Junior School
Curriculum Handbook 2017
INTRODUCTION

At Yarra Hills Secondary College, we go to great lengths to ensure that we offer an engaging and supportive learning environment that provides opportunity and encouragement for each of our students. This allows us to be able to develop the students’ individual strengths and talents. Our College Values, **Respect, Endeavour, Achievement and Pride** provide the basis for all interactions within and across our school community. We are proud of the achievements of our students, and all college staff members are committed to ensuring our students develop life-long learning skills, curiosity, resilience and determination.

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

Our Year 7 and 8 programs build strong foundations for future successes. We provide a solid foundation by emphasising Literacy, Numeracy and the use of Information and Communication Technologies (ICT) across all subjects in the curriculum. Our junior students also utilise iPads within and across the curriculum. Junior School students enjoy access to all key learning areas, including PE/Sport and are provided with enrichment, extension and/or support programs. Our curriculum is in line with the new Victorian Curriculum. Good study habits, regular homework and pride in achievement are encouraged, expected and rewarded. End of semester examinations are held in English and Mathematics.

**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 promotes individual learning and career pathways. Academic learning is enhanced by access to structured work experience and vocational opportunities including traineeships. Year 10 students enjoy access to extension into VCE subjects, which can also assist in maximising their tertiary entrance score. Students make use of a wide variety of ICT resources in these year levels, with those in Year 9 continuing to use iPads and iPad based apps, while Year 10 students gain access to the college Bring Your Own Device (BYOD) Program and its associated resources. End of semester examinations are held in all subjects.

**Senior School Years 11 and 12 – VCE, VET or VCAL**

Our senior 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 success. We offer a comprehensive selection of studies for those students choosing to undertake VCE. Our VCE students consistently gain placement in their top preferred tertiary venues. We are also able to prepare students for entry into the vocation of their choice through additional programs including Vocational Education and Training (VET), and the Victorian Certificate of Applied Learning (VCAL) school-based apprenticeships and traineeships. Our ability to offer these alternatives ensures that we can find an appropriate pathway for each individual student.

**New Facilities and Facilities Upgrades**

The College has recently completed 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 now in the process of upgrading facilities, in line with those at Mooroolbark.

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 and Assistant Principals, Heads of School, Year Level Coordinators, Careers & Pathways Leader 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*
## Year 9 Elective Block Structure 2017 – MOOROOLBARK Campus

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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. Principle 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. Our successful iPad Program is in place from Year 7 through to Year 9, while at Years 10 – 12, we have a ‘Bring Your Own Device’ policy for all students which enables families to make choices about the device they wish to purchase, based upon guidelines from the school. These guidelines 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 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 interschool 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.
CORE LEARNING AREAS

VISUAL ARTS (Year 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 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 a wide range of electives including Dance your way, Drama, Music Performance, 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
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

TEXTILE DESIGN, CREATIVITY AND TECHNOLOGY

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

Producing:-
- A range of products will be made using relevant processes and safe work practices

Analysing and evaluating:-
- Analysis and evaluation of projects
PERFORMING ARTS

DRAMA
DESCRIPTION
Students participate in a variety of forms of Drama such as improvisation, role-play, movement, mime, voice and sound, radio plays, puppetry, story telling, comedy, characterisation, physical theatre, process drama, theatre history, stagecraft, script work and performance.

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

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

ASSESSMENT TASKS
- Performance
- Workbook/Journal - (Reflection/Evaluation/Analysis of Performance Work, Script Writing and Theory)
- Stagecraft Tasks (Design Skills in Set Design, Costume, Make-Up, Publicity, Lighting and Sound)

MUSIC
DESCRIPTION
Students experience listening and analysing a variety of different Musical styles including the History of Popular Music and traditional Orchestral music. Students experience playing different Orchestral Instruments in class, and have the opportunity to learn how to play them through the school’s Band Program. The students also learn basic keyboard and guitar skills, in addition to classroom percussion, all of which culminates in a performance of set pieces at the end of the semester.

Students learn how to read and write basic music notation with the aim of composing their own music.

ASSESSMENT TASKS
- Performance
- Theory and aural work
- Composition
- Assignment Work
ENGLISH (Year 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. Students will learn to write in a variety of styles for a range of purposes. Engagement in, and enjoyment of, reading will also be fostered. 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 developed 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.

The focus in Year 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. In Year 8 students complete creative, persuasive and imaginative essays and develop online news articles. They explore audience, purpose, format ad word choice for magazine. Year 8 students will also develop and maintain a Writers’ Notebook. All Year 7 and 8 students also take part in a Reader’s Workshop program, aimed at improving creativity and written skills, through explicit teaching of language conventions. All Year 7 and 8 students also participate in an Independent Reading program and reading skills are explicitly taught throughout the English curriculum. Year 9 students explore creative and persuasive writing, write a language analysis essay and study chosen texts. 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.
Learning Support (Year 7 – 8)

DESCRIPTION

Yarra Hills Secondary College offers Learning Support at Year’s 7 and 8. Learning Support is offered to students identified as needing additional assistance. It is studied as a replacement for L.O.T.E (Italian). This course strengthens and refines student literacy skills and compliments the English course to improve student confidence in speaking and listening, research, vocabulary, writing and reading in all key learning areas.

English as an Additional Language

DESCRIPTION

The study of English as an Additional Language (EAL) is offered from Years 7 through to 12 and is designed to assist students whose first language is not English. It focuses on improving oral and written language skills. Whilst running parallel to the mainstream curriculum, EAL places an emphasis on learning Basic Interpersonal Communication Skills (B.I.C.S) and Cognitive Academic Language Proficiency (C.A.L.P).

In the Junior School, years 7 through to 10, the course encompasses differentiated teaching that focuses on improving and extending social language, oral and written communication, pronunciation, visual and text-based comprehension skills, and vocabulary extension.

In the Senior School, English as an Additional Language V.C.E, is offered to students who qualify.

HEALTH EDUCATION (Year 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 (Year 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, *Water In The World, Place And Livability* 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 and skills through the study of geospatial skills, *Landforms And Landscapes* and *Changing Nations*.

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 *Biomes And Food Security* and *Geographies And Interconnections*. 
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, focusing 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 and economics.

ASSESSMENT TASKS
- Research activities
- Oral presentations
- Document analyses
- Essays
- Tests
- End of Semester Examination (Year 9 & 10)

INFORMATION & COMMUNICATION TECHNOLOGY
(Year 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
LANGUAGES OTHER THAN ENGLISH (LOTE Year 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 (Year 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 (Year 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

**SCIENCE  (Year 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 Victorian 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, plate tectonics 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, 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 Examinations (Year 9 & 10)
DANCE - So You Think You Can Dance
DESCRIPTION
This course aims at giving students in Year 10 who undertook this elective in 2015, the opportunity to continue developing their dance technique, flexibility, fitness and coordination. 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
DESCRIPTION
This course aims at giving students the opportunity to choreograph for a variety of people and situations. Students who undertook this elective in 2015, 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

DRAMA
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, and performance styles chosen for study in 2016. 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

- Performance
- Analysis of Professional Theatrical Performance
- Workbook – (Reflection/Evaluations/Analysis of Performance Work, Theory)
- End of Semester Examination

THEATRE STUDIES

DESCRIPTION
The emphasis on this elective is on the interpretation of playscripts chosen for study in 2016 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 – (designs, scripts, research tasks)
- Performance of Script/s
- Analysis of Professional Theatrical Performance
- End of Semester Examination
MUSIC APPRECIATION & PERFORMANCE (1) – Semester 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) – Semester 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
3. DESIGN, CREATIVITY AND TECHNOLOGY

WOOD DESIGN AND TECHNOLOGY (YEAR 9 ONLY)

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

WOOD DESIGN AND TECHNOLOGY 1 (YEAR 10 ONLY)

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
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.

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 into 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

SYSTEMS ELECTRICAL (Year 9 only)

This unit involves the investigation of basic mechanical, electrical / electronic principles and applications and will develop practical skills and knowledge through model construction. Fluid power and pneumatics are addressed in this study. Inclusion of CadCam procedures may also be part of the learning process in this unit of study.

ASSESSMENT TASKS

Investigating and designing:-  
- Investigative research and workbook relevant to the systems engineering area.
- Presentation folio of designs showing applications of levers, linkages, gears and electronic techniques to construct a project demonstrating electromechanical systems.

Producing:-  
- Electromechanical project/s demonstrating operational levers and linkages in systems.
- Skills and knowledge in the design, construction and use of safe working practices in operating a range of tools and equipment relating to the production of these systems.

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

SYSTEMS ELECTRICAL (Year 10 only)
This unit involves the investigation of mechanical, electrical / electronic principles and applications in some detail and will further develop practical skills and knowledge through advanced model construction. Fluid power and pneumatics are addresses in this study. Inclusion of CadCam procedures may also be part of the learning process in this unit of study.

**ASSESSMENT TASKS**

**Investigating and designing:-**
- Investigative research and workbook relevant to the systems engineering area.
- Presentation folio of designs using specific techniques to construct a project demonstrating electromechanical systems.

**Producing:-**
- Electromechanical project/s demonstrating operational systems.
- Skills and knowledge in the design, construction and use of safe working practices in operating a range of tools and equipment 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

**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 TAKS**

**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

**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

CAFÉ FOOD AND TECHNOLOGY

DESCRIPTION
Students will develop the skills to cook foods from a café style menu. Quick and easy foods are prepared. Presentation is important and food styling and photography will be a focus of the assessment.

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

An end of semester exam will also be undertaken by students
CAKE ‘N’ BAKE AND TECHNOLOGY

DESCRIPTION

Students will produce design briefs related to their individually designed decorated cake and baked goods. The cake will incorporate the technique of flooding as well as additional cake decorating techniques. Students will explore a variety of baked goods and the techniques associated with these food products. The design process will feature throughout the course to assist with the research in relation to all food products.

All materials for the decorated cake and baked goods will be provided. However, students may be asked to provide some additional decorations required for their decorated cake.

ASSESSMENT TAKS

Investigating and designing:-
• Investigation of cake decorating techniques.
• Use of the design process to complete a design folio.

Producing:-
• Production of a decorated celebration cake and baked goods.

Analysing and evaluating:-
• Analysis and evaluation of designs, processes and products using predetermined criteria.
MOOROOLBARK CAMPUS
YEAR 9 ELECTIVES

VISUAL ARTS
Art, Graphic Design & Media subjects

PERFORMING ARTS
Music, Drama, Dance subjects

DESIGN, CREATIVITY AND TECHNOLOGY
Textiles, Food Technology, Wood Technology, Systems Engineering, ICT

PERSONAL & PHYSICAL DEVELOPMENT
Health, Physical Education, Outdoor Education

Other

Italian, EAL (English as an Additional Language), Advance
YEAR 9 ELECTIVES
MOOROOLBARK CAMPUS

VISUAL ARTS

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

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.
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.

MEDIA

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) 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.
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

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.

Photography 101 (Year 9 – links to Year 10 Creative Photography & Media and VCE Media & Studio Arts)

Photography provides students with the opportunity to learn and apply the theoretical, aesthetic and practical skills required to create successful photographs. It explores concepts of composition, point of view and framing in addition to looking at lighting, both natural and artificial, to resolve ideas and concepts developed during the inspiration, research and development phases of the students individual design process. Additionally, students will explore and trial a range of Photoshop tools to resolve their images according to their personalised approach to their learning outcomes. They will discover the various photographic fields, be encouraged to research historical processes and styles and analyse images, processes and techniques, inspiration and ideas from a variety of areas both contemporary and historical.

ASSESSMENT TASKS
Creating and making:-
• Develop a visual diary that contains planning and ideas for finished artworks using the design process. Trialling of photographic media - photoshop trials, shooting trials, 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
Performing Arts

DANCE - So You Think You Can Dance

DESCRIPTION
This course aims at giving students the opportunity to develop their dance technique, flexibility, fitness and co-ordination. 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, analysis
- Dance Style/Choreographer Research
- Dance Technique and dance making
- Performance

DANCE - Dance Your Way

DESCRIPTION
This course aims at giving students the opportunity to choreograph for a variety of people and situations. Students will develop and apply their choreography skills to create new dance works. Students will experience a broad range of dance styles and stimulus material chosen to assist in creating 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 group dances and/or solo pieces. Students will have the opportunity to perform their work for various audiences.

DRAMA

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. They are introduced to specific performance styles chosen for study such as Melodrama, Commedia dell’Arte and Non-Naturalism. Students will learn, practice and analyse the skills that are required for the different types of performance styles studied. Students will take part in practical workshops and create ensemble performances, 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

- Performance
- Analysis of Professional Theatrical Performance
- Workbook – (Reflection/Evaluations/Analysis of Performance Work, Theory)

THEATRE STUDIES

DESCRIPTION
The emphasis in this elective is on the interpretation of playscripts chosen for study in 2017 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.

ACTING FOR SCREEN

DESCRIPTION
The course focuses on an overview of the film and TV industry, types of script knowledge and development, skills and abilities for acting in front of the camera. Practical filming lessons alternate between theory lessons. Students will rehearse and perform scripts, in front of camera in the TV studio. This course runs parallel to the ICT TV Production course, where students from this elective are behind the scenes camera people and editors, whilst the Acting for Screen students are the actors which create the content to be edited. At the completion of this course students will have a ‘show reel’ of their performances on screen.

ASSESSMENT TASKS

- Practical Workshops
- Research Task
- Performance for Screen
DANCE PERFORMANCE IN FILM

DESCRIPTION
The course explores a collaboration of Dance choreography and filming techniques. Students will learn how to use technical elements such as lighting, sound and an editing program to create their own short Dance film. Various aspects such as lighting, sound, costume and alternative spaces will be explored. Students will look at Dance in a variety of films settings and how directors make their creative choices to communicate artistic expression.

ASSESSMENT TASKS
- Choreography Tasks
- Research Task
- Dance Film

MUSIC APPRECIATION & PERFORMANCE – Semester 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 – Semester 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. 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

DESIGN, CREATIVITY AND TECHNOLOGY

WOOD 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
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.

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 into 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.

SYSTEMS ELECTRICAL

DESCRIPTION
This unit involves the investigation of basic mechanical, electrical / electronic principles and applications and will develop practical skills and knowledge through model construction. Fluid power and pneumatics are addresses in this study. Inclusion of CadCam procedures may also be part of the learning process in this unit of study.

ASSESSMENT TASKS

Investigating and designing:-
- Investigative research and workbook relevant to the systems engineering area.
- Presentation folio of designs showing applications of levers, linkages, gears and electronic techniques to construct a project demonstrating electromechanical systems.

Producing:-
- Electromechanical project/s demonstrating operational levers and linkages in systems.
- Skills and knowledge in the design, construction and use of safe working practices in operating a range of tools and equipment relating to the production of these systems.

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

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.
CAFÉ FOOD AND TECHNOLOGY

DESCRIPTION

Students will develop the skills to cook foods from a café style menu. Quick and easy foods are prepared. Presentation is important and food styling and photography will be a focus of the assessment.

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.

FOOD IN A FLASH

DESCRIPTION

This subject focuses on affordable, quick to prepare, nutritious, balanced food. Students will explore a variety of food models and government campaigns involving healthy eating to improve health outcomes and optimal development of adolescents. Food challenges in time and mystery boxes will be a key feature of this course. A variety of cooking processes will be utilised to build the confidence of students in regard to healthy cooking, healthy decisions and food safety in the kitchen. Fad diets featured in the media will be investigated in regard to their impact on body shape and body image and overall nutritive value in today’s society. Food allergies, intolerances and dietary restrictions will be investigated along with food labelling and laws.

ASSESSMENT TASKS

Investigating and designing:-
- Investigation of food choices for health.
- Food Marketing
- Use of the design process to complete a design folio.

Producing:-
- Production of a variety of healthy meals.

Analysing and evaluating:-
- Analysis and evaluation of recipes, processes and products using predetermined criteria
INFORMATION, COMMUNICATION TECHNOLOGY:
BUILDING ON THE WORLD WIDE WEB

DESCRIPTION

Web site design is a common activity whether it be adding apps to your Facebook page or creating a web site from scratch for a local sports club. To build effective sites on the web you need skills in programming languages such as html and php, an understanding of databases, the ability to manipulate graphics, video and sound files and a good understanding of presentation techniques. We will be following the cycle of design, create, evaluate and modify as we create a Web 2.0 site, live on the World Wide Web. Web 2.0 refers to interactive, user-centred, collaborative sites so we will be investigating the use of blogs, forms, forums and galleries to produce effective web sites.

ASSESSMENT TASKS

- Develop skills working through the design cycle
- Demonstrate skills in programming languages such as html and php.
- Solve complex problems in programming.
- Demonstrate knowledge of security and privacy issues associated with the World Wide Web.

INFORMATION COMMUNICATION TECHNOLOGY:
COMPUTER ANIMATON

DESCRIPTION

When we think of computer animation we usually think of a digital cartoon like Toy Story but computer animation is much wider than that with computer animation used in gaming, television series, blockbuster movies, science, education, marketing and more. In this elective we will investigate several methods of computer animation including motion capture and 2D and 3D animation using software such as Blender, Sketchup and Adobe Edge Animate. We will also look at the technical requirements for computer animation and the use of animation in industry.

ASSESSMENT TASKS

- Software skill development
- Research assignment
- Animation production
INFORMATION COMMUNICATION TECHNOLOGY: PROGRAMMING WITH THE RASPBERRY PI

DESCRIPTION
Computers are getting smaller, cheaper and more powerful and are beginning to appear everywhere from guiding a driverless car to controlling artificial limbs. There is an excited buzz in the world of IT as new uses for small, programmable computers are being developed. In this elective we will be working with the Raspberry Pi a full, Windows and Linux-based computer the size of a credit card. We will undertake programing projects that involve using the Raspberry Pi to gather data from external senses and to control objects such as motors and switches.

ASSESSMENT TASKS
- Programming skill development
- Research assignment

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.
PERSONAL AND PHYSICAL DEVELOPMENT

COASTAL OUTDOOR EDUCATION (OED)

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)

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.

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

**HEALTH FOR LIFE**

**DESCRIPTION**

This 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

**PHYSICAL AND SPORT EDUCATION (PSE) 1 (Semester 1)**

**DESCRIPTION**

The 9 PSE 1 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

PHYSICAL AND SPORT EDUCATION (PSE) 2 (Semester 2)

DESCRIPTION

The 9 PSE 2 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

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

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

Other

ITALIAN

DESCRIPTION
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 LOTE in Year 9 & 10 to progress to VCE

ASSESSMENT TASKS
- Workbook
- Oral presentation/Role play
- Listening exercises
- Writing exercises
- Cultural Project.
- End of Semester Examination
ADVANCE – COMMUNITY LEADERSHIP:

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. The course is activity based and allows students to experience a variety of activities while also building skills which they will be able to transfer to a variety of other situations. Students participate in the internationally recognised Duke of Edinburgh scheme. They will be completing a water based component in the course and so require swimming skills. Please ask if you require further information on this aspect of the course.

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.

ASSESSMENT TASKS
A Negotiated set of skills including, but not limited to:
- Community-based skills
- Public speaking
- First aid training
- Community project
- Overnight expedition
- Hobby & Fitness skill development

EAL at Year 9 & 10

DESCRIPTION
Support for English Language Learners continues throughout years 9 & 10 with EAL as an extra core subject (this replaces one elective throughout the year).

The EAL curriculum is based on an Enhanced Bilingual Education and continues to support students in their other core subjects and provides scaffolded, differentiated instruction that focuses on individual student learning. A stronger emphasis is placed on Academic Language and the speaking, reading and writing conventions required for further study. The continuing development of each student's first language is encouraged.

ASSESSMENT (assessments are made against the EAL Continuum)
- Further standardised On Demand testing using TEAL (Tools to Enhance Assessment Literacy)
- Formative assessments through observations, interaction and conversations
- Satisfactory fulfilment of EAL workbook requirements (book provided)
- There is an expectation that all students have the correct technical device, two dictionaries (English and their first language- they can be Apps.), and pens.
VISUAL ARTS
Art, Graphic Design & Media subjects

PERFORMING ARTS
Music, Drama, Dance subjects

DESIGN, CREATIVITY AND TECHNOLOGY
Textiles, Food Technology, Wood Technology, Systems Engineering, ICT

PERSONAL & PHYSICAL DEVELOPMENT
Health, Physical Education, Outdoor Education

Other
Italian, EAL (English as an Additional Language), Advance, VCE, VET
VISUAL ARTS

CREATIVE DRAWING AND PAINTING

DESCRIPTION
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

CREATIVE Photography  (Year 10 – links to VCE Studio Arts & Media)
Creative Photography provides students with the opportunity to learn and apply the theoretical, aesthetic and practical skills required to create successful photographs. It explores concepts of composition, point of view and framing in addition to looking at lighting, both natural and artificial, to resolve ideas and concepts developed during the inspiration, research and development phases of the students individual design process. Additionally, students will explore and trial a range of Photoshop tools to resolve their images according to their personalised approach to their learning outcomes and trial ways of resolving final artworks using mixed media processes in combination with their images. Students will follow a design process including exploring and analysing relevant artists and artworks for inspiration, generating ideas, trialling techniques and exploring possible presentation ideas to resolve their concepts.

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
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

VISUAL COMMUNICATION GRAPHIC DESIGN

DESCRIPTION

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.
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.

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.
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

Performing Arts

DANCE - So You Think You Can Dance

DESCRIPTION

This course aims at giving students in Year 10 who undertook this elective in 2016, 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
DANCE - Dance Your Way

DESCRIPTION
This course aims at giving students the opportunity to choreograph for a variety of people and situations. Students who undertook this elective in 2016, 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

DRAMA

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, and performance styles. 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
- Performance
- Analysis of Professional Theatrical Performance
- Workbook – (Reflection/Evaluations/Analysis of Performance Work, Theory)
THEATRE STUDIES

DESCRIPTION
The emphasis on this elective is on the interpretation of playscripts chosen for study in 2017 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 – (designs, scripts, research tasks)
- Performance of Script/s
- Analysis of Professional Theatrical Performance

MUSIC APPRECIATION & PERFORMANCE – Semester 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 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.

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 – Semester 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 (AMEB) 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

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.
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.

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

SYSTEMS ELECTRICAL

DESCRIPTION
This unit involves the investigation of mechanical, electrical / electronic principles and applications in some detail and will further develop practical skills and knowledge through advanced model construction. Fluid power and pneumatics are addresses in this study. Inclusion of CadCam procedures may also be part of the learning process in this unit of study.

ASSESSMENT TASKS
Investigating and designing:-
• Investigative research and workbook relevant to the systems engineering area.
• Presentation folio of designs using specific techniques to construct a project demonstrating electromechanical systems.
Producing:-
• Electromechanical project/s demonstrating operational systems.
• Skills and knowledge in the design, construction and use of safe working practices in operating a range of tools and equipment 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
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 TAKS
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.

CAKE ‘N’ BAKE AND TECHNOLOGY

DESCRIPTION
Students will produce design briefs related to their individually designed decorated cake and baked goods. The cake will incorporate the technique of flooding as well as additional cake decorating techniques. Students will explore a variety of baked goods and the techniques associated with these food products. The design process will feature throughout the course to assist with the research in relation to all food products.

All materials for the decorated cake and baked goods will be provided. However, students may be asked to provide some additional decorations required for their decorated cake.

ASSESSMENT TASKS
Investigating and designing:-
• Investigation of cake decorating techniques.
• Use of the design process to complete a design folio.
Producing:-
• Production of a decorated celebration cake and baked goods.
Analysing and evaluating:-
• Analysis and evaluation of designs, processes and products using predetermined criteria.
BAKERS’ DELIGHTS

DESCRIPTION:
This subject centres on all foods related to baked products both sweet and savoury, including cakes, biscuits, pastries, meringues and breads. The bakery industry will be explored investigating career opportunities and requirements for Bread bakers, Pastry Cooks and Baker/Pastry Cooks. Functional properties of food complex processes and speciality ingredients will be used to produce a variety of baked products. Students will experience many facets of the bakery industry including exploring new products, testing new ingredients and improving skills. Health and safety in the workplace and local government will feature in all practical sessions. Students will learn about regulations and legislation in the food industry.

ASSESSMENT TASKS
Investigating and designing:-
- Investigation of the functional properties of foods and speciality ingredients
- Investigation of the bakery industry
- Use of the design process to complete design folio

Producing:-
- Production of a variety of baked products

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

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.

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INFORMATION, COMMUNICATION TECHNOLOGY: BUILDING ON THE WORLD WIDE WEB

DESCRIPTION

Web site design is a common activity whether it be adding apps to your Facebook page or creating a web site from scratch for a local sports club. To build effective sites on the web you need skills in programming languages such as html and php, an understanding of databases, the ability to manipulate graphics, video and sound files and a good understanding of presentation techniques. We will be following the cycle of design, create, evaluate and modify as we create a Web 2.0 site, live on the World Wide Web. Web 2.0 refers to interactive, user-centred, collaborative sites so we will be investigating the use of blogs, forms, forums and galleries to produce effective web sites.

ASSESSMENT TASKS

• Develop skills working through the design cycle
• Demonstrate skills in programming languages such as html and php.
• Solve complex problems in programming.
• Demonstrate knowledge of security and privacy issues associated with the World Wide Web

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.
PERSONAL AND PHYSICAL DEVELOPMENT

MARINE OUTDOOR EDUCATION (OED)

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)

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.
PHYSICAL AND SPORT EDUCATION (PSE) 1 (Semester 1)

DESCRIPTION

In 10 PSE 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

PHYSICAL AND SPORT EDUCATION (PSE) 2 (Semester 2)

DESCRIPTION

The 10 PSE 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.

Practical units include AFL Football, Soccer, International Rules, Netball, Volleyball, Golf, Basketball, Tennis and Archery. Theoretical 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
HUMAN PERFORMANCE

DESCRIPTION

The Human Performance 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
• Class Workbook
• Participation in Practical Activities/Skill Development
• Minor Projects
• Major Research/Investigation Assignment
• Topic Tests

GLOBAL HEALTH

DESCRIPTION

This Health Education elective allows students to further develop their knowledge of health in a global context. This area of study will investigate research, initiatives and outcomes in a variety of areas where improving health is a necessity. Medical Marvels, Medical Inventions, Organ Donation, Trauma in Youth and Mental Health are some of the modern health concepts that will be explored.

ASSESSMENT TASKS
• Class Workbook
• Participation in Practical Activities
• Minor Projects
• Major Research/Investigation Assignment
• Topic Tests

SPORT & RECREATION 1/PSE 10 Block D

DESCRIPTION

Sport and Recreation 1 provides students with the skills and knowledge that will enhance their understanding of the sport and recreation industries. Students will participate in team sport units, individual pursuits and recreational activity pursuits.
Students will examine the development of the recreational industry in and around our local communities and the rewarding and enjoyable lifestyle careers available within it. Students will be responsible for equipment care and undertake a risk analysis on a chosen pursuit. Sports Injury prevention focusing on sports taping techniques and stretching will also feature throughout the units.

Students will visit a number of local recreational facilities which may include Indoor Swimming pool, lawn bowls, local gym facility, Lilydale Lake, mini golf, 9 holes round of golf or a visit to the 1000 steps walk.

**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

**SPORT & RECREATION 2**

**DESCRIPTION**

Sport and Recreation 2 provides students with the skills and knowledge that will enhance their understanding of the sport and recreation industries. Students will participate in team sport units, individual pursuits and recreational activity pursuits with particular interest on sports/activities for the disabled.

Students will examine the development of the recreational industry in and around our local communities and the rewarding and enjoyable lifestyle careers available within it. Students will be responsible for equipment care and undertake a risk analysis on a chosen pursuit. Sports Injury prevention focusing on sports specific clothing/footwear and recovery strategies will also feature throughout the units.

Students will visit a number of local recreational facilities which may include Indoor Swimming pool, lawn bowls, local gym facility, Lilydale Lake, mini golf, 9 holes round of golf or a visit to the 1000 steps walk.

**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

**Other**

**EAL**

**DESCRIPTION**

Support for English Language Learners continues throughout years 9 & 10 with EAL as an extra core subject (this replaces one elective throughout the year). The EAL curriculum is based on an Enhanced Bilingual Education and continues to support students in their other core subjects and provide scaffolded, differentiated instruction that focuses on individual student learning. A stronger emphasis is placed on Academic Language and the speaking, reading and writing conventions required for further study. The continuing development of each student's first language is encouraged.
ASSESSMENT (assessments are made against the EAL Continuum)

- Further standardised On Demand testing using TEAL (Tools to Enhance Assessment Literacy)
- Formative assessments through observations, interaction and conversations
- Satisfactory fulfilment of EAL workbook requirements (book provided)
- There is an expectation that all students have the correct technical device, two dictionaries (English and their first language- they can be Apps.), and pens.

DRIVER EDUCATION

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
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. The subject is taken for the whole year. Year 9 students seeking to do an Acceleration VCE Unit must have performed to a high level in their Year 9 studies.

This is an opportunity to begin your VCE studies completing units towards your VCE and ATAR score and gaining an understanding of the demands of the VCE.

Subjects offered in 2017 are:

Legal Studies
Business Management
20th Century History
Outdoor & Environmental Education
Health & Human Development
Physical Education
Studio Arts
Media
Visual Communication Design
Foods Studies
Biology
Psychology

Further information on subjects is available in the Senior School Handbook which you can download from the school website. We encourage you to carefully read subject descriptions to ensure that you are aware of the precise contents of each subject. You are welcome to discuss these subjects with Ms Karen Phillips, Senior School, or one of our careers’ team.

VET COURSES

In 2017 year 10 students will be able to select a VET(Vocational Education and Training) course. The courses offered are under the umbrella of the Yarra Valley VET Cluster which the school is a member of. These course contribute towards the VCE and also gain an external certificate. Students will complete the course in both semesters. A number of the course have a two year duration.

Course offered in 2017 are:

Certificate II - Acting (Screen)
Certificate III – Building & Construction
Certificate II – Furniture Making
Certificate III – Information, Digital Media & Technology (Partial completion)
Certificate II – Animal Studies
Certificate III – Catering Operations
Certificate II & III – Hairdressing
Certificate III – Media (Interactive Digital Media)
Certificate II & III – Applied Fashion & Design
Certificate II – Horticulture
Certificate III – Music
Certificate II – Automotive Technology Studies
Certificate II – Engineering
Certificate II – Hospitality (Kitchen Operations)
Certificate II – Retail Cosmetics
Certificate III – Sport & Recreation
The Certificate II – Automotive Technology Studies is offered at our Mooroolbark campus. Other courses are offered at a variety of locations in the area. Courses generally run on a Wednesday afternoon between 1.00pm – 5.00pm. Students will be expected to make their own way to the venue and to complete any class work missed during their attendance.

The costs of all courses are externally determined. In general they are between $350 and $500. Costs for 2017 are yet to be finalised. Applicants will be notified when this information is available.

Additional information on all courses is available on the Yarra Valley VET cluster website. The location is www.yvvc.org

If you select a VET course you will need to complete an application to the cluster. You will be contacted about this by our staff.

Please contact a member of our Careers’ team if you require any further information.
YEAR 9 & 10 ELECTIVES
MOUNT EVELYN CAMPUS

VISUAL ARTS

Art, Graphic Design & Media subjects

PERFORMING ARTS

Music, Drama, Dance subjects

DESIGN, CREATIVITY AND TECHNOLOGY

Textiles, Food Technology, Wood Technology, Systems Engineering, ICT

PERSONAL & PHYSICAL DEVELOPMENT

Health, Physical Education, Outdoor Education

Other

Italian, EAL (English as an Additional Language), Advance, VCE, VET
**VISUAL ARTS**

**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

**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.

**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.

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.

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.
CERAMICS

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

CREATIVE PHOTOGRAPHY

DESCRIPTION

Creative Photography provides students with the opportunity to learn and apply the theoretical, aesthetic and practical skills required to create successful photographs. It explores concepts of composition, point of view and framing in addition to looking at lighting, both natural and artificial, to resolve ideas and concepts developed during the inspiration, research and development phases of the students individual design process. Additionally, students will explore and trial a range of Photoshop tools to resolve their images according to their personalised approach to their learning outcomes and trial ways of resolving final artworks using mixed media processes in combination with their images. Students will follow a design process including exploring and analysing relevant artists and artworks for inspiration, generating ideas, trialling techniques and exploring possible presentation ideas to resolve their concepts.

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

Performing Arts

DANCE - So You Think You Can Dance

DESCRIPTION

This course aims at giving students the opportunity to continue developing their dance technique, flexibility, fitness and co-ordination. 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

DANCE - Dance Your Way

DESCRIPTION
This course aims at giving students the opportunity to choreograph for a variety of people and situations. Students who undertook this elective in 2016, 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

DRAMA

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, and performance styles chosen for study in 2017. 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

- Performance
- Analysis of Professional Theatrical Performance
- Workbook – (Reflection/Evaluations/Analysis of Performance Work, Theory)
THEATRE STUDIES

DESCRIPTION
The emphasis on this elective is on the interpretation of playscripts chosen for study in 2017 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 – (designs, scripts, research tasks)
- Performance of Script/s
- Analysis of Professional Theatrical Performance

MUSIC APPRECIATION & PERFORMANCE – Semester 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
MUSIC APPRECIATION & PERFORMANCE – Semester 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. 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 (AMEB) 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

DESIGN, CREATIVITY AND TECHNOLOGY

WOOD DESIGN AND TECHNOLOGY (YEAR 9 ONLY)

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 production

WOOD DESIGN AND TECHNOLOGY 1 (YEAR 10 ONLY)

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.

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.

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 into 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.

SYSTEMS ELECTRICAL (Year 9 only)

This unit involves the investigation of basic mechanical, electrical / electronic principles and applications and will develop practical skills and knowledge through model construction. Fluid power and pneumatics are addresses in this study. Inclusion of CadCam procedures may also be part of the learning process in this unit of study.

ASSESSMENT TASKS

Investigating and designing:-
- Investigative research and workbook relevant to the systems engineering area.
- Presentation folio of designs showing applications of levers, linkages, gears and electronic techniques to construct a project demonstrating electromechanical systems.

Producing:-
- Electromechanical project/s demonstrating operational levers and linkages in systems.
- Skills and knowledge in the design, construction and use of safe working practices in operating a range of tools and equipment relating to the production of these systems.

Analysing and evaluating:-
- Diagnostic Testing, using a variety of electrical/electronic test equipment eg. Multimeter and Oscilloscope.
- Evaluation of finished designs using rubrics.
SYSTEMS ELECTRICAL (Year 10 only)

This unit involves the investigation of mechanical, electrical / electronic principles and applications in some detail and will further develop practical skills and knowledge through advanced model construction. Fluid power and pneumatics are addresses in this study. Inclusion of CadCam procedures may also be part of the learning process in this unit of study.

ASSESSMENT TASKS

Investigating and designing:-
- Investigative research and workbook relevant to the systems engineering area.
- Presentation folio of designs using specific techniques to construct a project demonstrating electromechanical systems.

Producing:-
- Electromechanical project/s demonstrating operational systems.
- Skills and knowledge in the design, construction and use of safe working practices in operating a range of tools and equipment 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

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.

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.

BAKERS’ DELIGHTS

DESCRIPTION:
This subject centres on all foods related to baked products both sweet and savoury, including cakes, biscuits, pastries, meringues and breads. The bakery industry will be explored investigating career opportunities and requirements for Bread bakers, Pastry Cooks and Baker/Pastry Cooks. Functional properties of food complex processes and speciality ingredients will be used to produce a variety of baked products. Students will experience many facets of the bakery industry including exploring new products, testing new ingredients and improving skills. Health and safety in the workplace and local government will feature in all practical sessions. Students will learn about regulations and legislation in the food industry.

ASSESSMENT TASKS

Investigating and designing:-
- Investigation of the functional properties of foods and speciality ingredients
- Investigation of the bakery industry
- Use of the design process to complete design folio

Producing:-
- Production of a variety of baked products

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

FOOD IN A FLASH

DESCRIPTION
This subject focuses on affordable, quick to prepare, nutritious, balanced food. Students will explore a variety of food models and government campaigns involving healthy eating to improve health outcomes and optimal development of adolescents. Food challenges in time and mystery boxes will be a key feature of this course. A variety of cooking processes will be utilised to build the confidence of students in regard to healthy cooking, healthy decisions and food safety in the kitchen. Fad diets featured in the media will be investigated in regard to their impact on body shape and body image and overall nutritive value in today’s society. Food allergies, intolerances and dietary restrictions will be investigated along with food labelling and laws.
ASSESSMENT TASKS
Investigating and designing:-
- Investigation of food choices for health.
- Food Marketing
- Use of the design process to complete a design folio.
Producing:-
- Production of a variety of healthy meals.
Analysing and evaluating:-
- Analysis and evaluation of recipes, processes and products using predetermined criteria

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.

PERSONAL AND PHYSICAL DEVELOPMENT

COASTAL OUTDOOR EDUCATION (OED)

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: 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 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 OUTDOOR EDUCATION (OED)

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: 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 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.

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; 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

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 include AFL Football, Soccer, International Rules, Netball, Volleyball, Golf, Basketball, Tennis and Table Tennis.

Theoretical 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

HUMAN PERFORMANCE

DESCRIPTION

The Human Performance 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
• Class Workbook
• Participation & Application in Practical Activities
• Minor Projects
• Major Research/Investigation Project
• Topic Tests
• End of Semester Examination

GLOBAL HEALTH

DESCRIPTION

This Health Education elective allows students to further develop their knowledge of health in a global context. Learning involves analysing the health of populations globally. Global Health has been defined as “the area of study, research and practice that places a priority on improving health and achieving equity in health for all people worldwide”. Students will also study problems that transcend national borders or have a global political and economic impact. Thus, global health is about worldwide health improvement, reduction of disparities, and protection against global threats that disregard national borders. This area of study will investigate research, initiatives and outcomes in a variety of areas where improving health is a necessity. Medical Marvels, Medical Inventions, Global Citizenship, Global Inequalities, Water in the world, Food Security, Child Rights, Generation XXL and Community Events are some of the topics.

ASSESSMENT TASKS
• Class work
• Minor Projects
• Major Research/Investigation Assignment
• Topic Tests
• End of Semester Examination
• End of Semester Examination

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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
• 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

Other

ITALIAN (Year 9 ONLY)

DESCRIPTION
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 café 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 LOTE in Year 9 & Year 10 to progress to VCE
ASSESSMENT TASKS
- Workbook
- Oral presentation/Role play
- Listening exercises
- Writing exercises
- Cultural Project.

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. The key community partner is Bridge Builders, a youth organisation which aims to increase positive personal assets and community leadership 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
- Self Confidence
- Peer Leadership
- Public Speaking
- Time and Money Management
- Level 1 certificate (First Aid or Barista)

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. (Past 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.

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 (YEAR 10 ONLY)

An acceleration program is available to students to study a VCE subject in Year 10, and who have been approved for acceleration by the school. The subject is taken for the whole year. Year 9 students seeking to do an Acceleration VCE Unit must have performed to a high level in their Year 9 studies. This is an opportunity to begin your VCE studies completing units towards your VCE and ATAR score and gaining an understanding of the demands of the VCE. Subjects offered in 2017 are:

Legal Studies
Business Management
20th Century History
Outdoor & Environmental Education
Health & Human Development
Physical Education
Studio Arts
Media
Visual Communication Design
Foods Studies
Biology
Psychology

Further information on subjects is available in the Senior School Handbook which you can download from the school website. We encourage you to carefully read subject descriptions to ensure that you are aware of the precise contents of each subject. You are welcome to discuss these subjects with Ms Karen Phillips, Senior School, or one of our careers' team.

VET COURSES (YEAR 10 ONLY)

In 2017 year 10 students will be able to select a VET(Vocational Education and Training) course. The courses offered are under the umbrella of the Yarra Valley VET Cluster which the school is a member of. These course contribute towards the VCE and also gain an external certificate. Students will complete the course in both semesters. A number of the courses have a two year duration.

Course offered in 2017 are:

Certificate II - Acting (Screen)
Certificate III – Building & Construction
Certificate II – Furniture Making
Certificate III – Information, Digital Media & Technology (Partial completion)
Certificate II – Animal Studies
Certificate III – Catering Operations
Certificate II & III – Hairdressing
Certificate III – Media (Interactive Digital Media)
Certificate II & III – Applied Fashion & Design
Certificate II – Horticulture
Certificate III – Music
Certificate II – Automotive Technology Studies
Certificate II – Engineering
Certificate II – Hospitality (Kitchen Operations)
Certificate II – Retail Cosmetics
Certificate III – Sport & Recreation
The Certificate II – Automotive Technology Studies is offered at our Mooroolbark campus. Other courses are offered at a variety of locations in the area. Courses generally run on a Wednesday afternoon between 1.00pm – 5.00pm. Students will be expected to make their own way to the venue and to complete any class work missed during their attendance.

The costs of all courses are externally determined. In general they are between $350 and $800. Costs for 2017 are yet to be finalised. Applicants will be notified when this information is available.

Additional information on all courses is available on the Yarra Valley VET cluster website. The location is www.yvvc.org

If you select a VET course you will need to complete an application to the cluster. You will be contacted about this by our staff.

Please contact a member of our Careers’ team if you require any further information.