the automotive industry. It also provides skills, knowledge and experiences – such as teamwork, communication and occupational health and safety – that are transferable to other industry areas.

Topics
Topics include developing skills, knowledge and experience related to Automotive in:-
- Teamwork
- Road Safety
- Vehicle System Layouts
- Communication
- Occupational Health & Safety

Learning Outcomes
At the completion of this subject students should have:
- Acquired a range of technical, practical and organisational skills valuable beyond school and in the work place.
- Students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the automotive industry.
- Acquired an underpinning knowledge and skills related to work employment and further training in the Automotive Industry.
- Gained experience in a range of contexts including work, study and leisure to assist them in making informed career choices.
BUSINESS MANAGEMENT

Course Description
Students will develop an understanding of the core principles of business management. They will learn the necessary skills to enable them to research a business and interpret the available information, understand the need for effective decision-making in the business sectors and how to apply their knowledge to real situations. This elective has been designed to prepare students for Business Management in Year 11.

Topics
These may cover areas such as:
- Features of an organisation
- The role ethics and social responsibility within a business
- The motivations behind starting a small business
- The challenges in running a business
- Marketing and communications in the business sector

Learning Outcomes
During this subject students will be required to:
- Use important terms and concepts
- Evaluate marketing strategies
- Recognise and understand small business principles and recognise their effectiveness
CERAMICS

Course Description
Ceramic hand building, as well as glazing, painted decoration and firing is the basis of this course.

Topics
Topics include:
- Ceramic ware design
- Construction
- Hand building methods
- Use of a variety of glazes and decoration methods

Learning Outcomes
At the completion of this subject students will be able to:
- Understand and be able to use the construction methods of pinching, coil and slab to create their ceramic pieces.
- Understand and use different methods of decoration.
- Draw and produce unique and creative pieces in clay
DRAMA

Course Description
This course will build on previous experience, and make provision for each student to develop the confidence necessary in preparing for performances. Students will work individually and in small groups within the classroom. All elements of drama will be studied.

Topics
This unit introduces students to the elements of drama and puts them to work in scripts, improvisations, journal work and play building. Students will create performance pieces utilising their skills in voice and movement workshops throughout the unit.

Learning Outcomes
Students should be able to:
- Select, combine and manipulate dramatic elements to construct a performance
- Use starting points such as observation and experiences to construct a character
- Talk and write analytically yet informally about observations of drama
ENGLISH LITERATURE

Course Description
The English Literature elective will allow students to explore a variety of creative written works, through practical and theory-based means. They will learn about a number of writing forms, genres and authors. Students will acquire knowledge of literary conventions and styles, as well as some basic tools for understanding meaning, themes, characters, imagery, and so on. Students also have plenty of opportunity to write reflectively, creatively and informatively, exploring their own creativity and thoughts.

Topics include:
- The development, meaning and genres of Literature
- Conventions of novels and films
- Classic novel study
- Poetry
- From stage to movie set – comparisons

Learning Outcomes
At the completion of this subject students will be able to:
- Understand and appreciate many literary forms
- Have understanding of purpose and communication between author and reader
- Write freely according to their creative flair, having fun with the text, as well as write to particular structures
- Discuss their interpretations of various themes, writing styles and author/director intentions
ENVIRONMENTAL STUDIES – Animal Husbandry

Course Description
Animal husbandry is the science of looking after and breeding animals — specifically those that are used in agriculture, to provide products, for research purposes or as domestic pets. The subject covers a wide range of activities, including care and grooming, livestock farming, accommodation and hygiene. The study also overlaps with many other disciplines, such as agriculture, veterinary science and genetics.

Topics include:
- Visiting and working on mini farms
- Fishing
- Learning the anatomy of animals and plants
- Dissecting animals and plants
- Caring and maintaining livestock (horse, cow, sheep or goat)
- Farming (chickens)
- Gardening (growing food for animals)
- Breeding animals (llamas, rabbits)
- Carpentry (making animal accommodation and fencing)

Learning Outcomes
At the completion of this subject students will be able to:
- Demonstrate skills in caring and grooming animals
- Appreciate the anatomy and physiology of plants and animals
- Understand the science behind sustainable fishing and farming practices
- Explain ‘selective breeding’ programs
- Make comparisons between genetically modified and organic produce
FILM STUDIES

Course Description
The Film Studies elective involves students in viewing, analysing, appreciating and creating films. Students are introduced to the range of film genres, the techniques of film-making, aspects of the film industry, the how-to of film-making and the appreciation of film as an art form.

Topics include:
- Film genres including Animation, Western, Comedy, Silent, Australian, Historical, War, Musical
- Film-making techniques including Mis-En-Scene, Cinematography, Editing, Sound
- Story-Boards and Story-Telling
- Film view and review
- Film-making
- Film appreciation and film as art

Learning Outcomes
The course aims to:-
- Enhance students’ understanding of the range of film genres
- Understand and analyse segments of film using the filmic elements framework
- Learn to review a film based on set guidelines
- Create ideas for film stories using Flip-Book and Story-Board concepts
- Create a short film by using original ideas and devices including movie camera or iPhone and iMovie editing program
- Understand film as an art form and learn to appreciate creative elements within a range of films
FOOD TECHNOLOGY (Year 9)

Course Description
This subject will seek to foster in students an appreciation of the different food habits of different countries and cultures. The students will be encouraged to develop an accepting attitude towards food practices other than their own.

Topics include:
- Culture and food customs
- England’s influence on Australian food habits
- Foods of Europe and Asia.

Learning Outcomes
At the completion of this subject students will be able to:
- Understand the factors that influence food selection in cultural and national groups
- Demonstrate an increased acceptance of food practices other than their own
- Display more complicated cooking and food preparation skills
**FRENCH**

**Course Description**
This course seeks to give students opportunities to expand their knowledge of useful vocabulary and grammatical structures for personal communication in the target language. The course materials provide computer based support activities for class and home use. Cultural information is up-to-date and relevant to students’ interests and current experiences. Students are given training in oral and aural language skills, as well as regular practice in writing on topics or themes using unit vocabulary in a meaningful way. **Students wishing to continue with French in Year 9 must have a B grade minimum in Year 8.**

**Topics**
Topics include:
- Travel destinations in France and the francophone world
- Career opportunities where French is a prerequisite
- Popular past-times especially sports and outdoor pursuits
- Environmental issues facing Europe and the world at large
- Family life and dealing with the everyday pressures of balancing work and home duties
- Current trends in popular teen culture

Language areas that will be introduced and/or extended:
- Confident recall of the high frequency regular and irregular verbs
- Development of the past tenses of the Passé Composé and the Imparfait
- Understanding of use and formation of the Conditional tense
- Formation of negative sentences
- Questioning skills to empower students to find out information for themselves
- Effective use of adjectives and adverbs to add interest and detail to communication
- Vocabulary expansion to include terms of cooking, fashion, sports, technology and family home life.

**Learning Outcomes**
At the end of the two year program, students will:
- Communicate at a functional level in speech and writing using French
- Comprehend native French speakers who are aware that they are second language learners
- Appreciate both the satisfaction and the challenges inherent in learning another language
- Be more informed and aware of the contributions made by a culture different to their own
- Be aware of the value of second language learning and its benefits to many career paths in the global economy of the 21st century.
HOSPITALITY (Year 10)

Course Description
Students will be exposed to a variety of activities which will focus on both Front of House and Back of House responsibilities. Students will work in the commercial kitchen using a variety of equipment. This elective will also contain some elements of the VET VCE Hospitality Course. Students will build on their introductory skills and participate in a variety of food settings from running a cafe at school to preparing three-course meals for school functions.

This course is new for 2015. Topics are as yet unavailable.

Learning Outcomes
At the completion of this subject students would gain competencies in:
- Cooking and preparing food to industry standards
IPAD APPLICATIONS

Course Description
Using "Game Salad" students will attempt to explore the exciting world of App development with the goal of producing at least two apps before the end of semester. No coding experience is required.

Topics
Topics include:
- Using “Game Salad” in App development

Learning Outcomes
At the completion of this subject students will be able to:
- Identify what makes a good app
- Explore the Game Salad program
- Create simple interfaces
- Develop at least two apps that are entertaining or useful
**JEWELLERY MAKING**

**Course Description**
Students are introduced to a variety of components such as metals, plastics (HIPs), wax and other materials for the purposes of creating a piece of jewellery

**Topics**
Topics include:
- Occupational Health and Safety
- Design Process
- Operating handheld power tools and tools
- Polishing and engraving work

**Learning Outcomes**
At the completion of this subject students will be able to:
- To use a variety of materials to create their own piece of jewellery
- Create a presentation
MEDIA

Course Description
The Media Elective is a largely practical course, where students learn the various stages of production of a media product such as film, advertisements, print, photography etc. Students work as part of a production team, in which they plan, trial and produce various media products, learning the creative and technical skills required.

Topics
Students choose from the following topics:
- Film/video
- Photography
- Stop-motion animation
- Magazine design
- Fashion design
- Video game design
- Website design
- Audio recording & video editing

Learning Outcomes
At the completion of this subject (one semester) students will be able to:
- Design and plan a media product
- Work in a production team managing various aspects of a production, from pre-production through to post-production
- Learn to use a range of technical equipment including software, printers, cameras, audio and video editing
- Regularly reflect on their progress (the good and the bad) in order to assess their learning habits
**MUSIC**

**Course Description**
This elective course is designed specifically for musicians and singers. Students learn dynamic performance skills and have the opportunity to perform during the semester, as well as learning to critique performance in order to hone their own skills. The students’ musicology knowledge is broadened with the study of jazz, and they are involved in stylistic composition as well as in a continuation of theory development.

**Topics**
Topics covered in this unit include:
- Theory of music
- Aural
- Practical
- Musicology
- Leading worship
- Keyboards
- Composition
- Performance

**Learning Outcomes**
This course aims to:
- Further students’ ability to play an instrument
- Encourage participation in musical groups
- Develop a leadership role in music at the school
- Increase knowledge of the History of Music
OUTDOOR EDUCATION

Course Description
Outdoor education is a practical and theory based elective. The students focus on two specific outdoor activities of surfing and mountain bike riding. Students learn the physical skills required to undertake the activity and the understanding to do them safely. Students participated in two main excursions for the activities, where they received expert tuition in safety procedures and skills needed to competently participate in the activity.

Topics
Topics include:
- Surf Board design: Students design, shape and oil body boards from Paulownia wood
- Beach safety: rips, currents, sun smart, aquatic dangers
- First aid
- Bike riding skills: bike maintenance, braking, cornering, obstacles.
- Bike safety
- Riding in the bush

Learning Outcomes
At the completion of this subject students will be able to:
- Appreciate outdoor activities, safety in doing these activities and the skill and fitness required to participate in them.
- Demonstrate skills in surfing, surf board making and mountain bike riding.
- Show improvement in skills and understanding of these activities.
- Demonstrate an understanding of key factors in safety at the beach and in the bush.
PHILOSOPHY

Course Description
Philosophy is the study of life's biggest questions and literally means 'love of wisdom'. This class is designed to be a fun, engaging, meaningful and super interesting introduction into the subject of Philosophy. Topics will be based on a movie, like the Matrix or Inception, and the assessment may include: a mind map, a research project, a Socratic dialogue, a debate and an essay. Students who love to question, think, argue and debate will love Philosophy.

Topics
Topics include:
- Epistemology (questions concerned with knowledge)
- Metaphysics (the nature of reality)
- Ethics (What is right and wrong)

Questions included in the topics include:
- Who am I?
- What is the difference between mind and body?
- What is the nature of reality? Does God exist?
- How do we 'know' anything? What is right and wrong?
- How do you make hard decisions?
- What is the good life and how does consumerism, technology and our obligations to others affect how we live?
- Is war justifiable?
- How best can humans best organise themselves in societies? And perhaps most importantly, what is the meaning of life?

Learning Outcomes
At the completion of this subject students should have developed the ability to:
- Think critically, using logic and reasoning while questioning and creating arguments.
PHOTOGRAPHY/PHOTOSHOP

Course Description
Media attempts to enhance the appreciation and critical assessment of all media forms that dramatically influence students today, such as commercial radio, television, photography, internet and broadcasting and the film industry, with particular focus on photography. In doing so students experience the technical means and processes used in producing media products. Students also learn the functions and effects of a range of cameras including those of an SLR camera. Rules of photography are also explained and trialled. Photography can lead to further study in VCE Studio Arts and/or Visual Communications and Design.

Topics
Areas of study will include:
- History of photography and the camera
- Photography
- Technical aspects of camera use
- Use of Photography Software to manipulate photos
- Photographic Techniques and those who developed them
- Famous photographers

Learning Outcomes
On completion of this unit, students should be able to:
- Make and present media productions and texts
- Analyse and interpret qualities of media texts from various cultures or periods
- Understand and produce photos based upon the basic techniques of photography
- Effectively use a variety of computer programs to enhance and manipulate photos
PHYSICAL EDUCATION

Course Description
This course incorporates both a practical and theoretical component. The course will provide the students with information about the body’s anatomy, in particular the muscular system and an understanding of fitness and what it takes to organise a fitness program to meet the needs of an individual. During the practical component, students will combine some laboratory based activities to find the effects of exercise on the body, as well as taking part in some mainstream sports and some new sports, such as golf, bowling and water polo.

Topics
Topics covered in this unit include:
Semester 1
- Bones of the Body
- Muscles and their Actions
- Fitness Components
- Fitness Testing
- Training Principles
- Types of Training
- HR and exercise
Semester 2
- The Role of the coach
- Coaching styles
- Skill Acquisition
- Classification of skills
- Biomechanics
- Game plans, tactics and strategies

Learning Outcomes
On completion of this unit, students should be able to:
- Evaluate a physical activity and design a program to improve movement performance
- Evaluate the fitness demands of activities to implement fitness programs for improving performance.
PSYCHOLOGY – ‘Get Psyched’

Course Description
The Psychology elective invites students to explore areas of human behaviour and is relevant to their everyday experiences as adolescents in a fast changing world. The course is an introduction for those who are new to the subject and will give students a taste of what is studied during VCE Psychology. There will be a text book for the subject provided, with links to online resources, encouraging a more activity based approach as well as opportunities to conduct experiments to test the theories that students encounter.

Topics
Topics include:
- Debunking the myths about the psychology
- ‘Beautiful Minds’- the anatomy of the brain and tricks of the brain
- Issues facing teenagers - depression, substance dependence, eating disorders.
- Brain chemistry: what’s happening now in your brain? How is it affected by alcohol, cannabis, nicotine? Where to go for help?
- Dreams: What are they? Theories of dreaming
- Human relationships: Body language, what does it mean?
- The darker side of human nature.

Learning Outcomes
At the completion of this subject students will be able to:
- Have a deeper understanding of how people relate to others
- Define what areas the science of Psychology involves
- Develop an awareness of what happens in the brain and how that affects human behaviour
- Understand the effects of drugs and alcohol on the body
ROBOTICS

Course Description
Using the latest technology from ‘Lego Mindstorms’, the Robotics elective is a hands-on course that involves two main facets: construction and programming. It is definitely a subject for problem solvers, especially for those students who enjoy making simple machines to solve challenging problems. All challenges involve students working in pairs against other students to build superior robots.

Topics/Challenges
- Fastest Car
- Sumo Wrestling Robot
- Table-top Walker
- Automatic Catapult
- Dancing Robot

Learning Outcomes
At the completion of this subject students will be able to:
- Construct simple and complex robots
- Use ‘Lego Mindstorms’ to program robots
- Use thinking skills to solve challenging problems
- Use trial and error, and perseverance, regardless of obstacles
TEXTILES

Course Description
Garment construction of a more difficult nature, as well as craft work, is the basis of this year’s course. The garment construction will incorporate more difficult processes than in former years. Craftwork could include batik, cross-stitch, appliqué, glass painting and others, depending on the interests of the class.

Topics
Topics of study include:
- Garment construction
- Craftwork
- Elements and principles of design
- Fibre characteristics

Learning Outcomes
On completion of this unit, students should be able to:
- Analyse the appropriateness of using particular materials, including emerging materials, for specific purposes.
- Prepare detailed design proposals, make products using some complex equipment, and analyse the effectiveness of the products with reference to specified criteria.
VCE SUBJECTS

Dependent upon student performance in Year 9 a number of Year 10 students may be given the opportunity to accelerate and undertake a VCE Subject. Not all students will qualify as this will largely depend on their academic abilities and teacher recommendations. Topics for VCE subjects will vary from year to year.
**VISUAL COMMUNICATION**

**Course Description**
The students will learn the use of Visual Communication in the areas of developing knowledge of design elements and principles and learning to understand and apply the rules involved in 2 and 3 dimensional drawing. Students will also learn to explore, appreciate and respond to the work of other designers while fostering constructive criticism to ascertain whether messages are communicated clearly to an audience.

**Topics**
Areas of study include:
- Designers and artists
- Rendering with a variety of media and learning appropriate drawing systems
- Working to a design brief
- Developing competence using different drawing systems
- Visual Communication in historical and/or cultural contexts
- Marketing Design

**Learning Outcomes**
On completion of this unit, students should be able to:
- Make and present visual communications, which explore themes, issues and ideas with a variety of methods
- Use a visual communication production process to develop and present communications appropriate to a brief
- Analyse and evaluate the purposes and content of visual communications and present a written analysis of this information
WOOD TECHNOLOGY

Course Description
This is an extension of the skills developed in Year 7 & 8. Students develop a familiarity with a range of power tools. They are introduced to machines such as the disc sander, router, wood lathe and biscuit joiner. Students are taught more advanced joinery skills and to design their own work.

Topics
Topics of study include:
1. Safety
2. The design process
3. Drawing (communications)
4. Methods of joining and shaping materials
5. Surface finishing
6. Use of other materials for technology

Learning Outcomes
On completion of this unit, students should be able to:
- choose appropriate materials for the development of items
- develop ideas for the design and production of items
- evaluate the success of simple examples of production
- choose appropriate wood joints and surface finishes to suit the product