INTRODUCTION

Yarra Hills Secondary College is proud of its reputation for producing young adults well prepared for life with the breadth of outlook and the essential learning skills needed to successfully shape their futures in a rapidly changing global community. Our programs at Yarra Hills encourage and engender **Respect, Endeavour, Achievement and Pride**. We are committed to providing our students with the life long learning skills needed to achieve their individual goals and to make a positive contribution to their community.

**Junior School Years 7 and 8 – Strong Foundations**

Our Year 7 and 8 programs build strong foundations for future successes. We provide a solid basis for future success by emphasising Literacy, Numeracy and the use of Information and Communication Technologies (ICT) across all subjects in the curriculum. Our Year 7 and 8 students also utilise iPads within and across the curriculum. Junior School students enjoy access to all key learning areas including PE/Sport and are supported with enrichment, extension and remediation programs. Good study habits, regular homework and pride in achievement are encouraged, expected and rewarded.

**Middle School Years 9 and 10 – Growth and Preparedness**

Middle School is marked by broadening choices and increased self reliance as students grow toward maturity and independence. A solid core curriculum is supported by a stimulating elective program that recognises the different needs of students and supports individual learning and career pathways. Academic learning is supported by access to structured work experience and vocational opportunities including traineeships. Year 10 students enjoy extension into VCE subjects, which also assists in maximising their tertiary entrance score. Students in Year 9 will use iPad’s from 2015 and from Year 10 onwards the college has a Bring Your Own Device (BYOD) Program to make use of a wide variety of ICT resources.

**Senior School Years 11 and 12 – VCE Success**

Our VCE students experience a young adult learning environment. Academic rigour, initiative and self discipline are central to life at the senior levels with a cooperative team culture supporting each student’s quest for VCE success. Many students achieve university or other tertiary entrance and we also prepare students for entry into the vocation of their choice through programs including Vocational Education and Training (VET), and the Victorian Certificate of Applied Learning (VCAL) school-based apprenticeships and traineeships.

**New Facilities and Facilities Upgrades**

The College has recently completed a $20million building project, involving the development of state of the art facilities at its Mooroolbark site. At this campus, students have access to two separate educational precincts, a year 7-10 Junior precinct and a year 11/12 Senior precinct. These precincts share a centrally situated gymnasium, sporting field, performing arts centre, foods technology facility, library and administration block.

The other year 7-10 precinct, at the Mt Evelyn Campus, is also currently completing over $250,000 of upgrade works as stage one of further expected development on site at that campus. All students of the College will benefit from the provision of these modern facilities.

I encourage students and parents to review this handbook carefully and discuss thoroughly the options and opportunities it presents. The handbook is just part of the support offered to students in developing their pathways through secondary school. Key personnel in the College who can also assist are the Campus Principals, Year Level Coordinators, Pathways Counsellors and individual teachers who are all committed to the development of every student into well-educated, responsible and resilient young adults.

**Darren Trippett**

**College Principal**
JUNIOR CAMPUS CURRICULUM HANDBOOK

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Yarra Hills Secondary College is committed to student learning by providing a comprehensive curriculum and teaching excellence in a supportive environment. The college offers a core curriculum at Years 7 and 8, a core curriculum plus electives at year 9 and 10 and access to VCE, VET and VCAL programs from year 10 onwards, providing multiple pathways for students to the extensive range of options and opportunities at the Senior Campus.

The Yarra Hills Secondary College curriculum is dynamic and innovative and the College has long been at the forefront of educational thinking through partnerships with local schools, the most recent of which saw the establishment of the Yarra Valley VCE Teachers Network.

A small teams approach in Year 7 and 8 ensures students experience the personal care of a home group teacher. Principal teachers focus on the development of critical learning skills for students’ future academic success. The junior curriculum incorporates critical and lateral thinking skills, personal and social development and information communication technologies, whilst also integrating and providing intensive literacy and numeracy development within all Learning Areas. Interdisciplinary teams provide a coordinated approach and programs, such as homework help, to support and extend student learning. eLearning is integrated into all areas of the curriculum. From 2015, our successful iPad Program will be in place from Year 7 through to Year 9. At Years 10 – 12, we will be introducing a ‘Bring Your Own Device’ policy for all students which will enable families to make choices about the device they wish to purchase, based upon guidelines from the school. These guidelines will specify a variety of devices, at different prices, that are guaranteed to be fully compatible with the school network, as well as minimum specifications for other devices that could be used. Additionally, we will still have a selection of Netbooks available for lease by students.

Each curriculum program provides students with the sophisticated eLearning tools required to meet the challenges and learning needs of the 21st century.

The Senior Campus programs are committed to achieving excellence in education and providing personalised pathways for students. The programs provide both tertiary and vocational pathways through the wide range of VCE studies, extensive Vocational Education and Training (VET) Certificates, the Victorian Certificate of Applied Learning (VCAL), Traineeships and TAFE courses.

The College has a strong co-curricula program, promoting the value of the Arts in personal development. The stimulating Performing Arts program enriches the life of the whole College. Student participation and excellence in the Physical Education and Sports program is encouraged through a full range of summer and winter sporting activities and involvement in intra- and inter-school sports. Student leadership is an important part of the curriculum. College Captains and Junior Campus Captains are involved in College-wide leadership and the Student Representative Council. Students also participate in camps and excursions that involve them in real-world learning that is directly linked to both their individual stage of learning and school curriculum skills and content.
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THE ARTS 7-8

The Arts are unique, expressive and creative forms of communication that engage students in critical thinking and help them understand themselves and the world. Our programs at Yarra Hills Secondary College aim to encourage interest in creative work, problem solving and the expression of individual ideas.

The Arts learning area includes a diverse range of subject disciplines and forms of expression. Our students experience the Arts disciplines of Art, Drama, Music and Visual Communication Design. Within these disciplines students create and explore visual culture, performances in contemporary and traditional themes and works that involve a merging of traditional forms with digital media and new technology.

At Yarra Hills Secondary College, Years 7 and 8 students rotate through the Visual Arts subjects of Art and Visual Communication Design and the Performing Arts subjects of Drama and Music. From Year 9 onwards students can choose from a range of visual arts electives including Art Extension, 3-Dimensional Art, Ceramics, Creative Drawing & Painting, Visual Communication Graphic Design, Visual Communication Environmental Design, Visual Communication Design, Media, Print that Artwork, Studies in Media and Sculpture. Beyond Years 7 and 8, in the Performing Arts, students can choose from Dance your way, Drama, Music Performance, Song Writing, So you think you can dance and Theatre Studies electives.

Engagement in the Arts involves the inspired, disciplined and passionate exploration of ideas through visual imagery and performances. Imagination and creativity are essential to our wellbeing and are pivotal experiences for our students in the Arts.

ART

DESCRIPTION

Students will experience core creative work units involving design skills, problem solving and the expression and communication of ideas. Units covered include drawing, design, painting, sculpture, printmaking, digital imaging and studies of artists, their messages and society.

ASSESSMENT TASKS

Creating and making:-
- Visual diary containing class notes, design work, research and resource material and trials of media and techniques demonstrating the use of the design process
- Folio of completed artworks

Exploring and responding:-
- Class discussions and analysis sheets based on artists, their ideas and cultures
- Reflection and evaluation of student artworks
- Research project
SECTION A  CORE LEARNING AREAS

VISUAL COMMUNICATION DESIGN

DESCRIPTION

Students explore and creatively solve communication and design problems. Varied drawing techniques, skills development, digital imagery and technical drawing will be experienced to develop individual ideas and designs.

ASSESSMENT TASKS

Creating and making:-
- Visual diary containing design work, research and media trials
- Folio of completed works including technical drawing

Exploring and responding:-
- Analysis of graphic illustrations used in advertising
- Reflection and evaluation of student graphic communications
- Research project

DESIGN, CREATIVITY AND TECHNOLOGY 7-8

DESCRIPTION

Design, Creativity and Technology emphasises student engagement in designing, creating and the evaluation of products and technological systems. Students will experience a range of materials as a way of developing individual creativity and innovation.

Students in Years 7 and 8 at Yarra Hills Secondary College will be involved in problem solving, design processes, information gathering, experimentation and investigation, developing and using design technology skills and processes, using tools, equipment, materials/ingredients and system components safely, to make quality functional objects.

The Design, Creativity and Technology learning area focuses on the development of student skills in managing and manipulating materials and resources. The materials program that we offer at Year 7 and 8 includes Food, Textile and Wood.

From Year 9 onwards students can choose from a range of electives in the Design, Creativity and Technology including Cafe Food and Technology, Food and Technology, Foods for Celebration and Technology, Food Safari and Technology, Hospitality, Textile Design and Technology, Systems Electronics and Wood Design and Technology.

ASSESSMENT TASKS

Investigating and designing:-
- A range of processes and techniques relevant to the specific material area will be investigated
- The design process will be used prior to the production of projects
- A visual diary will be used to record design, research, class notes and evaluation work
SECTION A  CORE LEARNING AREAS

DRAMA

DESCRIPTION

Students participate in a variety of forms of Drama such as mime, puppetry, story telling, comedy, characterisation, improvisation, movement, filming for TV, performances, process drama, theatre history, stagecraft and script work.

Students will also review live or filmed performances. They will reflect on and evaluate their own performances, and also reflect on and evaluate performances and the work of other students in the group.

The skills students learn though the activities in Drama are lifelong skills such as developing confidence, interpersonal and intrapersonal development, leadership, working as a team, using initiative, problem solving, creativity and imagination.

ASSESSMENT TASKS

- Workbook – All class notes, script writing and reflections/evaluations on lessons.
- Stagecraft Tasks – Students develop design skills in set design, costume, publicity, lighting and sound.
- Performance Analysis
- Performance

MUSIC

DESCRIPTION

Students will participate in practical work including drums, keyboard, singing, guitar and classroom percussion. Students learn to read and write basic music notation and listen to music from a variety of styles. The semester’s work culminates in a classroom rock concert, where each student takes part in a performance with their home group.

ASSESSMENT TASKS

- Performance
- Theory and aural work
- Composition
- Assignment Work
SECTION A  CORE LEARNING AREAS

ENGLISH 7-10

DESCRIPTION

In English students learn to create, analyse, understand and interpret text, to appreciate, enjoy and use language and develop a sense of its power to evoke feelings, convey ideas, inform and argue. English involves students in reading, writing, speaking and listening.

At each year level core skills and understandings are taught and students progress through the set standards for that level. Students will complete a variety of written tasks through which vocabulary extension, grammar, punctuation, editing and drafting will be taught. Grammar and spelling are also taught explicitly. Students will learn to write in a variety of styles for a range of purposes. Engagement in, and enjoyment of, reading will be fostered both during lessons and during the designated reading period. Students will engage with a range of resources such as poetry, novels, newspaper, magazine articles, and film. They will learn to write for a range of different audiences. The development of listening and speaking skills will be fostered formally in oral presentations and debates and informally in discussions and group activities. Students will progressively refine their analytical and interpretive skills, learn to use evidence to support their views, and develop and exchange increasingly complex ideas about a variety of texts and issues in the media.

In Year 7 reading is a key element of our curriculum and students have a tailored reading program once a fortnight. The focus in Yr 7 is introducing the sequential core skills and understandings that will be developed systematically during the following years. Students learn a range of both written and spoken styles including persuasive articles, a variety of responses to print and non-print texts and investigate a selection of contemporary media. Sequential skills development of core skills and understanding continues in Year 8. Students complete creative and imaginative essays, written dialogue and informative brochures. The reading program is continued. Year 9 students begin to more fully explore contexts such as love and humour, and values such as loyalty in texts. They also participate in the City Experience. In Year 10, students refine their ability to use a variety of styles for a range of purposes preparing them for the writing styles required in VCE.

ASSESSMENT TASKS:

- Language skill development exercises
- Reading responses
- Writing tasks
- Speaking and Listening activities
- Maintenance of an organised and complete workbook
- End of semester Examination.
SECTION A  CORE LEARNING AREAS

HEALTH EDUCATION  7- 9

DESCRIPTION

In Health Education students are provided with knowledge and skills that enable them to develop and maintain their physical, mental, social and emotional health across various stages of their lifespan. This subject focuses on safety and the identification of strategies to minimise harm associated with particular situations or behaviours. Students examine the promotion of the health of individuals and the community through the use of specific strategies and the provision of health resources, services and products.

The program begins by identifying the health needs necessary to promote and maintain growth and development, followed by discussion of significant transitions across the human lifespan, including puberty, to gaining an understanding of human sexuality. The exploration of human development also focuses on the establishment of personal identity, factors that shape identity and stereotypes.

Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. They identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies. In developing strategies to minimise harm and to protect their own and others’ health, students consider health resources, products and services, and the influences of the law, public health programs, their conscience, community attitudes and religious beliefs. Students begin to clarify a cohesive set of personal values and how they could be used to improve their health.

Through the provision of health knowledge, students develop an understanding of the importance of personal and community actions in promoting health. They also develop an understanding about the factors that promote and protect the physical, social, mental and emotional health of individuals, families and communities. Students investigate issues ranging from individual lifestyle choices to the provision of health services by both government and non-government bodies. Health education also examines the role of food in meeting dietary needs and the factors that influence food choice. Students progress from learning about the importance of eating a variety of foods to understanding the role of a healthy diet in the prevention of disease.

In Year 7 students undertake units that focus on immunisation, sun-smart behaviours, friendships, bullying and conflict resolution, smoking, relationships and sex education (changes that occur during puberty). The focus in Year 8 is on the human body and the structure and function of the various body systems, body image, values and resilience, alcohol/drug education, risk taking and sex education (reproduction and contraception). In Year 9 students investigate the components of health, the health needs of young people, causes of injury, illness and death, drug use in the community, personal identity, friendships and relationships (roles and responsibilities), aspects of sexual relationships, contraception and sexually transmitted infections and the nutritional requirements of young people.

ASSESSMENT TASKS:

- Group work
- Minor Projects
- Major Research / Investigation Report
- Oral Presentations
- Topic Tests
HUMANITIES 7 - 10

DESCRIPTION

The Humanities involve the study of human societies and environments, peoples and their customs, past and present.

Humanities courses are based on the study of History, Geography, Civics and Citizenship and Economics and incorporate knowledge, concepts and skills from each discipline. At each level students’ ability to apply research skills and inquiry processes, data analysis and interpretation is extended.

Year 7 units studied include an investigation of the period 60,000 BCE to 650 AD, with an in depth study of Ancient civilizations Rome and China. Students at Year 7 also study mapping, atlas skills and an introduction to the market place and financial literacy.

At Year 8 students develop their understanding of the historical period 650 AD to 1750 AD through in depth studies such as Medieval Europe, the Spanish Conquest of the Americas and Japan under the Shoguns. Students further develop their knowledge in areas of studies including geospatial skills and geographical and economic characteristics of the Asia-Pacific Region.

The focus in Year 9 is on developing their knowledge of 1750 – 1918 AD. Students will learn about the Industrial Revolution, Making the Australian Nation and the Great War. Within the study of Geography students undertake a study of environmental issues and geomorphology of areas such as coastal systems.

Year 10 students study 1918 to the present, beginning with World War II. They explore the causes of the war in the Pacific and the impact and involvement of Australia, focussing on the events and leaders and they investigate the outcomes of World War II. Students then examine Rights and Freedoms and The Environmental Movement. Skills and knowledge are further developed through the studies of geography, economics and civics and citizenship.

ASSESSMENT TASKS

- Research activities
- Oral presentations
- Document analyses
- Essays
- Tests
- End of Semester Examination (Year 9 & 10)
INFORMATION & COMMUNICATION TECHNOLOGY 7-8

DESCRIPTION

Every day we use Information and Communication Technologies, often without even realising it. From the traffic lights and railway boom gates that help keep us safe when we travel to the range of mobile devices that help us keep in touch with each other, ICT has become a part of our lives. In this subject we will investigate how to make the best use of these technologies and how to find and present information. We will follow the cycle of designing, producing and evaluating as we carry out research, create digital products and program the technologies.

ASSESSMENT TASKS

- Creation (design/production/evaluation) of products
- Communication using ICT
SECTION A  CORE LEARNING AREAS

LANGUAGES OTHER THAN ENGLISH (LOTE) 7-8

DESCRIPTION

At Yarra Hills Secondary College the study of a language other than English (LOTE) is compulsory at Years 7 & 8, and an elective at Years 9 & 10. Italian is the language studied.

Students will be taught the basics of the spoken and written language, including grammar and vocabulary. A key aspect of the program is the development of cultural understanding through the study of culture.

Fluency in a language other than English and knowledge of its culture fosters tolerance and acceptance of cultural and ethnic diversity. In an increasingly global society students who commit themselves to the study of a second language are often at an advantage in the competitive employment market.

ASSESSMENT TASKS

- Work book
- Oral Presentation/Role Play
- Listening Exercises
- Writing Exercises
- Cultural Project
MATHEMATICS 7 - 10

DESCRIPTION

Mathematics is a way of understanding and interacting with our world. It is about looking for patterns and using them to explain what we see. Mathematics is not always about answers, but rather the process of how we go about solving problems. It is a part of our everyday life and is an important skill in many jobs.

In Mathematics students will, where appropriate, follow a mathematics program that caters for a diversity of student abilities. Pre and post testing, the use of hands-on application tasks, skills building and extension work are incorporated into each of the units studied in mathematics. The activities covered in class are also supported by online mathematics packages. In addition to the Australian National Curriculum, students investigate and develop a number of core concepts that include Number, Space and Measurement, Chance and Data, Structure and Working Mathematically. Students carry out exercises on basic mathematical concepts and practical applications. They develop strategies to solve problems of an unfamiliar nature. Reports are written on the research of mathematical issues. Information and communication technology is used to complete a range of rich, open-ended learning activities.

Year 7 students investigate the world of whole numbers, fractions, decimals, percentages, geometry, measurement, mapping, time and probability. Year 8 students continue these concepts and skills and expand them to include integers, set theory, algebra, geometry, coordinates and rates. Year 9 students develop their year 8 work and add statistics, linear equations, Pythagoras and trigonometry. Year 10 students build on the previous year's work and are introduced to exponential functions and financial or business mathematics.

ASSESSMENT TASKS
* Skills Folios
* Thinking and Problem Solving Exercises
* Assignments
* Topic Tests
* Use of Information and Communication Technology
* End of Semester Examination
PHYSICAL EDUCATION 7- 8

DESCRIPTION

Physical Education is a unique study as it has the potential to impact on the physical, social, emotional and mental health of students. It is a subject that promotes the potential for lifelong participation in physical activity through the development of movement skills and confidence. Physical Education focuses on the important role that physical activity, sport and recreation play in the lives of all Australians by providing opportunities for challenge, personal growth, enjoyment and fitness. It encourages involvement in a manner that reflects awareness that everyone has the right to participate in a healthy and active lifestyle. It develops students’ confidence in using movement skills and strategies to increase their motivation to become active, as well as improve their performance and maintain a level of fitness that allows them to participate in physical activity without undue fatigue.

Students will explore the meaning of fitness and examine what fitness means to various groups within society. They also develop an understanding of the physical, mental, social and emotional benefits of participation in regular physical activity, and analyse factors which influence such participation. They consider the relationship between physical activity, fitness and health, and explore ways to measure their own fitness and physical activity levels.

Students’ involvement in physical activity can take many forms, ranging from individual, non-competitive pursuits through to participation in competitive team games. The main focus of Physical Education is the progressive development of the key fundamental motor skills, for example throwing, catching, kicking and striking. Students progress from the development of these basic motor skills to the performance of more complex movement patterns that form parts of team games. These skills are then gradually combined with strategic thinking and tactical knowledge to improve individual and team performance.

In Year 7 Physical Education students will participate in the following units of study: fitness testing, athletics, ball handling (skill development focus), fundamental motor skill development, gymnastics and striking sports (skill development focus). The focus in Year 8 is for students to continue to develop their ability to perform complex movements proficiently. They combine motor skills and tactical knowledge to improve their performance.

ASSESSMENT TASKS:

- Fitness Testing Laboratory Activity
- Athletics / Gymnastics Unit
- Minor Projects
- Major Research / Investigation Project
- Topic Tests
SECTION A CORE LEARNING AREAS

SCIENCE 7 - 10

DESCRIPTION

We are all curious about the world we live in, wonder why it is that way, and ask about our place in it. The goal for science at Yarra Hills is to stimulate that curiosity, wonder and questioning. Our world is faced by many challenges and it is important that our students understand those challenges, how science is changing to meet them and how this will impact on our lives.

A major goal of our science program is to develop scientifically literate citizens who are capable of taking part in intelligent debate about science and its use in our world. Our topics inspired by the National Curriculum span areas of biology, chemistry, physics, earth and space science, environmental science, health sciences, neuroscience and genetics. The science classroom can be a hazardous place so there is a major focus on working safely.

Our units involve real, hands-on science such as; Animal investigations using a range of animals owned by the college and cared for by the students, field-work and relevant and engaging excursions, original research and experimental design – all supported by the use of the latest technologies to help students investigate, analyse and report.

In Year 7 students are introduced to the scientific method and investigate safe laboratory practices. They also learn about separating mixtures, the Earth’s phenomenon, the water cycle, forces and motion, gravity, energy resources, classification and ecology. Year 8 students examine cells and body systems, rocks and chemistry where students explore gases, liquids and solids and chemical and physical change. There is a major investigation based on energy which provides students with the opportunity to apply scientific knowledge and skills to their own lives. Year 9 students investigate more deeply into body systems and how they function as a whole, ecology, plate tectonics, energy, chemistry and experimental design. Year 10 students prepare for three of the sciences offered at VCE, and look further into experimental design. Topics include; Biological Science, where students investigate genetics and the Theory of Evolution and “Everyday Physics” where students study the nature of motion using water rocket flight, measuring and recording flight details. The students also study the atomic structure and chemical reactions in a unit based on Chemistry.

ASSESSMENT TASKS

- Experimental work (Design, Procedure and Reporting)
- Use of Information & Communication Technology (such as Computer Modelling)
- Problem solving
- Application of knowledge and skills
- End of Semester Examination (Year 9 & 10)
1. THE ARTS

2. DESIGN, CREATIVITY AND TECHNOLOGY

3. PERSONAL & PHYSICAL DEVELOPMENT
SECTION B ELECTIVES- YEAR 9 ONLY

1. THE ARTS

THREE DIMENSIONAL ART

DESCRIPTION
This Arts subject will provide students with the opportunity to explore a range of carved and constructed sculptural pieces. Wood, stone, plaster and other materials are used to create pieces of work based on a range of topics such as Fantasy and Surreal food. Students will be encouraged to use design development processes to create works that explore shape and how to effectively use mass, volume and space. They will also gain an appreciation for the way pieces of sculpture can communicate ideas and concepts. Students will gain understanding of traditional and developing technologies on the practice of Art. They will experience, analyse and discuss the ideas, forms and messages of artists and art movements both in Australia and overseas.

ASSESSMENT TASKS

Creating and making:-
- Using the design process, develop a range of ideas and complete research on the 3-dimensional artwork undertaken.
- A range of sculptural artworks will be made.
- A major research project.

Exploring and responding:-
- Class analysis and discussion sheets will be completed on specific artists’ sculptures.
- Reflection and evaluation of student sculptures
- A major research project.
- End of Semester Examination

STUDIES IN MEDIA

DESCRIPTION
Students will view a range of media products (ie: newspapers, magazines, photography, film, TV programs, commercials and digital media) to explore techniques and media styles. Students will analyse the use of media elements, skills, techniques and processes to restructure and reinterpret media products and change their style, form or message. Students analyse and comment on their own work and the work of others to develop an understanding of the historical, cultural and political contexts of media production.

ASSESSMENT TASKS

Creating and making:-
- A journal that records class activities, work processes, techniques and planning for projects.
- Development of media skills and the creation of a range of media products.

Exploring and responding:-
- Research and analysis of a media form.
- Reflection and evaluation of student works
- Critical review of a media form.
- End of Semester Examination
SECTION B ELECTIVES- YEAR 9 ONLY

VISUAL COMMUNICATION DESIGN

DESCRIPTION
Students further develop and extend skills and techniques by using instruments and freehand drawings to generate 2D and 3D compositions by refining ideas and solutions to set tasks using the design process. Students explore and trial a range of mixed media (eg. collage, water colour, coloured pencils, markers, paint, ink, airbrushing and pastels) in their design folios.
Students will develop the capacity to independently and creatively solve communication and design problems using illustration, computer graphics, desktop publishing, model making and packaging along with technical drawing skills. Students will analyse and appraise marketing techniques and compositions used in a range of graphic artworks made by others.

ASSESSMENT TASKS
Creating and making:-
- A visual diary containing preliminary ideas, development of design concepts, research, resourcing and media trials.
- A folio of finished graphic illustration artworks including- 2D and 3D freehand, instrumental and computer graphic drawing techniques.
Exploring and responding:-
- A range of graphic design artworks will be analysed.
- Reflection and evaluation of student graphic communications
- A research/investigation project based on a range of visual communication graphic designers.
- End of Semester Examination

2. DESIGN, CREATIVITY AND TECHNOLOGY

WOOD DESIGN AND TECHNOLOGY

DESCRIPTION
Students are introduced to uses of timber and emphasis is given to the development of basic manual and tool skills. Students will be required to correctly identify tools and use each piece of equipment carefully and safely. Students learn about, and will be expected to demonstrate safe work practices.

ASSESSMENT TASKS
Investigating and designing:-
- Investigation of a range of joining techniques along with designs and work plans will be undertaken for each project.
Producing:-
- A range of set projects will be made once design work has been completed.
Analysing and evaluating:-
- Evaluation of design, processes and products.
- End of Semester Examination
3. PERSONAL AND PHYSICAL DEVELOPMENT

LIVE IT UP IN THE COMMUNITY 1 – PHYSICAL EDUCATION

DESCRIPTION
Through the Year 9 elective ‘Live it Up in the Community’ students will discover the importance of accessing sport and physical activity throughout their community. Students will participate in and research the current initiatives offered in both their immediate community and in the broader communities around Melbourne. Students will discover the roles and responsibilities in sport and how they may participate in and contribute to these, while putting them into practice through physical skill lessons within class. Students will then concentrate on coaching, both within local community teams and at an elite level. They will discover the characteristics and attributes that are needed in coaching. This subject will commence with students planning and running either a school sport team or a round robin style afternoon for a group of students at a local primary school.

ASSESSMENT TASKS
- Class Workbook
- Participation in Practical activities/Skill Development
- Minor Projects
- Major Research/Investigation Assignment
- Topic Test
- End of Semester Examination

LIVE IT UP FOR LIFE 2 – PHYSICAL EDUCATION

DESCRIPTION
The ‘Live it Up for Life’ elective will help students develop a lifelong passion for physical activity and how to gain their best possible health throughout their lifespan. Students will become familiar with fitness definitions, the benefits and indicators of being physically active and how these needs change as we grow older. The National Physical Activity Guidelines will be explored in detail. Students will participate in both team and individual sports and activities which are relevant to the Lifespan stages (Childhood, Youth and Adulthood). Students will research the consequences of an inactive lifestyle and motivational strategies to maintain activity levels in a fun, healthy and safe way.

ASSESSMENT TASKS
- Class Workbook
- Participation in Practical activities/Skill Development
- Minor Projects
- Major Research/Investigation Assignment
- Topic Test
- End of Semester Examination
SECTION C- YR 9/10 COMBINED ELECTIVES

1. THE ARTS

2. DESIGN, CREATIVITY AND TECHNOLOGY

3. PERSONAL & PHYSICAL DEVELOPMENT

4. LANGUAGES OTHER THAN ENGLISH

5. OTHER PROGRAMS
SECTION C- YR 9/10 COMBINED ELECTIVES

1. THE ARTS

DANCE - So You Think You Can Dance (1)

DESCRIPTION
This course aims at giving students in Year 10 who undertook this elective in 2014, the opportunity to continue developing their dance technique, flexibility, fitness and co-ordination. Year 9 students will also develop those skills. The students will experience this through a broad range of dance styles chosen for study. Students will learn how to warm up, cool down, stretch correctly and have an understanding of the body through the study of anatomy. Students will reflect on and appreciate their own work progress and the work of others using dance terminology. Students will see one live dance performance. Students will look at various dance techniques used by various choreographers. They will demonstrate their technique through performance and perform in at least one group dance and/or a solo piece to an audience.

ASSESSMENT TASKS
- Workbook – e.g. theory, dance notation
- Dance Style/Choreographer Research
- Dance Technique and dance making
- Performance Analysis
- Performance
- End of Semester Examination

DANCE - Dance Your Way (1)

DESCRIPTION
This course aims at giving students the opportunity to choreograph for a variety of people and situations. Students who undertook this elective in 2014, will further develop and apply their choreography skills, to create new dance works. Students will experience a broad range of dance styles chosen for study to create their own work, in groups and individually. They will also learn dances from various sources and choreographers. Students will focus on dance making techniques to develop their own style of movement. They will reflect on and appreciate their own work and the work of others using dance terminology. Students will see one live dance performance and will study the role of dance in another culture. They will choreograph and perform in at least one group dance as well as choreographing and performing a solo piece. Students will have the opportunity to perform their work for various audiences.

ASSESSMENT TASKS
- Workbook
- Learnt group dance
- Performance and reflection on performance
- Dance in other cultures research project
- End of Semester Examination
SECTION C- YR 9/10 COMBINED ELECTIVES

DRAMA (1)

DESCRIPTION
The emphasis in this elective is on performing, developing and building on acting skills gained in previous years such as voice, movement, role play, improvisation, play building, performance styles chosen for study in 2015, scriptwriting, and production. The main study is on non-naturalistic acting and students will learn, practice and analyse the skills that are required for this type of performance, which is the focus of VCE Drama. This gives Year 10 students wishing to continue the subject in VCE an introduction to the performance style. Students will take part in an ensemble performance, including all preparation such as rehearsing, writing, directing, acting and stagecraft elements. Students undertake research into theatre practitioners and their importance to the development of theatre. Students will view a professional theatrical performance and analyse and evaluate the performance. Students will have the opportunity to perform their work for various audiences.

ASSESSMENT TASKS
- Workbook – class notes & reflection/evaluations
- Practical Workshops
- Non-Naturalistic Ensemble Performance
- Performance – Monologue/Duologue
- Analysis of Professional Theatrical Performance
- End of Semester Examination

THEATRE STUDIES (1)

DESCRIPTION
The emphasis on this elective is on the interpretation of playscripts chosen for study in 2015 and the production of plays from a variety of theatre styles and production through the ages. Students investigate how plays are used and portrayed on the world stage; and also how plays are studied and performed in order to understand and convey changes in society, people, environment and other issues. This elective gives students the opportunity to study, understand and present different styles of theatre practice. Students work with playscripts both in their written form and in performance, and then learn and apply stagecraft (costume, make-up, sound, lighting, set, props, directing and acting) to their interpretation of these play scripts. Students will undertake workshops on the different stagecraft areas and then choose a specific stagecraft for the planning for a performance such as undertaking research, design, creation and application. Students will attend a professional theatrical performance and analyse and evaluate the performance as well as their own productions.

ASSESSMENT TASKS
- Stagecraft Folio – class notes, designs, scripts, research
- Performance of Script/s
- Analysis of Professional Theatrical Performance
- Theatre Styles Research Assignment
- End of Semester Examination
MUSIC APPRECIATION & PERFORMANCE (1)

DESCRIPTION
Music Appreciation and Performance is a two year elective program designed for those students wishing to enhance their knowledge of music and/or continue their instrumental music studies into Year 10 and beyond to VCE. Students taking the elective in Unit One will study different styles of music through written, aural and performance based activities. Students will be encouraged to develop their performance and aural skills through regular individual and/or group ensemble performance. As soloists and/or members of small ensembles, students will develop skills in preparing suitable performance programs and learn about and apply musicianship as they create and interpret music. Students will also undertake Music Theory to AMEB Grade 1 level as a part of Unit One.

It is strongly recommended that students enrolling in the Music Appreciation and Performance elective have had at least one year of tuition on their chosen musical instrument with an instrumental music teacher, so that they gain the maximum enjoyment and experience from all aspects of the course.

ASSESSMENT TASKS
- Performance
- Aural Training and Practice
- Music Theory
- End of Semester Examination

MUSIC APPRECIATION & PERFORMANCE (2)

DESCRIPTION
Music Appreciation and Performance is a two year elective program designed for those students wishing to enhance their knowledge of music and/or continue their instrumental music studies into Year 10 and beyond to VCE. Students taking the elective in Unit Two will study different styles of music through written, aural and performance based activities in preparation for Year 10.

As well as developing their performance and aural skills, students will study and analyse composition, and be encouraged to write their own music. To further assist students develop their composition skills, Music Theory to AMEB Grade 2 level will be studied during the unit.

It is strongly recommended that students enrolling in the Music Appreciation and Performance elective have had at least one year of tuition on their chosen musical instrument with an instrumental music teacher, so that they gain the maximum enjoyment and experience from all aspects of the course.

ASSESSMENT TASKS
- Performance
- Aural Training and Practice
- Music Theory
- End of Semester Examination
ART EXTENSION

DESCRIPTION

Art Extension will provide students with the opportunity to develop advanced drawing techniques and skills. A major focus will be placed on folio development for future VCE and TAFE course preparations. Life drawing, observational and imaginative drawing, perspective and rendering skills will be experienced in a wide variety of materials. Cross-media drawing using computers and scanned drawings will also provide students with an understanding of the impact and possibilities of new technologies on drawing and illustration practices.

ASSESSMENT TASKS

Creating and making:-
- A visual diary containing design alternatives, research, resources and media trials.
- An organised folio of all finished units of work set.

Exploring and responding:-
- Class discussion and analysis sheets based on artists, their works, ideas and society.
- Reflection and evaluation of student artworks
- A research project based on specific artists, their techniques and culture

An end of semester exam will also be undertaken by students

CERAMICS

MT EVELYN CAMPUS ONLY

DESCRIPTION

The Ceramics course is designed to give students as wide an experience in all types of clay work. The course will cover such areas as large scale building, wheel turning techniques and practice, decoration techniques, carving, glazing and under-glazing and slip casting.

ASSESSMENT TASKS

Creating and Making:-
- A visual diary containing designs, planning, research and notes on processes.
- A range of 3-dimensional ceramic artworks.

Exploring and responding:-
- Class analysis and discussion work based on ceramic artists, their artworks, ideas and culture.
- Reflection and evaluation of student ceramic works
- A major research project.

An end of semester exam will also be undertaken by students
CREATIVE DRAWING AND PAINTING

Creative Drawing and Painting provide students with the opportunity to draw and paint from direct observation and to use this knowledge and skill to develop a range of creative and imaginative artworks. Students will learn to apply a range of drawing and painting media to explore a variety of class tasks which will always incorporate a personalised approach to their learning outcomes. They will experience, analyse and discuss the ideas, images and messages of different artists working in drawing and painting materials.

ASSESSMENT TASKS

Creating and making:-
- Develop a visual diary that contains planning and ideas for finished artworks using the design process. Trialling of media, resources and research are to be included.
- A folio of finished artworks based on class tasks

Exploring and responding:-
- Class discussion and analysis sheets based on artists and their works, their ideas and society.
- Reflection and evaluation of student artworks
- A major research project about artists and their culture

An end of semester exam will also be undertaken by students

VISUAL COMMUNICATION GRAPHIC DESIGN

This elective aims to give students the opportunity to develop a range of graphic design outcomes to set tasks. The emphasis of this subject will be the communication of student’s individual ideas through the use of the design process. Set tasks will require students to meet a design brief, trial solutions and then make the final product they have designed. Students will use a range of materials and techniques to make their design ideas. Techniques used will include illustration, technical drawing, ICT use, desktop publishing and packaging construction. Students will analyse and appraise pieces of Visual Communication.

ASSESSMENT TASKS

Creating and making:
- A visual diary containing preliminary design ideas and their development, research and resourcing. A folio of finished graphic illustrations, packaging artworks including 2D and 3D freehand, instrumental and computer graphic drawing techniques.

Exploring and responding:-
- Analysis of graphic illustration images and packaging
- Reflection and evaluation of student graphic communications
- A research/investigation project based on a range of visual communication graphic designers.

An end of semester exam will also be undertaken by students
SECTION C- YR 9/10 COMBINED ELECTIVES

VISUAL COMMUNICATION ENVIRONMENTAL DESIGN

DESCRIPTION

This elective will focus on using the world around us as a starting point for the design process. Observational drawing, freehand and technical drawing along with the use of ICT will be used to help generate 2D and 3D drawings related to architectural components of our lives. Students will further develop skills in the use of the design process, use of a variety of media and create a range of drawings and models that communicate their individual designs in relation to set design briefs. They will use the Australian Standards to assist them with their technical drawing of proposed designs. Students will analyse and appraise pieces of Visual Communication.

ASSESSMENT TASKS

Creating and making:-
- A visual diary containing preliminary design ideas and their development, research and resourcing.
- A folio of finished graphic illustrations, models, artworks including 2D and 3D freehand, instrumental and computer graphic drawing techniques.

Exploring and responding:-
- Analysis of graphic illustration images.
- Reflection and evaluation of student graphic communications and models
- A research/investigation project based on a range of visual communication graphic designers.

An end of semester exam will also be undertaken by students
SECTION C - YR 9/10 COMBINED ELECTIVES

MEDIA

DESCRIPTION

Students will view a range of media products (ie television, film, photos and digital media) to explore techniques and media styles. They will use media elements, skills, techniques and processes to restructure and reinterpret media products (such as magazine advertisements, posters, moving image etc) to change their style, form or message. They will analyse and comment on their own work and the work of others to develop an understanding of the historical, cultural and political contexts of media production.

ASSESSMENT TASKS
Creating and making:-
- A journal that records class activities, work processes, techniques and planning for projects.
- Development of media skills and the creation of a range of media products.

Exploring and responding:-
- Research and analysis of a media form.
- Reflection and evaluation of student works
- Critical review of a media form.

An end of semester exam will also be undertaken by students

PRINT THAT ARTWORK

DESCRIPTION

Print that artwork will provide students with understanding and knowledge of the many art forms that printmaking takes. Using the design process as a starting point, students will develop personalised and individual images that are then transformed into a variety of printmaking forms. Drypoint etching, lino printing, silkscreen prints and stencilling will be the techniques used to communicate each student’s interpretation of set tasks. A variety of materials will be used to print on and could range from different papers, card, collaged and painted papers and fabric (t-shirts). Students will also learn to further develop and enhance their prints with additional art materials and techniques. Students will evaluate their own printmaking editions and learn to further develop their understanding of a range of traditional and contemporary printmakers.

ASSESSMENT TASKS
Creating and making:-
- Develop a visual diary that contains planning and ideas for finished prints using the design process. Trialling of media, resources and research are to be included.
- A folio of finished prints and related artworks.

Exploring and responding:-
- Class discussion and analysis sheets based on printmakers and their works, their ideas and society.
- Reflection and evaluation of student artworks
- A major research project about printmakers and their culture

An end of semester exam will also be undertaken by students
SCULPTURE

DESCRIPTION

Sculpture aims to provide students with the opportunity to develop a range of 3D experiences using assemblage (plaster/paper/wire) and modelling (ceramic/paper mache/paperclay). Students will be encouraged to develop designs, to increase their awareness of 3D Art and Culture and to think in mass, volume and space. Students will gain understanding of the impact of new technologies on the practice of Art. They will experience, analyse and discuss the ideas, images and messages of different artists and their cultures, both overseas and in Australia. Students will create works based on Insects as well as pieces that investigate aspects of irony and the ability to make personal statements through art.

ASSESSMENT TASKS

Creating and making:-
- A visual diary containing preliminary ideas, development and research relating to student designs.
- A folio of finished 3-dimensional artworks.

Exploring and responding:-
- Class analysis and discussion sheets based on specific artists (sculptors), their sculptures and cultures.
- A major research project on specific sculptors, their work and culture.

An end of semester exam will also be undertaken by students.
2. DESIGN, CREATIVITY AND TECHNOLOGY

FOOD AND TECHNOLOGY

DESCRIPTION
Students will develop competency in the appropriate choice and use of foods, processes and tools. The use of the design process will be developed to assist students to solve problems relevant to food preparation. The students’ decision making skills will be improved through their research and practical activities as they become more aware of factors which influence an individual’s choice of foods. They will gain more knowledge of the characteristics of foods and extend their vocabulary relevant to foods and preparation processes.

ASSESSMENT TASKS
Investigating and designing:
- Investigate a range of design processes to solve planning and production problems.

Producing:
- Preparation, cooking and service of foods and meals.

Analysing and evaluating:
- Analysis and evaluation of designs, processes and products using predetermined criteria.

An end of semester exam will also be undertaken by students.

HOSPITALITY

DESCRIPTION
Students are introduced to the Hospitality Industry which includes the many responsibilities each member in front and back of house are involved in. Quantity cooking will be explored as well as the importance of high quality presentation.

ASSESSMENT TASKS
Investigating and designing:
- Investigate a range of design processes to solve problems that may arise in planning and preparation for restaurant meals.

Producing:
- Preparation, cooking and service of restaurant meals.

Analysing and evaluating:
- Analysis and evaluation of designs, processes and products using set criteria.

An end of semester exam will also be undertaken by students.
SECTION C- YR 9/10 COMBINED ELECTIVES

FOODS FOR CELEBRATION AND TECHNOLOGY

DESCRIPTION
Students will produce folios related to their individually designed decorated cake, hamper and other celebration foods. The cake will incorporate the technique of flooding as well as additional cake decorating techniques. The hamper will include preserved and baked goods for celebrations, which students will incorporate into a decorative hamper. Students will use the design process to assist with the research in relation to appropriate packaging for products. Presentation and preservation of ingredients will need to be taken into account.

All materials for the decorated cake and food hamper will be provided. However, students will be asked to provide their own basket, as well as any additional decorations required to decorate their hamper.

ASSESSMENT TASKS
Investigating and designing:-
- Investigation of the origins of celebration cookery.
- Use of the design process to complete a design folio.

Producing:-
- Production of a decorated celebration cake and hamper.

Analysing and evaluating:-
- Analysis and evaluation of designs, processes and products using predetermined criteria.

An end of semester exam will also be undertaken by students.

FOOD SAFARI AND TECHNOLOGY

DESCRIPTION
Food Safari will take you on a culinary adventure around the world. Students will explore culture, ingredients, cooking methods and new flavours. Food Safari studies aims to develop competency in appropriate choice of foods from various countries, new cooking techniques and how to present food in new and interesting ways.

ASSESSMENT TASKS
Investigating and designing:-
- Investigate a range of design processes to solve problems that may arise in planning and production of various foods and meals.

Producing:-
- Preparation, cooking and service of foods and meals.

Analysing and evaluating:-
- Analysis and evaluation of designs, processes and products using set criteria.

An end of semester exam will also be undertaken by students.

TEXTILE DESIGN AND TECHNOLOGY

DESCRIPTION
Students will produce design folios exploring new textile techniques and skills. Students will have the opportunity to design and make original articles from a commercial pattern or from an established product. They will be expected to develop skills in a wide range of construction and decorative processes.
SECTION C- YR 9/10 COMBINED ELECTIVES

ASSESSMENT TASKS

Investigating and designing:-
• Investigation of a range of fabrics and techniques relevant to garment construction and home furnishings. Students use the design process to complete investigation in to a range of potential designs for finished products.

Producing:-
• Students will produce a range of clothing items and possibly soft furnishings for the home.

Analysing and evaluating:-
• Products produced in class will be analysed and evaluated.

An end of semester exam will also be undertaken by students

INFORMATION AND COMMUNICATION TECHNOLOGY

TELEVISION PRODUCTION

DESCRIPTION
Modern film and television production involves an extensive range of information technologies from script writing through to special effects and post-production. In this elective we will work on making a television program from the initial brainstorming through to the post production process. Information technologies will be extensively used to: aid in visualizing the program; create scripts and storyboards; create virtual sets; manipulate images and sound; edit video; and create the final product. We will also investigate how information technologies are changing the ways people are creating, sharing and collaborating to produce videos online. Students will be assessed on their ability to work as members of a highly functional team; on their ability to use technologies to produce specific elements for use in a television production; on their ability to work through the cycle of design, create, evaluate and modify; and on their ability to analyse the use of modern technologies to produce material collaboratively for broadcast online.

ASSESSMENT TASKS
Planning
• Using a range of digital resources, students plan a short audio and/or video clip.

Production
• Students produce and edit a short audio and/or video clip.

Evaluation
• Students evaluate their clips and suggest modifications in light of the evaluation.
• End of Semester Examination
INFORMATION, COMMUNICATION TECHNOLOGY

COMPUTER GAME DESIGN

DESCRIPTION
Computer games come in all shapes and sizes from simple games like Tetris to complex 3D worlds like Assassin’s Creed. In this elective we will use professional software such as Unity 3D to investigate the process of game design from concept development to programming and testing. We will focus on developing a game environment set in a 3D world and will investigate the components of a 3D world; lighting effects, game physics, artificial intelligence and programming. The elective is not a game playing elective – we will be developing real games and playing will be confined to testing the games as they are developed. All participants will be provided with copies of the software used to take home along with access to online libraries of game objects.

ASSESSMENT TASKS

Design
- Students design a 3D world complete with game elements

Production
- Students produce a 3D world incorporating lighting and game physics

Programming
- Students program basic artificial intelligence, scoring and other elements in the game
- End of Semester Examination
3. PERSONAL AND PHYSICAL DEVELOPMENT

OUTDOOR EDUCATION 1

MARINE OUTDOOR EDUCATION (OED) 1

DESCRIPTION - Marine and aquatic recreation and ecosystems focus.

This elective aims to develop within each student an awareness and appreciation of Victorian Marine and Aquatic ecosystems and participate safely in a variety of recreational pursuits.

Education in the outdoors will be selected from: boating, sailing, snorkelling, beach walks, overnight coastal hike, canoeing, kayaking, surfing or stand up paddle boarding.

Education about the outdoors will consist of a research assignment on Victoria’s Marine National Parks and Reserves. Minor projects will focus on threats to Marine environments and endangered species in our oceans. The latest news articles of marine rescues and an extreme adventure case study will be explored. Students will complete class work on climate change and management strategies to protect marine environment.

Education for the outdoors will include class work on understanding ocean conditions such as swells, tides, rips and currents, potential risks associated with aquatic activities and water rescues.

URBAN OUTDOOR EDUCATION (OED) 2

DESCRIPTION - Urban recreation and modified natural environments focus.

This elective aims to develop within each student an awareness and appreciation of local outdoor environments and participate safely in a variety of recreational pursuits.

Education in the outdoors will be selected from: mountain bike riding, snow exploration, indoor rock climbing, city navigation, camping, bush walking, horse riding, tree top acrobatics, canoeing or kayaking.

Education about the outdoors will consist of a research assignment on The Dandenong Ranges National Park. Minor projects will focus on manmade natural environments, threats to remaining natural environments and feral animals. Students will complete class work on extreme urban recreation, local interest groups, World Heritage and human influences on the Yarra River.

Education for the outdoors will include class work on recreational skills and safety, urban first aid scenarios and being well prepared and self-reliant for a day in the urban outdoors.
COASTAL OUTDOOR EDUCATION (OED) 3

DESCRIPTION - Coastal recreation and ecosystems focus.

This elective aims to develop within each student an awareness and appreciation of Victorian natural Coastal environments and participate safely in a variety of recreational pursuits.

Education in the outdoors will be selected from: snorkelling, beach walks, overnight coastal hike, canoeing, kayaking, surfing, sailing or stand up paddle boarding.

Education about the outdoors will consist of a research assignment on Point Nepean National Park. Minor projects will focus on threats to natural coastal environments and endangered species. An extreme adventure case study will be explored and students will complete class work on technological advancements driving coastal recreation.

Education for the outdoors will include class work on understanding weather maps, beach safety, first aid treatments and risk management of coastal recreational activities.

ALPINE & FOREST OUTDOOR EDUCATION (OED) 4

DESCRIPTION - Alpine and Forest recreation and ecosystems focus.

This elective aims to develop within each student an awareness and appreciation of Victorian Forest and Alpine environments and participate safely in a variety of recreational pursuits.

Education in the outdoors will be selected from: snow shoeing, cross country skiing, camping, bush walking, horse riding, tree top acrobatics, canoeing or kayaking.

Education about the outdoors will consist of a research assignment on Yarra Ranges National Park. Minor projects will focus on threats to Wet Forest environments and endangered species. The latest news articles of Victorian Alps snow rescues and an extreme adventure case study will be explored. Students will complete class work on management strategies to keep Victorian forests natural and technological advancements of camping and hiking equipment.

Education for the outdoors will include class work on understanding Alpine weather conditions, minimal impact forest recreation and the potential risks associated with these activities.
HEALTH THROUGH THE LIFESPAN

DESCRIPTION

The Year 10 Health Education elective allows students to further develop their knowledge of the Australian Health Care System and assists students to develop positive behaviours such as self discipline, sound judgement, responsibility and getting along with others. Students will also develop and practise ways of eliminating or minimising the harms associated with inappropriate risk taking. Units studied during the Year 10 Health course include the Components of Health, Human Growth and Development (stages of the lifespan), “Baby Think It Over” parenting simulation, Lifestyle diseases, Mental illness, Personal safety, causes of disease and death in Australia, Sex education (sexuality, contraception and sexually transmitted infections) and services that are available within the community to assist individuals who have suffered from abuse.

ASSESSMENT TASKS

- Class work
- Minor Projects
- Major Research/Investigation Assignment
- Topic Tests
- End of Semester Examination

PHYSICAL EDUCATION 1- SMART FITNESS

DESCRIPTION

In Smart Fitness, students develop the knowledge and skills required to be able to accurately measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. Students will commence the subject by undertaking a fitness testing unit, which will be the focus throughout the semester via participation in a range of sporting activities developing, team participation and increasing students skill acquisition and ball handling abilities. Students will become familiar with and participate in a wide variety of circuit training methods and its uses both within and out of a gym situation.

Practical units undertaken within this elective include fitness testing, fitness training methodology (students will participate in a variety of different types of training eg. weight training and circuit training) and skill acquisition / ball handling games which will incorporate various sports with a particular focus on Invasion and New/Wall Games.

Theoretical units undertaken in this elective include the structure and function of the body systems, the meaning of fitness, fitness component definitions, and Sports Injury Management.

ASSESSMENT TASKS

- Class Workbook
- Participation & Application in Practical Activities
- Minor Projects
- Major Research / Investigation Project
- Topic Tests
- End of Semester Examination
PHYSICAL AND SPORT EDUCATION (PSE) 1

DESCRIPTION

In ‘Physical and Sport Education 1’ students have an opportunity to develop their movement skills and tactical knowledge through participation in a wide variety of individual and team-sport activities. Practical units undertaken within this elective include; Tennis, Beach Volleyball, Indoor Soccer, Basketball, Softball, Baseball, Lacrosse, and Cricket.

Theoretical units undertaken include sporting equipment technology and innovation knowledge, skill acquisition (various laboratory activities), sports coaching, and sporting equipment technology.

ASSESSMENT TASKS

We assess in three main areas:
C.L.A.S. – Cooperation, leadership, attitude, sportsmanship
P.E. – Participation, Effort
A.S.K. – Application, skill development, knowledge
  • Minor, Major/ Investigation Project
  • End of Semester Examination

PHYSICAL AND SPORT EDUCATION (PSE) 2

DESCRIPTION

The Physical and Sport Education 2 elective provides students with an opportunity to develop their movement skills, strategic thinking and tactical knowledge through participation in a wide variety of individual and team-sport activities. Students will be required to employ and devise skills and strategies to counter tactical challenges in game situations. They will experience a number of the following practical units: AFL Football, Soccer, International Rules, Netball, Volleyball, Golf, Basketball, Tennis and Archery. Theory units will include the structure and function of the body systems, basic biomechanics, game rules, tactics and strategy (for each sporting unit undertaken), advanced coaching, sport injuries and performance enhancing drugs and methods used in sport.

ASSESSMENT TASKS

We assess in three main areas:
C.L.A.S. – Cooperation, leadership, attitude, sportsmanship
P.E. – Participation, Effort
A.S.K. – Application, skill development, knowledge
  • Minor, Major/ Investigation Project
  • End of Semester Examination
PHYSICAL AND SPORT EDUCATION (PSE) 3

DESCRIPTION

The PSE 3 elective provides students with an opportunity to develop their strategic thinking and tactical knowledge alongside developing advanced movement skills in a wide variety of individual and team-sport activities. Students will be required to employ and devise skills and strategies to counter tactical challenges in games situations.

Practical units undertaken within this elective include: Modified Games, Indoor Hockey, Softball, Basketball, Soccer, Tennis, Table Tennis and Lacrosse.

Theoretical units undertaken include: Sports Injuries and First Aid, Application and Innovations in Sport shoes and clothing and Recovery Strategies.

ASSESSMENT TASKS

We assess in three main areas:
C.L.A.S. – Cooperation, leadership, attitude, sportsmanship
P.E. – Participation, Effort
A.S.K. – Application, skill development, knowledge
  • Minor, Major/ Investigation Project
  • End of Semester Examination

PHYSICAL AND SPORT EDUCATION (PSE) 4

DESCRIPTION

The PSE 4 elective provides students with an opportunity to organise, run and participate in a wide variety of individual and team sport activities. Students will continue to develop their movement skills and tactical knowledge and will identify motivational reasons to participate in each sport.

Practical units undertaken within this elective include: Modified Games, Badminton, European Handball, Volleyball, Touch Rugby, Tennis, Table Tennis, and Cricket.

Theoretical units undertaken include: National Physical Activity Guidelines (NPAG), Lifestyle Diseases, Coaching Styles and Roles within Sporting Organisations.

ASSESSMENT TASKS

We assess in three main areas:
C.L.A.S. – Cooperation, leadership, attitude, sportsmanship
P.E. – Participation, Effort
A.S.K. – Application, skill development, knowledge
  • Minor, Major/ Investigation Project
  • End of Semester Examination
SECTION C- YR 9/10 COMBINED ELECTIVES

4. LANGUAGES OTHER THAN ENGLISH

ITALIAN

The Italian elective gives both year 9 and 10 students the opportunity to extend their use of the Italian language in a combined class. The focus will be to empower students with the skills to confidently communicate in a variety of situations such as the ordering of food in a cafe` to the purchasing of items in a retail store. A significant component includes the development of cultural awareness, with a focus on Italian food. Students will spend time developing their skills in the kitchen, creating some famous Italian classic dishes.

Students must complete 4 semesters of LOTE to progress to VCE

Assessment Task:

- Workbook
- Oral presentation/Role play
- Listening exercises
- Writing exercises
- Cultural Project.
- End of Semester Examination
5. OTHER PROGRAMS

ADVANCE – COMMUNITY LEADERSHIP
MOOROOLBARK CAMPUS – CFA CADETS

Advance is offered to Year 9 & 10 students as a year-long combined elective. Year 9 students may elect to take Advance as a two-year course.

In recent years, the CFA have been our key community partner in this program and it is anticipated that the Mooroolbark CFA will be the community partner in 2011.

DESCRIPTION

Advance is a ‘hands-on’ course aiming to foster
- Leadership
- Teamwork
- Understanding of community
- Community Service
- Self-reliance

Students form teams and rotate leadership of the teams. They negotiate with the community partner or other organisations for excursions, speakers and activities. The skills developed and the knowledge gained are widely respected in the community and achievements are acknowledged with certificates.

All costs are covered except for the purchase of protective boots.

ASSESSMENT TASKS

A Negotiated set of skills including, but not limited to:
- Community-based skills (eg fire protection)
- Public speaking
- First aid training
- Community project
- Overnight expedition
- Hobby & Fitness skill development
ADVANCE – COMMUNITY LEADERSHIP
MOUNT EVELYN CAMPUS – BRIDGE BUILDERS

Advance is offered to Year 9 & 10 students as a year-long combined elective. Advance is a one-year course although students may choose Advance in Year 9 and again in Year 10. In recent years, the key community partner has been Bridge Builders, a youth organisation which aims to increase positive personal assets in young people.

DESCRIPTION

Working with the community partner, students are provided with opportunities to develop

- Hands-on project management skills
- Event management skills
- Involvement in the local community and community-based learning
- Teamwork
- Research and communication skills
- Skills associated with goal-setting, planning and decision-making

The community events that the students will help to organise provide a diverse range of skill-development opportunities.

Students will be involved in the planning, organisation and staging of community events and community service projects. (Examples include the Shire’s Business Breakfast, Relay for Life, well-being days, Mt Evelyn Street Party).

Students are presented with achievement certificates after successful completion of the course.

ASSESSMENT TASKS

- Completion of 3 Learning Modules: Community, Communication, Project Management
- Recognised training – usually Level 2 First Aid Certificate
1. DESIGN, CREATIVITY AND TECHNOLOGY

2. PHYSICAL AND PERSONAL DEVELOPMENT

3. OTHER PROGRAMS
1. DESIGN, CREATIVITY AND TECHNOLOGY

SYSTEMS ELECTRONICS (Year 10 only)
This unit will involve the investigation of both electrical and electronic principles and applications in some detail and will further develop practical skills and knowledge through more advanced model construction.

ASSESSMENT TASKS

Investigating and designing:-
- Investigation relevant to the systems area.
- Preparation of designs using specific techniques to construct simple to complex circuit systems.

Producing:-
- Electrical/electronic systems will be produced
- Skills and knowledge in the design, construction and use of safe working practices relating to the production of these systems.

Analysing and evaluating:-
- Diagnostic Testing, using a variety of electrical/electronic test equipment eg. Multimeter and Oscilloscope (CRO).
- Evaluation of finished designs.

An end of semester exam will also be undertaken by students

WOOD DESIGN AND TECHNOLOGY (Year 10 only)

DESCRIPTION
Students will be introduced to further uses of timber and emphasis will be given to continued development of manual and tool skills. They will be required to learn to correctly identify tools and use each piece of equipment carefully and safely. Students will learn about and will be expected to demonstrate safe work practices. Research and investigation work is related to the required model and individually designed project. Structures and construction techniques will be the focus of these investigations.

(Note: Depending on the size of the project made, an additional fee may be charged to cover material expenses).

ASSESSMENT TASKS

Investigating and designing:-
- Students are to create a design folio that includes a design brief, design options, working drawings and a work plan.

Producing:-
- Students are to construct a required model. They can then choose an individually designed project.

Analysing and evaluating:-
- Evaluation of processes, design and products

An end of semester exam will also be undertaken by students
2. PHYSICAL AND PERSONAL DEVELOPMENT

PHYSICAL EDUCATION 2- HUMAN PERFORMANCE (Year 10 only)

DESCRIPTION

The Human Performance elective focuses on the progressive development and application of advanced movement skills in selected physical activities. Students will also develop a personal fitness test result profile and use this information to plan and participate in a personalised training program that is designed to improve their fitness level and performance in a specific sport/activity of their choice. Practical units undertaken within the elective include the assessment of fitness (both pre and post training program tests), skill acquisition (incorporating a variety of sports) and the opportunity to design and participate in their own fitness training program. Theory units undertaken include the structure and function of the major body systems and how these respond to different types of fitness training, an introduction to the energy systems involved in physical activity, revision of the components of fitness and fitness training methods and the steps involved in designing your own fitness training program.

ASSESSMENT TASKS

- Class Workbook
- Participation in Practical Activities/Skill Development
- Minor Projects
- Major Research/Investigation Assignment
- Topic Tests
- End of Semester Examination

PHYSICAL & SPORT EDUCATION (PSE) 10 (Year 10 only)

DESCRIPTION

The PSE 10 elective focuses on the influence and application of ‘science’ on the human body for optimal performance through a range of individual and team sport activities. Students will examine the development of ‘Sports Science’ over time and its impact on a range of sports, equipment development and enhancement, nutritional strategies, injury prevention and sports specific fitness testing for a range of components such as speed, power, strength and muscular endurance.

Practical units undertaken within this elective include: Soccer, Indoor Hockey, Basketball, Badminton, Volleyball, Ultimate Frisbee, AFL, and Track and Field. Theoretical and Laboratory units undertaken include: Hydration testing, Pedometer testing, Heart rate monitoring, Thermoregulation testing and Sports Nutrition.

ASSESSMENT TASKS

We assess in three main areas:
C.L.A.S. – Cooperation, leadership, attitude, sportsmanship
P.E. – Participation, Effort
A.S.K. – Application, skill development, knowledge
- Minor, Major/ Investigation Project
- End of Semester Examination
3. OTHER PROGRAMS

DRIVER EDUCATION (Year 10 only)

DESCRIPTION

This elective concentrates on educating young people on all aspects of road safety and driving a car. Students study basic road laws using 'Road to Solo Driving', how to obtain a licence and appropriate attitudes relating to driving. We study in detail the hazards confronting young drivers such as drugs and alcohol, speed, fatigue, mobile phones as well as sharing the road with other drivers. Students participate in a 12 hour course at METEC where both theory and practical knowledge is gained in regard to road law, road safety and driving a manual car. We also link with other valuable agencies such as TAC and the Road Trauma Support Group to provide up to date knowledge to ensure they become responsible drivers in the future.

ASSESSMENT TASKS

- Research Projects
- TAC Investigation Projects
- Driving Skills
- Exam

VCE ACCELERATION

An acceleration program is available to students who have nominated to study a VCE subject in Year 10, and who have been approved for acceleration by the school.

Year 9 students seeking to do an Acceleration VCE Unit in 2013/2014 must have performed to a high level in their Year 9 studies and have the support of their Year 9 teachers.

VCE Units and the number of places available for acceleration, will only be advertised to students after year 11 student selections and subject blockings have been completed.