Subject Selection
Booklet
Year 7 - 9
2015
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Subject Selection 2015

Learning Areas

- English
- Health and Physical Education
- Humanities
- LOTE
- Mathematics
- Performing Arts
- Science
- Technology
- Visual Arts
- Applied Learning

The following Information Sessions will be run to assist with Subject Selection. The dates can be found on the Web site and in the newsletter.

Pathways Expo

This evening is open to all Parents/Guardians and Students in Years 7 to 11. It is an ideal opportunity to receive advice from Staff about what subjects would best suit your student and their future pathways.

Information Session for Students

Green and Orange Sheets will be distributed to all students. The Heads of School will explain the selection process to students in year level assemblies on this day.

Individual Student Progress Check / Pathway Interviews

Students are encouraged to make meeting times with their Teachers in order to receive advice and support when making decisions on what subjects are required for future year levels, careers, university/TAFE courses and employment. Information on making these appointments will be sent out prior to the days. Students should also attend these appointments with their Parent/Guardians.

Subject Confirmation Stage (Term 4)

Students’ courses will be confirmed and finalised. Booklists will be distributed.

When the information is tallied from the green/orange sheets it will tell us how many students wish to study a subject.

On the basis of these figures, some subjects will run the following year and some will not. If a student’s first choice does not run, his or her next choice will be promoted to first preference.

If there is a timetable clash or a student’s preferred subject is not available then students who cannot be provided with their preferred choices will be individually counselled and assisted to make the best possible choice from the remaining subjects.
Subject Selection Process

In Term 3 of each year all students will engage in the subject selection process.

1. All students will receive a Curriculum and Pathways booklet and a Subject Selection sheet (Sample below).

2. For subject information, students must refer to the College Subject Selection booklet that is located on the Phoenix P12 Community College webpage: http://www.phoenix.vic.edu.au/curriculum/subject-selection.

3. Students will need to consult with their teachers and parents regarding their suitability to undertake chosen studies. Teachers will confirm the Subject Selection sheet for each subject.

4. Parents and students will also have the opportunity to attend the Parent/Teacher/Student Interviews to gain further advice and confirm Subject Selections.

5. Parents are required to sign the completed sheet.

6. Completed sheet is submitted at the General Office.

Sample Subject Selection Sheet:

Phoenix P-12 Community College offers a unique learning program that is designed to help every individual fulfil their potential and realise their goals for life after school.
Year 7

The Year 7 curriculum is designed to provide all students with a smooth transition to College life. Students will be introduced to a variety of subjects and opportunities for the future. All students will study English, Maths, Humanities, Science, Health and Physical Education and LOTE (Chinese). There will also be experiences within the domains of Visual and Performing Arts as well as exposure to a range of Technology options. Pastoral Care focuses on the Drop Everything and Read program.

Students in the Academic Achievers Program will engage in each of the core studies, with compulsory studies in Chinese for all four terms.

Year 7 Time Allocation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minutes Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>210 Minutes per subject per week</td>
</tr>
<tr>
<td>Maths</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>H.A.P.E</td>
<td></td>
</tr>
<tr>
<td>L.O.T.E</td>
<td></td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Information Technology/ Materials Technology</td>
<td></td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>1 session per week</td>
</tr>
</tbody>
</table>

Year 8

In Year 8 the student learning program becomes individualised to meet the specific needs of each student. Students will have comprehensive counselling to ensure that literacy and numeracy teaching meets their point of need. Each subject will be undertaken for the duration of a semester. Pastoral Care again focuses on the Drop Everything and Read program.

Year 8 Time Allocation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minutes Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>210 Minutes per subject per week</td>
</tr>
<tr>
<td>Maths</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>H.A.P.E</td>
<td></td>
</tr>
<tr>
<td>L.O.T.E</td>
<td></td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Information Technology/ Materials Technology</td>
<td></td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>1 session per week</td>
</tr>
</tbody>
</table>
Year 9

Student learning horizons are broadened in Year 9 to include the first opportunity to experience an applied learning module, known as Community Challenge. Students will undertake Community Challenge for one semester. Pastoral Care encompasses learning to help students map a pathway to the career of their choice.

Year 8 Time Allocation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minutes Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>210 Minutes per subject per week</td>
</tr>
<tr>
<td>Maths</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>H.A.P.E</td>
<td></td>
</tr>
<tr>
<td>L.O.T.E</td>
<td></td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Information Technology/ Materials Technology</td>
<td></td>
</tr>
<tr>
<td>Community Challenge**</td>
<td></td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>1 session per week</td>
</tr>
</tbody>
</table>

** For the semester students are involved in Community Challenge, it encompasses three subjects.

Year 10

Students entering Year 10 embark on their Senior School learning program. Students will continue to undertake core studies in English, Maths, Humanities and Science. However this is also the time when students begin to plan their program to suit their interests, passions, career goals and pathways in mind. Some students will begin their VCE/VCAL program by taking on appropriate study and may wish to include a Work Experience option in their learning program.

Year 10 Time Allocation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minutes Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>210 Minutes per subject per week</td>
</tr>
<tr>
<td>Maths</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>H.A.P.E</td>
<td></td>
</tr>
<tr>
<td>L.O.T.E</td>
<td></td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td></td>
</tr>
<tr>
<td>Information Technology/ Materials Technology</td>
<td></td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>1 session per week</td>
</tr>
</tbody>
</table>
Years 11 and 12

Student learning programs in Years 11 and 12 are highly specialised and focused on connecting students with the pathway of their choice. Students are able to undertake studies in these extensive and flexible VCE / VCAL / VET programs. The College has strong links with local industry and they provide work placed learning opportunities relevant to students and career pathways. The College is a registered provider of training programs. Students study within a managed environment that emphasises increased personal responsibility for learning.

Year 11 Time Allocation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minutes Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject #1</td>
<td>210 Minutes per Subject*</td>
</tr>
<tr>
<td>Subject #2</td>
<td></td>
</tr>
<tr>
<td>Subject #3</td>
<td></td>
</tr>
<tr>
<td>Subject #4</td>
<td></td>
</tr>
<tr>
<td>Subject #5</td>
<td></td>
</tr>
<tr>
<td>Subject #6</td>
<td></td>
</tr>
<tr>
<td>Study Module</td>
<td></td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>1 session per week</td>
</tr>
</tbody>
</table>

* Some VCAL classes vary in time allocation.

Year 12 Time Allocation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minutes Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject #1</td>
<td>240 Minutes per Subject*</td>
</tr>
<tr>
<td>Subject #2</td>
<td></td>
</tr>
<tr>
<td>Subject #3</td>
<td></td>
</tr>
<tr>
<td>Subject #4</td>
<td></td>
</tr>
<tr>
<td>Subject #5</td>
<td></td>
</tr>
<tr>
<td>Study Module</td>
<td></td>
</tr>
<tr>
<td>Pastoral Care</td>
<td>1 session per week</td>
</tr>
</tbody>
</table>

* Some VCAL classes vary in time allocation.
### VCE UNITS AVAILABLE FOR STUDY

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Art</th>
<th>Biology</th>
<th>Business Management</th>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>English</td>
<td>Physics</td>
<td>Psychology</td>
<td>Studio Art</td>
</tr>
<tr>
<td>Theatre Studies</td>
<td>Visual Communication &amp; Design</td>
<td>Legal Studies</td>
<td>General Maths</td>
<td>Further Maths</td>
</tr>
<tr>
<td>Maths Methods</td>
<td>Outdoor &amp; Environmental Studies</td>
<td>Physical Education</td>
<td>Food &amp; Technology</td>
<td>Health &amp; Human Development</td>
</tr>
<tr>
<td>History</td>
<td>Literature</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### VCAL UNITS AVAILABLE FOR STUDY

<table>
<thead>
<tr>
<th>Boys 2 Men</th>
<th>Community</th>
<th>Cooking on a Budget</th>
<th>Crazy Ideas</th>
<th>Express Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fit For Life</td>
<td>Fitness</td>
<td>Literacy</td>
<td>Numeracy</td>
<td>OHS</td>
</tr>
<tr>
<td>Rural Studies</td>
<td>Skills For Further Studies</td>
<td>Media</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### VET UNITS AVAILABLE FOR STUDY

<table>
<thead>
<tr>
<th>Automotive</th>
<th>Building &amp; Construction</th>
<th>Certificate III Children's Services</th>
<th>Community Services</th>
<th>Engineering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events Management</td>
<td>Furniture Making</td>
<td>Hairdressing</td>
<td>Hospitality</td>
<td>Visual Art</td>
</tr>
</tbody>
</table>
Learning Pathways

VCE
VICTORIAN CERTIFICATE OF EDUCATION
Usually 20–24 units, 90 different studies available

APPRENTICESHIPS AND TRAINEESHIPS
VCE/VET, School-based Apprenticeships and Traineeships, other VET Certificates

VET

VCAL
VICTORIAN CERTIFICATE OF APPLIED LEARNING
Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills, Personal Development Skills

TRAINING
TAFE or School, Industry, RTO, ACE

structured workplace learning

COMPLETION OF VCE

COMPLETION OF VCAL

employment/apprenticeship/traineeship/workplace learning

TAFE CERTIFICATE II/III/IV, DIPLOMA, ADVANCED DIPLOMA

university
ABOUT THE VCE

What is the VCE?
The VCE is the certificate that most students in Victoria receive on satisfactory completion of their secondary education. It is an outstanding qualification that is recognised around the world. The VCE provides diverse pathways to further study or training at University or TAFE and to employment.

When Can I Start My VCE?
The VCE is usually done in Year 11 and Year 12 but many students start their VCE in Year 10.

What studies can I choose?
There are over 90 VCE studies and over 30 VCE/VET programs to choose from. The VCE/VET programs can also provide a nationally recognised industry qualification.

What can I choose from at my school?
Each school decides which VCE studies and VCE/VET programs it will offer.

Your school will advise you on study choice and if a VCE study that interests you is not available, it may be possible to do it outside of your school, for example at:
• Distance Education Centre Victoria
distance.vic.edu.au
• Victorian School of Languages vsl.vic.edu.au

What should I consider when choosing my studies?
When making your choice you should consider studies that:
• Interest you.
• You are good at.
• Lead to a job that interests you.
• Prepare you for further training or tertiary courses.
You should speak to your Careers Counsellor before making a final decision.

How is the VCE organised?
A VCE study is made up of units. A unit is one semester in length. Units 1 and 2 can be taken as single units – that is, just the Unit 1 or just the Unit 2 – but Units 3 and 4 must be taken as a sequence in one academic year.

A VCE program will generally consist of 20 to 24 units taken over two years, although you can vary the number of units that you do in one year. You may take more than two years to complete your VCE.

Units 3 and 4 are normally taken in your final year at school. If you are planning to take Units 3 and 4 studies in Year 11, remember that these are more difficult than Units 1 and 2.
Victorian Certificate of Applied Learning

ABOUT THE VCAL

What is the VCAL?
The VCAL is an alternative to the VCE, and a hands on option for Years 11 and 12 students. The VCAL gives you:

• Practical work-related experience.
• Employability skills.
• Literacy and numeracy skills.
• Personal skills that are important for life and work.

Students who do the VCAL are likely to be interested in going on to training at TAFE institutes, doing an apprenticeship, or getting a job after completing school.

Once you have completed your VCAL, you will have knowledge and skills that are a useful preparation for a trade or industry certificate.

The VCAL has three levels: Foundation, Intermediate and Senior. You can start and complete your VCAL at the level that matches your needs and abilities. Speak to your school if you need help with making this choice.

The VCAL’s flexibility offers you a study program that suits your interests and learning needs. You choose accredited modules and units for each of the following compulsory strands:

• Literacy and Numeracy Skills.
• Industry Specific Skills.
• Work Related Skills.
• Personal Development Skills.

What if I haven’t decided what I want to do?
If you are undecided about what you want to do, VCAL is a good option in Year 11. You can choose to complete a VCAL in Year 11 and then transfer to the VCE. Alternatively, you can complete a VCAL certificate in Year 11 and then do further education or training at the next VCAL certificate level. You may also choose to continue your training, do an apprenticeship or start work.

When can I do the VCAL?
You can begin your VCAL program in Year 11 or Year 12 of secondary school.

Where can I do the VCAL?
The VCAL is offered statewide at schools, TAFE Institutes and Adult Community Education Centres. For a list of all VCAL providers visit: vcaa.vic.edu.au

Are there any entry requirements?
No. You begin the VCAL at a level suited to your capabilities. Your teacher or Careers Counsellor will be able to help you decide which level is suitable for you.

How long will it take me to complete?
The time it takes depends on how your VCAL program is structured. A VCAL certificate is usually completed in one year.

What do I get after successfully completing the VCAL?
You will receive a VCAL certificate for either Foundation, Intermediate or Senior level, depending on the VCAL level you chose to complete. You will also get a Statement of Results from the VCAA, listing all completed VCAL, VCE and VCE/VET units that you were enrolled in. You will also receive a Statement of Attainment from the RTO for VET or Further Education training that you have completed.
Year 7 Subjects

Year 7 is an important year in which students settle into the secondary school environment, culture and learning habits. Year 7 students have a minimised number of teachers and have a strong focus on Literacy and Numeracy while participating in a broad range of specialist subjects. This establishes a strong foundation for future learning in the secondary environment. The Year 7 program is made up of compulsory subjects so that students experience all areas before they choose subjects Year 8.

Year 7 Subjects

- English
- Humanities
- Mathematics
- Science
- Boy’s HAPE
- Visual Arts
- Girl’s HAPE
- Performing Arts
- Chinese
- Foundation Food
- Foundation Woodwork
- Foundation Textiles

Academic Achievers Program.

From 2015 the College will run a select entry Academic Achievers Program. These students will undertake enriched studies in English, Mathematics, SOSE and Science. These students will study LOTE for the whole year.

Entry to the Academic Achievers Program is determined by application, testing and interview.
Years 8 – 9

Subject Selection
Unit Outlines

2015
**English**

In English students learn to appreciate, enjoy and use language. Understanding texts and recognising how language works within them is necessary for success at school and beyond for an active, informed and fulfilling life in modern Australian society and the global community. Students read, view, listen to, write, create, compare, research and talk about a range of text types from the simple to the complex. Students learn to control language by applying their understanding of grammar, learning to spell accurately and use punctuation effectively, as well as by imitating good writers and speakers.

**Subjects offered at each level**

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flying High *</td>
<td>Star-Crossed Lovers*</td>
<td>Literature*</td>
<td>VCE Literature Units 1 &amp; 2</td>
<td>VCE Literature Units 3 &amp; 4</td>
</tr>
<tr>
<td>Gender Bender *</td>
<td>Creative Writing*</td>
<td>Script Frenzy *</td>
<td>VCE Media Units 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Diving into the Rabbit Hole</td>
<td>Being Branded</td>
<td>English</td>
<td>VCE English Units 1 &amp; 2</td>
<td>VCE English Units 3 &amp; 4</td>
</tr>
<tr>
<td>Fantasy, Myths and Legends</td>
<td>Heroes and Villains</td>
<td>Aussie! Aussie! Aussie! **</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper Club</td>
<td>Popular Culture**</td>
<td></td>
<td></td>
<td># VCAL Literacy</td>
</tr>
<tr>
<td>Skill Builder**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Extension English: These units will challenge students to develop their skills at a higher level. They provide excellent preparation for VCE English and Literature  
** These units focus on improving students’ literacy

**English Learning Activities**

Students will read a range of texts, including a novel and/or short stories and write analytical essays, personal and argumentative responses and give spoken presentations. Grammar, spelling and punctuation will be explicitly taught. Class work will involve a range of individual and group-based activities.

**Subject Selection and Progression Rules**

- Progression to a new level requires satisfactory completion of two units at the previous level.  
- Students who do not obtain an 'S' will either need to choose an easier stream or attempt the subject again.  
- Any English teacher will be able to give you more detailed information on what is required to pass each individual subject.  
- The Oxford Dictionary Thesaurus purchased in Year 7 should be retained for use through to Year 9.
Flying High (Extension English) Year 8

Flying High (Extension English) Year 8 is suited to students who have undertaken Year 7 Extension English and those who wish to continue to challenge their thinking and understanding.

Course Structure:
In this subject students will explore the issue of difference and acceptance. Students will learn to find beauty in imperfection and explore ideas of identity through poetry writing. Through reading and viewing of the set text and the completion of a variety of tasks, students will develop their reading, writing, speaking and listening skills.

Assessed Tasks:
Text response activities and essay, poetry folio, oral presentation, grammar and spelling.

Prerequisites: Year 7 Extension English or teacher recommendation
Leads into: Year 9 Extension English and Year 10 English
Booklist Items: Macmillan National English Skills 8; and ‘The 10pm Question’, Dictionary/Thesaurus
For further info: A. Taylor
Subject Cost: Nil

Gender Bender (Extension English) Year 8

Gender Bender (Extension English) Year 8 is suited to students who have undertaken Year 7 Extension English and those who wish to continue to challenge their thinking and understanding.

Course Structure:
In this subject students will focus on the theme of gender and the stereotypes associated with the different sexes. Students will consider such things as how outward appearances and first impressions can be misleading, as well as examine the roles and expectations placed on men and women across time. Through play exploration students will develop their reading, writing, speaking and listening skills.

Assessed Tasks:
Text response activities and essay, writing folio, oral presentation, grammar and spelling.

Prerequisites: Year 7 Extension English or teacher recommendation
Leads into: Year 9 Extension English and Year 10 English
Booklist Items: Macmillan National English Skills 8; ‘Twelfth Night’, Poetry Anthology, Dictionary/Thesaurus
For further info: C. Davies
Subject Cost: Nil

Diving into the Rabbit Hole Year 8

Diving into the Rabbit Hole Year 8 is suited to students who are keen to improve their core English skills whilst at the same time gaining an understanding of ethics, morality and philosophical ideas.

Course Structure:
In this subject students will learn about important philosophical ideas, such as how to judge right from wrong and the meaning of life. Students will understand the importance of logic and reasoning and learn how to argue effectively. Through the reading and viewing of various texts, students will develop their reading, writing, speaking and listening skills. Students will gain an appreciation of how novels and films can be a source of knowledge, entertainment, as well as a vehicle for meaningful philosophical ideas.

Assessed Tasks:
Text response activities and essay, oral presentation, grammar and spelling.

Prerequisites: Year 7 English
Leads into: Year 9 English
Booklist Items: Macmillan National English Skills 8; ‘The Five People You Meet in Heaven’, Dictionary/Thesaurus
For further info: C. Davies
Subject Cost: Nil
Fantasy, Myths and Legends Year 8

Fantasy, Myths and Legends Year 8 is suited to students who are keen to improve their core English skills whilst at the same time exploring texts from the Fantasy genre.

Course Structure:

In this subject students will learn about the fascinating world of wizards, magic, ancient myths and legends. Through the reading and viewing of various texts from within the fantasy genre, students will develop their reading, writing, speaking and listening skills. Students will gain an appreciation of the written world and how novels can be a source of both knowledge and entertainment.

Assessed Tasks:

Text response activities and essay, writing folio, oral presentation, grammar and spelling.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Year 7 English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Year 9 English</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Macmillan National English Skills 8 and ‘Percy Jackson and the Lightning Thief’, Dictionary/Thesaurus</td>
</tr>
<tr>
<td>For further info:</td>
<td>R. Clark, R. Craven</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Newspaper Club Year 8

Newspaper Club Year 8 is suited to students who enjoy journalistic writing and who are interested in the big issues that make the news.

Course Structure:

In this subject students will study the features of print and visual news media and develop their report writing skills. Through the construction of a class newspaper, students will be involved in the process of researching and writing articles, as well as editing, layout and design.

Assessed Tasks:

Text response activities and essay, class newspaper, oral presentation, grammar and spelling.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Year 7 English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Year 9 English</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Macmillan National English Skills 8; and ‘The Hunger Games’, Dictionary/Thesaurus</td>
</tr>
<tr>
<td>For further info:</td>
<td>S. Sharkey</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Skill Builder (Foundation English) Year 8

Skill Builder (Foundation English) Year 8 is suited to students needing additional time and assistance to strengthen and refine their reading, writing and oral literacy skills over the course of two semesters.

Course Structure:

In this subject students will learn to develop their confidence and ability to use English at a foundation level. Reading and viewing level appropriate texts and the completion of a variety of scaffolded tasks will allow the development of reading, writing, speaking and listening skills.

Assessed Tasks:

Text response activities and essay, group work, oral presentation, issues tasks, grammar and spelling.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Foundation level Literacy or teacher recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Year 9 Foundation English</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Macmillan National English Skills 8; The field Guide 1 Spiderwick Chronicles – Book 1 (school supplied collection of picture stories), Dictionary/Thesaurus</td>
</tr>
<tr>
<td>For further info:</td>
<td>J. Browning, N. Joosten</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>
Star-Crossed Lovers (Extension English) Year 9

Star-Crossed Lovers (Extension English) Year 9 is suited to students who have undertaken Year 8 Extension English or students who wish to continue to challenge their thinking and understanding in the field of literature.

**Course Structure:**

In this subject students will learn about the world of Shakespeare, with close textual analysis of *Romeo and Juliet*. The course will involve students developing their analytical and evaluative skills through writing, reading, speaking and listening. This course also aims to further develop an enjoyment and understanding of a variety of different text types.

**Assessed Tasks:**

Text response activities and essay, issues tasks, oral presentation, grammar, spelling and exam.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Year 8 Extension English or teacher recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Year 10 Extension English</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Macmillan National English Skills 9; and ‘Romeo and Juliet’ (No Fear Series), Dictionary/Thesaurus</td>
</tr>
<tr>
<td>For further info:</td>
<td>R. Parnaby</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Creative Writing (Extension English) Year 9

Creative Writing (Extension English) Year 9 is suited to students who have previously completed Extension English or who wish to extend their understanding of genre and who enjoy the art of writing.

**Course Structure:**

In this subject students will learn about text genres and develop their creative and analytical skills in preparation for the demands of Year 10 English and Literature. Students will produce a folio of writing in response to current issues and selected text extracts from a variety of media as well as developing an appreciation of various writing styles through an exploration of classical and modern literature.

**Assessed Tasks:**

Writing folio, issues tasks, oral presentation, grammar, spelling and exam.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Year 9 Extension English or teacher recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Year 10 Extension English</td>
</tr>
<tr>
<td>For further info:</td>
<td>A. Taylor</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

Being Branded Year 9

Being Branded Year 9 is suited to students who are keen to improve their core English skills whilst at the same time exploring the perspectives of people who have been labelled and stereotyped by society and the struggles they face as a result of being branded.

**Course Structure:**

In this subject students will learn about the different sub-groups which exist in society and will complete a unit of advertising, analysing its impact on branding, ideologies, groups of people and products in today’s society. Students will develop their language skills through writing, reading, speaking and listening. The unit aims to further develop an understanding of stereotypes and its impact on identity.

**Assessed Tasks:**

Text response activities and essay, issues tasks, oral presentation, grammar, spelling and exam.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Year 8 English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Year 10 English</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Macmillan National English Skills 9; and ‘The Outsiders’, Dictionary/Thesaurus</td>
</tr>
<tr>
<td>For further info:</td>
<td>A. Taylor</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>
**Heroes and Villains Year 9**

Heroes and Villains Year 9 is suited to students who are keen to improve their core English skills whilst at the same time exploring what qualities and situations make a person behave like a hero or villain.

**Course Structure:**

In this subject students will learn about the role of heroes and villains throughout history and the effect they have on the lives of everyday people. Through the reading and viewing of various texts and the completion of a variety of creative and analytical tasks, students will develop their reading, writing, speaking and listening skills.

**Assessed Tasks:**

Text response activities and essay, issues tasks, oral presentation, grammar, spelling and exam.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Year 8 English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Year 10 English</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Macmillan National English Skills 9; and 'The Boy in the Striped Pyjamas', Dictionary/Thesaurus</td>
</tr>
<tr>
<td>For further info:</td>
<td>C. Davies, N. Joosten</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Popular Culture (Foundation English) Year 9**

Popular Culture (Foundation English) Year 9 is suited to students needing additional time and assistance to strengthen and refine their reading, writing and oral literacy skills.

**Course Structure:**

In this subject students will learn about how modern Australia make sense of pop culture and consider how it has changed over the years. This subject explores ideas, attitudes, fashions and images in modern society. Students then examine their presentation, meaning and impact on society through various media forms.

**Assessed Tasks:**

Text response activities and essay, issues tasks, oral presentation, grammar, spelling and exam.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Year 8 Foundation English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Year 10 Foundation English</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Macmillan National English Skills 9; and ‘Jetty Rats’, Dictionary/Thesaurus</td>
</tr>
<tr>
<td>For further info:</td>
<td>J. Browning, R. Chadwick</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>
**Health and Physical Education (H.A.P.E.)**

In Physical Education students participate in a range of physical activities including individual and non-competitive activity through to competitive team games. Students develop their individual motor skills and tactical knowledge to improve individual and team performance. Students’ progress from basic motor skills to complex movement patterns. In Health students increase their knowledge of mental health, drug education, sexual health and nutrition to make informed choices about their individual behaviour. Health and Physical Education promotes lifelong participation in physical activity through the development of motor skills and health-related physical fitness and knowledge.

**Subjects offered at each level**

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys’ Major Games</td>
<td>Boys’ Major Games</td>
<td>Physical Education</td>
<td>VCE Physical Education Units 1 &amp; 2</td>
<td>VCE Physical Education Units 3 &amp; 4</td>
</tr>
<tr>
<td>Boys’ Boot Camp*</td>
<td>Boys’ Strength &amp; Conditioning</td>
<td>Health</td>
<td>VCE Health &amp; Human Development Units 1 &amp; 2</td>
<td>VCE Health &amp; Human Development Units 3 &amp; 4</td>
</tr>
<tr>
<td>Girls’ Major Games</td>
<td>Girls’ Major Games</td>
<td>Vitality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls’ Fun &amp; Fitness*</td>
<td>Girls’ Mind, Body and Soul</td>
<td>OH&amp;S/First Aid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor Adventure</td>
<td></td>
<td></td>
<td>VCE Outdoor and Environmental Studies Units 1 &amp; 2</td>
<td>VCE Outdoor and Environmental Studies Units 3 &amp; 4</td>
</tr>
<tr>
<td>Specialist Basketball</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Extension Unit

**Subject Selection and Rules**

Students must obtain an “S” for both semesters to progress to the next level. In order to obtain an “S”, students must:

- Attend regularly
- Hand in the set work tasks to a satisfactory standard
- Bring their College PE uniform and runners
- Contribute and cooperate in practical and theory classes

Students who do not obtain an “S” for both semesters will have to undertake the subject again in the following year.

Any HAPE teacher will be able to give you more detailed information on what is required to pass each individual subject.
Boys’ Major Games Year 8

Boys’ Major Games Year 8 is suited to students who are keen to increase their fitness, gain knowledge of different sports, compete against others in their class and take on many different sporting roles, such as captain, coach or manager of their sporting team.

Course Structure:

In this subject students participate in a variety of active sports such as Baseball, Netball, Football Codes, Swimming, Gymnastics and the Fit to Lead Program. Students learn to increase their knowledge of a variety of relevant health aspects so they can make informed choices about their individual behaviour.

Assessed Tasks:

Skills and physical activity test, participation in practical classes, health tests/assignments.

| Prerequisites: | Year 7 HAPE |
| Leads into:    | Boys’ Major Games Year 9 and Strength and Conditioning Year 9 |
| Booklist Items: | Sebastopol Campus Health Booklets, A4 125 page lined workbook |
| For further info: | L. Head, P. Luke |
| Subject Cost:   | Semester 1 - $30.00 swimming program |
|                 | Semester 2 - $30.00 swimming program |

Boys’ Boot Camp (Extension Unit) Year 8

Boys’ Boot Camp Year 8 is suited to students who wish to develop individual fitness skills to measure and improve their own fitness and physical activity levels. They will be involved in a variety of physical activity, predominantly fitness based in nature, in order to learn how to take control over their health & fitness levels.

Course Structure:

In this subject students participate in moderate to high levels of physical activity and will analyse and evaluate their improvement over the course of the semester. Students will be encouraged to find a favourite type of physical activity they will pursue throughout their lives. Students participate in a variety of activities including Fitness Testing, Boot Camp, Boxing, Weights, Break Dancing, Aquatic Sports and Minor Games. This subject also includes a health component including: Nutrition, Mental Health and Sex Education.

Assessed Tasks:

Skills and physical activity test, contribution and cooperation, health test/assignment and weekly reflection journal.

| Prerequisites: | Year 7 HAPE |
| Leads into:    | Boys’ Major Games Year 9 and Strength and Conditioning Year 9 |
| Booklist Items: | Sebastopol Campus Health Booklets, A4 125 page lined workbook |
| For further info: | R. Stevens, M. Sharkey |
| Subject Cost:   | $35.00 to cover excursions to various local fitness centres and sporting facilities |
**Girls’ Major Games Year 8**

Girls’ Major Games Year 8 is suited to students who are keen to increase their fitness, gain knowledge of different sports, compete against others in their class and take on many different sporting roles, such as captain, coach or manager of their sporting team.

**Course Structure:**

In this subject students participate in a variety of active sports such as Soft-Crosse, Dance, Gymnastics, Swimming, Netball, Softball and the Fit to Lead Program. Students learn to increase their knowledge of a variety of relevant health aspects so they can make informed choices about their individual behaviour.

**Assessed Tasks:**

Skills and physical activity test, participation in practical classes, health tests/assignments.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Year 7 HAPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Girls’ Major Games Year 9 and Mind, Body and Soul Year 9 (Extension Unit)</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Sebastopol Campus Health Booklets, A4 125 page lined workbook</td>
</tr>
<tr>
<td>For further info:</td>
<td>K. Jensen, L. Head</td>
</tr>
</tbody>
</table>
| Subject Cost:        | Semester 1 - $30.00 swimming program  
                       | Semester 2 - $30.00 swimming program |

**Girls’ Fun & Fitness (Extension Unit) Year 8**

Girls’ Fun and Fitness Year 8 is suited to students who wish to develop individual skills to measure and improve their own fitness and physical activity levels. They will be involved in a variety of physical activity, predominantly fitness based in nature, in order to learn how to take control over their health & fitness levels.

**Course Structure:**

In this subject students regularly participate in physical activity and analyse and evaluate improvement in their fitness over the course of the semester. By the end of the unit students have gained an understanding of how to assess and improve their fitness and wellbeing. Students participate in a variety of activities including: Minor Games, Boot Camp, Aerobics, Weights, Various Dance Types, Aquatic sports, Yoga and Pilates. This subject also includes a health component including: Nutrition, Mental Health and Sex Education.

**Assessed Tasks:**

Skills and physical activity test, contribution and cooperation, health test/assignment and weekly reflection journal.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Year 7 HAPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Girls’ Major Games Year 9 and Mind, Body and Soul Year 9 (Extension Unit)</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Sebastopol Campus Health Booklets, A4 125 page lined workbook</td>
</tr>
<tr>
<td>For further info:</td>
<td>L. Head, E. Murphy</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>$35.00 to cover excursions to various local fitness centres and sporting facilities</td>
</tr>
</tbody>
</table>

**Boys’ Major Games Year 9**

Boys’ Major Games Year 9 is suited to students who want to experience a range of recreational sports and enhance their fitness.

**Course Structure:**

In this subject students develop leadership skills and actively involve themselves in both team and individual sporting pursuits. Students participate in a range of active sports that include: Swimming, Badminton, NFL, Footy Codes, Dance, Racquetball, Korfball, Basketball and Cycling. Students learn to increase their knowledge of a variety of relevant health aspects so that they can make informed choices about their individual behaviour.

**Assessed Tasks:**

Skills and physical activity test, participation in practical classes, health tests/assignments.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Boys’ Major Games Year 8 or Boys’ Boot Camp Year 8 (Extension Unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Any HAPE Year 10 subject</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Sebastopol Campus Health Booklets, A4 125 page lined workbook</td>
</tr>
<tr>
<td>For further info:</td>
<td>M. Sharkey, P. Luke</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>$30.00 for swimming program</td>
</tr>
</tbody>
</table>
Boys Strength & Conditioning (Extension Unit) Year 9

Boys' Strength & Conditioning (Extension Unit) Year 9 is suited to students who want to develop the skills to measure their own fitness and physical activity and monitor improvement of various fitness components.

Course Structure:

In this subject students learn how to create and assess a personal training program that will suit their needs. They participate in weight and cardiovascular training and assess the effectiveness. Some of the activities students participate in include: Boot Camp, Aerobic Training Sessions, Weight Training, Aerobic Circuit and Spin Classes. Students also investigate health aspects including: Nutrition, Mental Health, Sex Education and Drug Education.

Assessed Tasks:
Weight training program, participation in practical classes, health tests/assignments.

Prerequisites: Satisfactory completion of Boys' Major Games Year 8 or Boys' Boot Camp Year 8 (Extension Unit)

Leads into: Any HAPE Year 10 subject

Booklist Items: Sebastopol Campus Health Booklets, A4 125 page lined workbook

For further info: L. Head, R. Stevens

Subject Cost: $35.00 to cover excursions to various local fitness centres and sporting facilities

Girls’ Major Games Year 9

Girls’ Major Games Year 9 is suited to students who want to experience a range of recreational sports and enhance their fitness.

Course Structure:

In this subject students participate in practical classes using the SEPEP model to understand the roles and responsibilities of participation and administration of sport. Students participate in a range of sports that include: Swimming, European Handball, Korfball, Hockey, Dance, Basketball, Netball, Badminton, Cycling and Footy Codes. Students complete a health component that focuses on making healthy choices and applying harm minimization strategies. These units include: Drug Education, Sexuality, Risk Taking, Healthy Eating, Mental Health, Communication and Relationships.

Assessed Tasks:
Skills and physical activity test, participation in practical classes, health tests/assignments.

Prerequisites: Girls' Major Games year 8 and Girls' Fun and Fitness Year 8 (Extension Unit)

Leads into: Any HAPE Year 10 subject

Booklist Items: Sebastopol Campus Health Booklets, A4 125 page lined workbook

For further info: L. Head, K. Jensen

Subject Cost:
- Semester 1 - $30.00 swimming program
- Semester 2 - $30.00 swimming program

Girls’ Mind, Body & Soul (Extension Unit) Year 9

Girls’ Mind, Body and Soul (Extension Unit) Year 9 is suited to students who want to gain an understanding of how to assess and improve their fitness, health and wellbeing.

Course Structure:

In this subject students learn through participation how to develop a circuit training program and assess its effectiveness. This subject explores a variety of fitness options. Activities include: Aquatic Fitness, Weights, Spin/Cycle, Self Defence, Dance Varieties, Yoga, Meditation. Students complete a health component that focuses on making healthy choices and applying harm minimization strategies. These units include: Drug Education, Sexuality, Risk Taking, Healthy Eating, Mental Health, Communication and Relationships.

Assessed Tasks: Skills and physical activity test, participation in practical classes, health tests/assignments, weekly reflection journal and program.

Prerequisites: Girls' Major Games Year 8 and Girls' Fun and Fitness Year 8 (Extension Unit)

Leads into: Any HAPE Year 10 subject

Booklist Items: Sebastopol Campus Health Booklets, A4 125 page lined workbook

For further info: L. Head, E. Murphy

Subject Cost: $35.00 to cover excursions to various local fitness centres and sporting facilities

Excursions are charged at the time of the activity.
Outdoor Adventure Year 9

Outdoor Adventure Year 9 is suited to students who are interested in experiencing alternate physical activities within an outdoor environment as well as increasing their awareness of the environment and its needs.

Course Structure: Throughout this unit students have the opportunity to learn essential outdoor skills, experience outdoor activities and increase their appreciation of the outdoors. Activities include: an overnight bushwalking camp, tent erection, swimming, canoeing, map reading, orienteering, bush cooking, indoor climbing, low and high ropes, surfing, abseiling and Landcare project work. This subject also includes one module of health education which covers the areas of Nutrition, Mental Health, Sexual and Drug Education.

Assessed Tasks: Workbook Reflections, Nutrition Assignment, Outdoor Adventure assignment and participation in practical sessions.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>VCE Outdoor Education</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>A4 125 page lined workbook</td>
</tr>
<tr>
<td>For further info:</td>
<td>P. Butler</td>
</tr>
</tbody>
</table>
| Subject Cost:  | Semester 1 - $160  
                 | Semester 2 - $160 |

Specialist Basketball - Years 8 - 10

Specialist Basketball is suited to students who have a background in basketball and are keen to challenge themselves with high level theory related to VCE Physical Education.

Course Structure:
Throughout this unit students have the opportunity to undergo fitness testing, skills testing and training in order to improve their overall skills. Students complete assignments and theory work related to fitness, injury management, goal setting and nutrition.

Assessed Tasks:
Practical tests, topic tests, skill analysis and exam.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Selected by Josh Ebbels/Ryan Stevens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>VCE Physical Education/Health</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>A4 125 page lined workbook</td>
</tr>
<tr>
<td>For further info:</td>
<td>R. Stevens</td>
</tr>
</tbody>
</table>
| Subject Cost:  | Costs arise if students participate in the Australian School Championships in December  
                 | Charge will be raised second semester and cost must be paid prior to activity. |
Humanities

Humanities subjects involve the study of human societies and environments, people and their culture in the past and present day. Humanities is the study of human behaviour, exploring social issues, financial awareness, laws, beliefs and the varying interaction of humans with the world around them. This dynamic curriculum area includes Commerce, History, Law and Politics and Geography based units to engage all students in a wide variety of learning opportunities.

Subjects offered at each level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Australians at War</td>
<td>General Business Education</td>
<td>VCE Accounting Units 1 &amp; 2</td>
<td>VCE Accounting Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Hunger for Travel</td>
<td>Markets, Money and Management</td>
<td>VCE Business Management Units 1 &amp; 2</td>
<td>VCE Business Management Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Votes and Verdicts</td>
<td>The Law and You</td>
<td>VCE Legal Studies Units 1 &amp; 2</td>
<td>VCE Legal Studies Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Beat of the City</td>
<td>VCE Geography Units 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>History</td>
<td>VCE 20th Century History Units 1 &amp; 2</td>
<td>VCE History of Revolutions Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>7 Billion One World</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Psychology</td>
<td>VCE Psychology Units 1 &amp; 2</td>
<td>VCE Psychology Units 3 &amp; 4</td>
<td></td>
</tr>
</tbody>
</table>

Humanities subjects encourage the use of research skills and inquiry processes. Students learn to plan, investigate and develop key questions. They analyse a range of data and sources to form conclusions that are supported by evidence and learn to present this information in a variety of ways.

Subject Selection and Progression Rules

Please note that the Jacaranda Atlas purchased in Year 7 will be used at all other levels as well.

Year 8

- Year 8 students **must choose Humanities in Semester 1 and 2.**
- The designated text is required for Year 8, so all students will need to purchase this book.

Year 9

- Year 9 students **must choose at least one Humanities Unit from the three offerings.**

Progression Rules

An “S” in a minimum of three units is required in order to progress to the Year 10 units at Year 10

Year 10 Units

It is recommended that students at Year 10 **complete two semesters of humanities** before progression to relevant VCE studies.
Humanities Year 8

Humanities Year 8 is the perfect mixed course covering Medieval History, Basic Money Management, Geography, the Law and decision making.

Course Structure:
In Semester 1 students explore the world as a Viking warrior, battle with Samurai masters and catch a case of the plague. Students look at skills that help them to gain and keep a hold of their own money, becoming a smart consumer before being let loose on the world. In Semester 2 students investigate different types of landscapes, explore the dangers of the earth when a volcano erupts and get excited about the word around us. They then enter the courtroom to convict criminals and challenge our politicians as active citizens.

Assessed Tasks:
Presentation project, research assignment, workbook activities and tests.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Australians at War and Votes and Verdicts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>To be advised</td>
</tr>
<tr>
<td>For further info:</td>
<td>A. Anstis</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil, Excursion costs may apply and will be charged at time of activity</td>
</tr>
</tbody>
</table>

Australians at War (History) Year 9

Australians at War Year 9 is suited to students who are interested in studying our world from a historical perspective. This is a history based unit.

Course Structure:
How did our island nation get drawn into a global war? This subject explores the Australian perspective of World War, the many conflicts that led to the First World War, our allies and our enemies. It looks in depth at the impact that this war had on forming our national identity and the aftermath of the war on the world.

Assessed Tasks:
Class exercises, workbook, research assignment, essay and examination

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Year 10 History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>Nil</td>
</tr>
<tr>
<td>For further info:</td>
<td>E. Bath</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil, possible excursion costs which will be charged at the time of the activity</td>
</tr>
</tbody>
</table>

Hunger for Travel (Geography) Year 9

Hunger for Travel (Geography) Year 9 is suited to those who are interested in exploring fascinating places around world and investigating global environmental issues.

Course Structure:
The world is your oyster- so why not explore it! This subject transports you from the isolation of Ballarat to the wider world that awaits you. Students will have the opportunity to discover some of the most diverse and captivating tourist destinations around the world. Students will engage in relevant fieldwork; deepening their understanding of people and places and enabling them to devise an inquiry into a local tourist attraction. In the second half of the course, students will tackle a big issue confronting today's world: food shortages. Students will investigate the different means of food production, famine and the implications of trying to feed 7 billion people.

Assessed Tasks:
Investigation project, presentation project, completion of workbook and class exercises and an examination

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Year 10 Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>To be advised</td>
</tr>
<tr>
<td>For further info:</td>
<td>E. Bath</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil, possible excursion costs which will be charged at the time of the activity</td>
</tr>
</tbody>
</table>
Votes and Verdicts (Civics and Citizenship) Year 9

Votes and Verdicts (Civics and Citizenship) Year 9 is suited to students interested in the law and their own rights. This unit covers the area of Civics and Citizenship, which includes the study of Politics and Law.

Course Structure:
Calling all students who would like to be informed! This course challenges students to be informed about current issues and examine what is in the media relating to politics and government and law and order. Students study our political and legal systems, covering topics such as rights and responsibilities of citizens, parliament, voting, law making and the court system.

Assessed Tasks:
Presentation project, research assignment, workbook activities, tests and an end of unit examination.

Leads into: Further studies in Business Education Year 10 and The Law and You Year 10
Booklist Items: Nil
For further info: A. Anstis
Subject Cost: Nil

LOTE

LOTE provides students with the opportunity to join in an enormous language community and speak a language spoken in one of the world’s wealthiest countries. The College’s LOTE curriculum is designed so students learn by engaging in real-life situations, with an additional and important focus on not only how the language works, but why. In other words, emphasis is also placed on the grammatical structure, so that students are better placed to communicate effectively. In addition, the College's exchange programme which occurs in alternate years with schools in Germany gives students a once-in-a-lifetime opportunity to spend time in Germany, both in a German school and also to live with a German family.

Subjects offered at each level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>German</td>
<td>German</td>
<td>VCE LOTE (German) Units 1 &amp; 2</td>
<td>VCE LOTE (German) Units 3 &amp; 4</td>
</tr>
</tbody>
</table>

Subject Selection and Progression Rules:

- Students must study LOTE successively in every semester.
- The progression to a new level requires the satisfactory completion of two units at the previous level.
- The LOTE teachers can provide you with detailed information on what is required to pass each individual subject.

LOTE aims to:

- Engage students in communication skills, namely listening, reading, writing and speaking with an emphasis on being able to understand the target language and to be understood.
- Provide students with the opportunity to acquire language skills that will assist them in their career paths.
- Give students an opportunity to become familiar with German culture with the opportunity to participate in the Exchange Programme.
Chinese Year 8

Students will continue to develop their understanding of the Chinese language.

Course structure:

Their written and spoken skills will focus on topics such as: time, days & dates, occupations, descriptions; asking and giving directions. Students will develop an understand of the connections between Australia and China.

Assessed Tasks:

Examination, project, role play and oral presentation.

| Prerequisites: | NIL |
| Leads into: | Chinese Year 9 |
| Booklist Items: | Kuai Le Han Yu (Happy Chinese)2 |
| For further info: | K.Yu |
| Subject Cost: | Nil |

German Year 8

German Year 8 is suited to those students with some previous knowledge of German. The four skills of language learning, namely listening, speaking, reading and writing will be further developed. The students will become familiar with language relating to the world of teenage experience.

Course structure:

Topics to be covered will include greetings, numbers, family, school and sports. Cultural information will also be covered in a project on Germany and German-speaking countries.

Assessed Tasks:

Examination, project, role play and oral presentation.

| Prerequisites: | NIL |
| Leads into: | German Year 9 |
| Booklist Items: | Genau Textbook and Workbook |
| For further info: | W. Ferguson, I. Janousek |
| Subject Cost: | Nil |

German Year 9

German Year 9 is suited to those students who still want to further develop their German language skills and is aimed at students who wish to undertake German language study at VCE level. Students will use German within the world of teenage experience and topics related to events of general interest. They will learn to exchange information orally and in writing.

Course structure:

Topics include: meeting people, holidays, animals and food. Students will produce written texts incorporating various text types.

Assessed Tasks:

Examination, project, role play and oral presentation.

| Prerequisites: | German 1 (Semester 1 and 2) or equivalent |
| Leads into: | German 3 |
| Booklist Items: | Genz Genau Textbook and Workbook |
| For further info: | W. Ferguson, I. Janousek |
| Subject Cost: | Nil |
**Mathematics**

Mathematics is an area of knowledge older than recorded history and has, through the ages, developed into a sophisticated, complex body of knowledge. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in areas such as Science, Engineering, Technology, Art, Crafts and many everyday activities.

**Recommended Mathematics Pathways**

### Extension Mathematics Pathway

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8 Maths Extension</td>
<td>&gt;</td>
<td>Year 9 Maths Extension</td>
<td>&gt;</td>
<td>Year 10 Maths Extension</td>
</tr>
<tr>
<td>+</td>
<td></td>
<td>VCE General Maths Units 1 &amp; 2</td>
<td>+</td>
<td>VCE Further Maths Units 3 &amp; 4</td>
</tr>
</tbody>
</table>

### General Mathematics Pathway

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8 Maths</td>
<td>&gt;</td>
<td>Year 9 Maths</td>
<td>&gt;</td>
<td>Year 10 Maths</td>
</tr>
</tbody>
</table>

### Numeracy Mathematics Pathway

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 8 Numeracy</td>
<td>&gt;</td>
<td>Year 9 Numeracy</td>
<td>&gt;</td>
<td>Year 10 Numeracy</td>
</tr>
</tbody>
</table>

#Note: VCAL Numeracy is only available to students in a VCAL program

- Suggested pathways are shown by arrows in the diagram.
- All paths lead to different competency levels in Mathematics.
- Students must have successfully attempted Mathematics 3 or Mathematics Extension 3 to choose a VCE Mathematics.

**Many Careers Use Mathematics**: Actuaries, Scientists, Architects, Chemists, Computer System Analysts, Economists, Engineers, Geologists, Oceanographers, Mathematicians, Meteorologists, Physicists, Astronomers, Statisticians, Mathematics Teachers, Trade Apprenticeships.
Key Skills:

- Thinking, analysing and problem solving skills.
- Communicating in written, verbal and mathematical form.
- Comprehension of mathematical and written type problems.
- Application of mathematical skills.
- Organisation.
- Use of technology.
- Skill building activities
- Problem solving
- Modelling and simulating
- Analysing
- Real life problems
- Predicting
- Investigating
- Technology

Subject Selection and Progression Rules

- In consultation with teachers, students may choose from different streams of Mathematics at each level.
- Students will need to obtain an “S” for two semesters before progressing to the next level.
- Students who do not obtain an “S” will either need to choose an easier stream or attempt the subject again.
- Any Mathematics teacher will be able to give you more detailed information on what is required to pass each individual subject.
Numeracy Year 8

Numeracy Year 8 is suited to students who have not successfully completed year 7 mathematics or who have difficulties with basic mathematical concepts. During this course students focus on and revise mathematics skills covered in previous years and develop the basic skills needed for the workplace as a consumer. The aim of this course is to develop students’ skills and understanding to a level that will allow them to attempt Mathematics General 9 in the following year. This subject uses ICT extensively.

Course Structure:
In this subject students learn about Number, Space, Measurement Chance and Data, Structure and working mathematically.

Assessed Tasks:
Class and homework activities, tests, assignments and exam.

Leads into: Numeracy Year 9 (General Mathematics Year 9)

Booklist Items: Cambridge Essential Mathematics for the Australian Curriculum Gold Year 8, Standard
Scientific Calculator

For further info: S. Brown, A. Gale

Subject Cost: Nil

Mathematics General Year 8

Mathematics General Year 8 is suited to students who wish to focus on the basic mathematical skills needed for living as a consumer in everyday life and to being a numerate member of the workforce. This course does not cover the material required for students to attempt VCE Mathematical Methods or VCE Specialist Mathematics.

Course Structure:
In this subject students learn about Number, Space, Measurement Chance and Data, Structure and working mathematically.

Assessed Tasks:
Class and homework activities, tests, assignments and exam.

Prerequisites: Satisfactory completion of 2 units of Mathematics
Leads into: Mathematics Year 9

Booklist Items: Cambridge Essential Mathematics for the Australian Curriculum Gold Year 8, Standard
Scientific Calculator

For further info: S. Brown, M. Cisar

Subject Cost: Nil

Mathematics Extension Year 8

Mathematics Extension Year 8 is suited to students who show an ability, enjoy and have an interest in mathematics. It begins to prepares students for VCE Further Mathematics, Mathematical Methods & Specialist Mathematics and beyond.

Course Structure:
In this subject students learn about Number, Space, Measurement Chance and Data, Structure and working mathematically. An emphasis will be given to extending basic knowledge.

Assessed Tasks:
Class and homework activities, tests, assignments and exam.

Prerequisites: Satisfactory completion of 2 units of Mathematics
Leads into: Extension Mathematics Year 9

Booklist Items: Cambridge Essential Mathematics for the Australian Curriculum Gold Year 9, Standard
Scientific Calculator

For further info: S. Brown, T. Domaschenz

Subject Cost: Nil
**Numeracy Year 9**

Numeracy Year 9 is suited to students who have not successfully completed Mathematics Year 8 or who have difficulties with basic Mathematical concepts. During this course students focus on and revise mathematics skills covered in previous years and develop the basic skills needed for the workplace as a consumer. The aim of this course is to develop students’ skills and understanding to a level that will allow them to attempt Mathematics General in the following year. This subject uses ICT extensively.

**Course Structure:**

In this subject students learn about Number, Space, Measurement Chance and Data, Structure and working mathematically.

**Assessed Tasks:**

Class and homework activities, tests, assignments and exam.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Numeracy Year 10 or Mathematics General Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>Cambridge Essential Mathematics for the Australian Curriculum Gold Year 9, Standard Scientific Calculator</td>
</tr>
<tr>
<td>For further info:</td>
<td>S. Brown, A. Gale</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>

**Mathematics General Year 9**

Mathematics General Year 9 is suited to students who wish to focus on the basic mathematical skills needed for living as a consumer in everyday life and to being a numerate member of the workforce. This course does not cover the material required for students to attempt VCE Mathematical Methods or VCE Specialist Mathematics.

**Course Structure:**

In this subject students learn about Number, Space, Measurement Chance and Data, Structure and working mathematically.

**Assessed Tasks:**

Class and homework activities, tests, assignments and exam.

| Prerequisites: | Satisfactory completion of 2 units of Mathematics General or Mathematics Extension Year 8 |
| Leads into: | Mathematics Year 10 |
| Booklist Items: | Cambridge Essential Mathematics for the Australian Curriculum Gold Year 9, Standard Scientific Calculator |
| For further info: | S. Brown, T. Domanschenz |
| Subject Cost: | Nil |

**Mathematics Extension Year 9**

Mathematics Extension Year 9 is suited to students who show an ability, enjoy and have an interest in mathematics. It prepares students for VCE Further Mathematics, Mathematical Methods & Specialist Mathematics and beyond.

**Course Structure:**

In this subject students learn about Number, Space, Measurement Chance and Data, Structure and working mathematically. An emphasis will be given to extending basic knowledge.

**Assessed Tasks:**

Class and homework activities, tests, assignments and exam.

| Prerequisites: | Satisfactory completion of 2 units of Mathematics General or Mathematics Extension Year 8 |
| Leads into: | Mathematics Extension Year 10 |
| Booklist Items: | Cambridge Essential Mathematics for the Australian Curriculum Gold Year 10, Standard Scientific Calculator |
| For further info: | S. Brown, J. Ebbs |
| Subject Cost: | Nil |
Performing Arts

Performing Arts subjects allow students to express themselves through a variety of skills and areas. Performing Arts is suited for any student who likes to express themselves. Performing Arts subjects are predominantly practical classes that encourage students to express themselves through a variety of activities designed to develop skills for creating, developing and refining works for presentation to a live audience. Music and Drama are the main subjects offered in Performing Arts. However Dance is also covered within Drama units and Production classes and we have classes that focus purely on singing. This year we are also introducing Media Studies as a new elective.

Subjects offered at each level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
<td>VCE Theatre Studies Units 1 &amp; 2</td>
<td>VCE Theatre Studies Units 3 &amp; 4</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Music</td>
<td>VCE Drama Units 3 &amp; 4</td>
<td>VCE/VET Music</td>
</tr>
</tbody>
</table>

*Specific students will be allowed to select Production instead of Performing Arts in Semester 1, and/or Vocal Magic in Semester 2. Students will be selected into the subjects based on an audition held at the end of Term 4 2014. The Production for 2015 will be a musical.

Subject Selection and Progression Rules

- All students undertake one semester of Visual Arts and one semester of any Performing Arts subject in Year 8.
- From Year 9 onwards, students may choose either two semesters of visual or performing arts, or one semester of each.
- Students must achieve an “S” or pass at each level before they can progress to the next level.
- Students who do not achieve an “S” will need to select another subject from the same level for the next semester.
- It is recommended that students discuss their Visual Arts selections with their Visual Arts teachers and their Performing Arts selections with their Performing Arts teachers.
### Instrumental Music - Years 7 – 12

Instrumental music is suited to students who want to play and perform with their chosen musical instrument. Students will be required to attend rehearsals and perform in an ensemble/band.

**Course Structure:**

In this subject students learn to play the instrument of their choice and develop skills in musicianship, notational reading and prepare for performances. Students are required to attend regular lessons, rehearsals and perform at concerts scheduled during the school year.

**Assessed Tasks:**

Students will be assessed on their improved musical skills, individual and ensemble contribution to music performances and participation at rehearsals.

Instrumental tuition is available for the following instruments:

- Flute
- Violin
- Oboe
- Viola
- Bass Guitar
- Clarinet
- Saxophone
- Trumpet
- Trombone
- Keyboard
- Euphonium
- Tuba
- Piano

*Denotes instruments available for hire.

*Please note that fees are not refundable except in exceptional circumstances.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Further musical development and performances, V.C.E. Musical Performance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>Nil</td>
</tr>
<tr>
<td>For further info:</td>
<td>J. Netherway</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Hire of instrument $50.00 per semester. (The school has a limited pool of instruments) Music levy $50.00 per semester, Tutor Book $15.00-$20.00 (for beginners only)</td>
</tr>
</tbody>
</table>

### Production - Years 7 - 11

Production is suited to students who love to sing and dance. Students will rehearse and perform a musical.

**Course Structure:**

In this subject students develop skills in acting, singing and dancing as they prepare to perform in the College’s annual musical production. Students are required to attend rehearsals and performances scheduled outside class time (including after school and on some weekends) and to participate in the final public performances. Students can only be part of the College Production if they are in this class, unless they are senior students who have made specific arrangements with the teachers involved.

**Assessed Tasks:**

Students will be assessed on their contribution to teamwork, individual contribution to the Production, consistent participation in rehearsal, a major written task and a journal.

**Prerequisites:** Entry only by selection and audition. Production will run in Semester 1.

**Leads into:** Performing Arts subjects (Music and Drama), Vocal Magic, VCE Music Performance, VCE Theatre Studies, VCE Drama.

| Booklist Items: | Nil |
| For further info: | D. Joosten |
| Subject Cost: | Semester 1 $30.00 for costumes and make up. |
Vocal Magic (Group Singing) - Years 7 - 11

Vocal Magic is suited to students who love to sing. You will learn how to use and develop your singing voice and perform in the school and wider community.

Course Structure:

In this subject students interpret and perform vocal ensemble works in a range of styles including musical comedy, popular, gospel (optional) and classical. Students perform at both school and community functions and attend excursions to see live music. Through research and analysis of listening to work from different styles, cultures and times, students develop an understanding of relevant historical information to assist with the preparation of performances of vocal music. This course includes the unit “Learning to read vocal music” and an aural listening component using the Kodaly method, providing a pathway to the VCE Music Performance course.

Assessed Tasks:

Rehearsal participation, concert performance, practical exams (Kodaly exercises), analysis report and reflective journal

Prerequisites: Foundation Level Performing Arts, an ability to sing or a willingness to learn to do so.

Leads into: Music, VCE/VET Music

Booklist Items: Nil

For further info: L. Ford

Subject Cost: Excursion costs approximately $30.00 to see a performance which will be charged at time of activities.

Drama Year 8

Drama Year 8 is suited to students who enjoyed Drama in Foundation Level Performing Arts and would like to develop their skills further. Students are expected to perform and participate in a variety of practical workshops.

Course Structure:

In this subject students continue to develop their expressive skills in voice, movement and gesture. Students engage in fun and practical workshops designed to isolate and develop their expressive skills which they will actively use in performances throughout the semester. Most assessment will be performance based, but written reflection and some research assignments will also be undertaken.

Assessed Tasks:

Students will be assessed on the following units of work: Physical Theatre, Tableaux, News Reports, storytelling, Improvisation and Theatre sports. The major project will be based on a play which is devised by the students on the theme of Bullying. Students must also submit a journal and complete all written assessment tasks

Leads into: Drama Year 9, Production

Booklist Items: Nil

For further info: D. Joosten

Subject Cost: Nil
Drama Year 9

Drama Year 9 is suited to students who enjoy performing and using their creative imagination. Students will develop their performing skills through fun and practical workshops looking at several acting styles.

**Course Structure:**

In this subject students further their exploration of drama, acting and development of expressive skills undertaken in Drama Year 8. A variety of styles and genres of acting and performing will be introduced, giving students the opportunity to broaden and develop their skills and understanding, and there will be a continued focus on collaborative work. Most assessment will be performance based, but written reflection and some research assignments will also be undertaken. This class is aimed towards preparing students for studies in VCE Theatre Studies and VCE Drama.

**Assessed Task:**

Students will be assessed on the following units of work:

TV show, Melodrama, Scripts, Non Naturalism, Forum Theatre and Improvisation. The major project will be a student devised issue based performance. Students must also submit a journal and complete all written assessment tasks.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Performing Arts, Drama, Production.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Drama Year 10, Theatre Studies Units 1 &amp; 2, Production.</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Nil</td>
</tr>
<tr>
<td>For further info:</td>
<td>D. Joosten</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>
Science

The goal of Science studies at Phoenix P-12 Community College is to stimulate, respond to and nourish the curiosity, wonder and questioning that students have about the world they live in. Building students’ Science capability is critical in helping them develop the skills and understanding necessary to meet the challenges of an increasingly technological world and to make responsible, informed choices as citizens in a modern society.

Students will develop an understanding of living things and the environment, the concepts of matter and energy, and the relationship of the Earth to space and time.

Students will design and pursue investigations ethically and safely; generate, validate and evaluate evidence; analyse and interpret ideas and link them with existing understanding; work and reason with scientific models and communicate their findings and ideas to others.

Subjects offered at each level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Science</td>
<td>Real World Science</td>
<td>VCE Biology Units 1 &amp; 2</td>
<td>VCE Biology Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td></td>
<td>VCE Chemistry Units 1 &amp; 2</td>
<td>VCE Chemistry Units 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>VCE Physics Units 1 &amp; 2</td>
<td></td>
<td>VCE Physics Units 3 &amp; 4</td>
<td></td>
</tr>
<tr>
<td>VCE Environmental Science Units 1 &amp; 2</td>
<td>VCE Environmental Science Units 3 &amp; 4</td>
<td></td>
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</tr>
</tbody>
</table>

Subject Selection and Progression Rules

- Students must study two semesters of Science at Year 8
- Students must study Science in Year 9 and may choose to complete either or both semesters.
- Students who obtain a satisfactory result for both semesters at Year 8 will progress to Year 9.
- Students must obtain a satisfactory result in Science at Year 9 to progress to a Science Subject at Year 10.
- Students who are considering studying any VCE Science Subject are advised to study Science at Year 10. Students who DO NOT wish to study a science subject at VCE are advised to undertake ‘Real World Science’ at Year 10.
- Successful completion of Units 1 & 2 in a subject area is recommended before proceeding to Unit 3 & 4 studies in the subject.

Science Year 8

Science Year 8 will cover a range of key scientific understandings and the skills required to be a successful science student.

Course Structure:

In this subject students learn about living things and the environment, the concepts of matter and energy, and the relationship of the Earth to space and time. Students conduct investigations and experiments, give oral presentations, make models and conduct research assignments to extend their understanding of the theory behind the key scientific concepts that will be explored.

Assessed Tasks:

Research Project, Workbook Activities, Oral Presentation, Tests, Reports on Investigations, Model Construction

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Science Year 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>Science subjects at Year 9</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>Pearson Science 8 Student Book, Display folder</td>
</tr>
<tr>
<td>For further info:</td>
<td>J. Ebbs, C. Anderson-Whitecross</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil. An excursion of approximately $20.00 which will be charge at the time of the activity.</td>
</tr>
</tbody>
</table>
Science Year 9

Science Year 9 is a compulsory Science subject for all Year 9 students which will cover a range of key scientific understandings and the skills required to be a successful science student. One or two semesters of Year 9 Science can be taken.

Course Structure:
In this subject students learn about living things and the environment, the concepts of matter and energy, and the relationship of the Earth to space and time. Students conduct investigations and experiments, give oral presentations, make models and conduct research assignments to extend their understanding of the theory behind the key scientific concepts that will be explored.

Assessed Tasks:
Research Project, Workbook Activities, Oral Presentation, Tests, Reports on Investigations, Model Construction

| Prerequisites: | Satisfactory completion of Science at Year 8 |
| Leads into: | Year 10 Science subjects |
| Booklist Items: | Pearson Science 9 Student Book, Display folder |
| For further info: | D. Jones, S. Kahanoff |
| Subject Cost: | Nil - an excursion of approximately $10.00 will be charged at the time of the activity. |
Technology

Technology studies assist students to develop their skills and knowledge based around the design process. Contexts may relate to what we grow, eat, wear, build, make or program and will cover health and safety. There is an emphasis on the development of students' skills in managing and manipulating materials and resources using a range of tools, equipment and machines to make functional products or systems.

Subjects offered at each level

<table>
<thead>
<tr>
<th>Year 8/9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeding Our Friends</td>
<td>Master Chef</td>
<td>VCE Food Technology Units 1 &amp; 2</td>
<td>VCE Food Technology Units 3 &amp; 4</td>
</tr>
<tr>
<td>Contemporary Cooking</td>
<td>Journey Around The World</td>
<td>VET Hospitality</td>
<td>VET Hospitality</td>
</tr>
<tr>
<td>Creative Textiles</td>
<td>Fashion Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textiles and Beyond</td>
<td>Product Design</td>
<td>VCE Product and Design Unit 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>Woodwork</td>
<td>VET Building &amp; Construction</td>
<td>VET Building &amp; Construction</td>
<td>VET Building &amp; Construction</td>
</tr>
<tr>
<td>Advanced Woodwork</td>
<td>Woodwork</td>
<td>VET Furniture Making</td>
<td>VET Furniture Making</td>
</tr>
<tr>
<td>F1 in Schools</td>
<td>Metals</td>
<td>VET Engineering</td>
<td>VET Engineering</td>
</tr>
<tr>
<td></td>
<td>Solidworks</td>
<td>VET Automotive</td>
<td>VET Automotive</td>
</tr>
<tr>
<td></td>
<td>Information Technology</td>
<td>VET Hairdressing</td>
<td>VET Hairdressing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VET Creative Industries (Media)</td>
<td>VET Creative Industries (Media)</td>
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<tr>
<td></td>
<td></td>
<td>VET Small Business</td>
<td>VET Small Business</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VET Visual Art</td>
<td>VET Visual Art</td>
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<tr>
<td></td>
<td></td>
<td>VET Events Management</td>
<td>VET Events Management</td>
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<tr>
<td></td>
<td></td>
<td>VET Community Service</td>
<td>VET Community Service</td>
</tr>
</tbody>
</table>

Technology key skills include addressing design problems either as individuals or in teams, to research, review, select or justify the use of production and assembly processes leading to the production of quality products.

Technology Learning Activities include developing innovative solutions to design briefs, drawing and modelling techniques, investigating properties and characteristics of materials and systems and hands-on practice.

All technology subjects require students to purchase occupational health and safety equipment including apron, hairnet & safety glasses. These can be purchased from Mrs. Bedford.


For all cooking classes students are required to bring a clearly named container, apron and 2 tea-towels.

Additional equipment will be required for Years 9, 10, 11 & 12.
Feeding Our Friends Year 8/9

Feeding Our Friends is suited to students who are interested in exploring the world of food and nutrition while developing and extending their cooking and kitchen skills.

**Course Structure:**

This unit explores the foundations of cookery along with the many aspects of home cooking, health and nutrition as well as establishing safety and hygiene practices that will ensure that food is exciting, safe and well presented. The unit will establish students with various cooking skills with a focus on presenting and planning for the needs of their families and friends. It explores how food meets the social needs of individuals and groups in various societies and their celebrations within Australia and around the world. The unit will support students to gain the skills necessary to modify and create recipes to meet the needs of the diners they are cooking for.

**Assessed Tasks:**

Research and investigation tasks, products, designs, evaluations, production plans and end of semester exam.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Contemporary Cooking, Journey Around The World, Master Chef</th>
</tr>
</thead>
<tbody>
<tr>
<td>For further info:</td>
<td>D. Chan, S. Milligan-Brown</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Semester 1 : $25.00 for food  Semester 2 : $25.00 for food</td>
</tr>
</tbody>
</table>

Information Technology Year 8/9

Information Technology (I.T) Year 8/9 is an elective that will introduce students to a range of applications of current technology. It will allow students to build their understanding of computers, while improving their skills in a range of technologies.

**Course Structure:**

In this subject students use a wide range of current technologies to program, research, design and create. Students develop their understanding of both the hardware and software of a range of technologies, while building their practical skills. They will work in groups on investigative and design assignments, create their own computer games, program robots and keep an E-portfolio of their work.

**Assessed Tasks:**

E-portfolio, programming tasks, group projects and investigative assignments.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Information Technology Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>USB flash drive</td>
</tr>
<tr>
<td>For further info:</td>
<td>C. Anderson-Whitecross</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td>Nil</td>
</tr>
</tbody>
</table>
Contemporary Cooking Year 8/9

Our Contemporary Cooking unit of study is suited to students who want to continue exploring the more complex cooking techniques and styles which create the fabulous foods we are constantly exploring in today’s media. They will demonstrate a curiosity about new and exciting food trends and will investigate and explore new foods and preparation techniques.

Course Structure:

The subject focuses on the new trends in the food industry of simplicity of flavour and beautiful presentation. We will explore contemporary food photography and food presentation methods. Students will investigate Australia’s rapidly expanding contemporary dining industry and will extend their knowledge and skills of the ingredients and techniques used by many modern chefs.

Assessed Tasks:

Research and investigation tasks, products, designs, evaluations, production plans and end of semester exam.

Reads into:  
Journey Around The world, Master Chef (extension program), VET Hospitality, VCE Food and Technology

Booklist Items:  
4gb flash drive, A4 display book and lined paper

For further info:  
D. Chan, S. Milligan-Brown

Subject Cost:  
Semester 1 : $25.00 for food  
Semester 2 : $25.00 for food

Creative Textiles Year 8/9

Creative Textiles Year is suited to students who wish to develop and extend their design and construction techniques. Students will learn the fundamentals of design while making fun and interesting textile products.

Course Structure:

Students establish and extend their skill levels, knowledge and confidence to safely use equipment, tools and machinery while creating fun and contemporary products. Students also investigate the origins of natural and man-made fibres. Students will acquire skills in relation to designing, construction and evaluation and will develop an understanding of the problem solving process.

Assessed Tasks:

Research and investigation tasks, products, designs, evaluations, production plans and end of semester exam.

Reads into:  
Textiles and Beyond, Product Design, Fashion Design

Booklist Items:  
A4 display folder: A4 lined and plain paper

For further info:  
S. Milligan-Brown

Subject Cost:  
Semester 1 : $10.00 for sundry sewing needs  
Semester 2 : $10.00 for sundry sewing needs

Textiles and Beyond Year 8/9

Textiles and Beyond is suited to students who are interested in developing and extending their knowledge and skills at interior design, textile art, fashion and the Urban industry. Students will have an opportunity to design and produce textile items and will learn the basics of design, industrial branding, decoration and textile applications.

Course Structure:

In this subject students will learn how to develop their individual creative skills to create products that are visually appealing and functional. Students will design and construct textile products while learning about the concepts of sustainability and recycling and will develop decorating and embellishing skills using variety of trims and beads as well as fabric applications. Students will learn how to create design briefs, production plans and will begin to establish their own evaluation criteria to gauge the success of their products.

Assessed Tasks:

Research and investigation tasks, products, designs, evaluations, production plans and end of semester exam.

Reads into:  
Creative Textiles Year 8/9, Fashion Design Year 10

Booklist Items:  
A4 display folder and A4 lined and plain paper

For further info:  
S. Milligan Brown

Subject Cost:  
Semester 1 : $10.00 for thread and sundry sewing items  
Semester 2 : $10.00 for thread and sundry sewing items
Woodwork Year 8/9

Woodwork is suited to students who are hands-on and like working with timber. Students will use their creative abilities to design and produce their own timber model. Through theoretical and practical tasks students will use a range of hand and power tools.

Course Structure:

Students practice making various timber joints commonly used in the furnishing and building industry. They research and test the sustainability of various timber types. Production processes and safe use of hand and power tools will be taught to produce quality timber products. Students learn how to prepare design briefs, production plans and develop evaluation criteria to gauge product success.

Assessed Tasks: Investigations, designs, products and product evaluations; unit exam.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Woodwork Year 10, VET Building &amp; Construction Units 1 &amp; 2, VET Furniture Making Units 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>Nil</td>
</tr>
<tr>
<td>For further info:</td>
<td>J. Koelle, C. Muller, T. Blee</td>
</tr>
</tbody>
</table>
| Subject Cost: | Semester 1 : $20.00 for materials  
Semester 2 : $20.00 for materials |

Advanced Woodwork Year 8/9

Advanced Woodwork Year 8/9 is suited to students who would like to combine creative design with practical tasks. Through theoretical and practical challenges students will learn a variety of techniques and skills in working with wood. This subject will allow you to use a wide range of hand and power tools in a professional and safe working manner.

Course Structure:

Students design and produce a piece(s) of furniture according to specifications. They practice making complex timber joints commonly used in the furnishing and building industry, investigate properties and characteristics of timber types and manufacturing boards. Production processes and safe use of a wide range of hand and power tools is taught to produce high quality timber products. Students learn how to develop design briefs, productions plans, and develop evaluation criteria to gauge the success of their products.

Assessed Tasks:

Investigations, designs, products and product evaluations, unit exam.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>VET Building &amp; Construction Units 1 &amp; 2, VET Furniture Making Units 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>Nil</td>
</tr>
<tr>
<td>For further info:</td>
<td>C. Muller, T. Blee,</td>
</tr>
</tbody>
</table>
| Subject Cost: | Semester 1 : $30.00 for timber and hardware  
Semester 2 : $30.00 for timber and hardware |

F1 in Schools Year 8/9

F1 in Schools is suited to students who want to become a member of the ‘F1 in Schools’ team – a program which allows students to design, produce, test and race a miniature Formula 1 car – competing against other school teams nationally and internationally.

Course Structure:

Students learn how to use a 2D and 3D drawing program modelling different objects including F1 car designs. They also learn how to create virtual car assemblies, technical drawings, photo realistic imaging and simulations. The use of a virtual wind tunnel and research on aerodynamic materials allows the students to modify their designs. Computer Aided Manufacturing will give the students the chance to produce their designs and race them on a 20m race track. They learn about team marketing and sponsorship.

Assessed Tasks:

Investigations, designs, products and product evaluations, unit exam.

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Visual Communication, Solidworks, VET Engineering Units 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>USB flash drive</td>
</tr>
<tr>
<td>For further info:</td>
<td>C. Muller</td>
</tr>
</tbody>
</table>
| Subject Cost: | Semester 1 : $10.00 for model materials  
Semester 2 : $10.00 for model materials |
Metals Year 8.

Metals is suited to students who are interested in producing models using a range of tools and equipment. Through theoretical and practical tasks students will gain skills and knowledge to be able to produce a number of different models.

Course Structure:

Students develop skills and knowledge in working with a range of different materials. Students learn how to read and understand engineering drawings. Throughout the semester students are introduced to various machines, equipment and tools. It is absolutely paramount that students wear safety glasses, protective clothing and hair nets when working with machines and demonstrate, at all times, safe workshop behaviour.

Assessed Tasks:

Investigations, products and product evaluations, unit exam.

Leads into:  
Leads into: Metals Years 9/10, VET Engineering

Booklist Items:  
A4 display folder

For further info:  
B. Kirby

Subject Cost:  
Semester 1: $25.00 for materials  
Semester 2: $25.00 for materials.

Solidworks 9/10

Solidworks 9/10 is suited to students who have an interest in drawing and designing and using “state of the art technologies” such as the Solidworks drawing program and the 3D printer.

Course Structure:

Students learn how to draw very basic shapes in 3D to designing their own models/shapes. Students also learn the setup procedure to prepare and run the computerized equipment i.e. 3D printer to machine their own models.

Assessed Tasks:

Investigations, products and product evaluations, unit exam.

Leads into:  
VET Engineering, F1 in schools

Booklist Items:  
USB flash drive, A4 display folder

For further info:  
B. Kirby

Subject Cost:  
Semester 1: $10.00 for materials  
Semester 2: $10.00 for materials.

Information Technology Year 8/9

Information Technology (I.T) Year 8/9 is an elective that will introduce students to a range of applications of current technology. It will allow students to build their understanding of computers, while improving their skills in a range of technologies.

Course Structure:

In this subject students use a wide range of current technologies to program, research, design and create. Students develop their understanding of both the hardware and software of a range of technologies, while building their practical skills. They will work in groups on investigative and design assignments, create their own computer games, program robots and keep an E-portfolio of their work.

Assessed Tasks:

E-portfolio, programming tasks, group projects and investigative assignments.

Leads into:  
Information Technology Year 10

Booklist Items:  
USB flash drive

For further info:  
C. Anderson-Whitecross

Subject Cost:  
Nil
Visual Arts

The Visual Arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking that helps them understand themselves and the world. Visual Arts encourage the development of skills and the exploration of technologies, forms and processes through the creation of works which are visual in nature, such as ceramics, painting, sculpture, printmaking and photography. These subjects encourage the exploration of ideas that cross the full range of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic and physical fields.

Subjects offered at each level

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts</td>
<td>Art – Mixed Media</td>
<td>Art – Mixed Media</td>
<td>VCE Art Units 1 &amp; 2</td>
<td>VCE Art Units 3 &amp; 4</td>
</tr>
<tr>
<td>Ceramics</td>
<td>Ceramics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printmaking</td>
<td>Printmaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photography</td>
<td>Photography</td>
<td>VCE Studio Arts Units 1 &amp; 2</td>
<td>VCE Studio Arts Units 3 &amp; 4</td>
<td></td>
</tr>
</tbody>
</table>

Visual Arts courses are suited to students who:

- are focusing on University/TAFE entry
- who wish to commence an apprenticeship
- who would like to begin working in an industry area

Careers that use skills learnt in Visual Arts:

- Animator
- Artist
- Art Gallery Assistant
- Architectural Draftsman
- Camera Operator eg. film
- Chef
- Desktop Publisher
- Fashion Coordinator
- Hairdresser
- Illustrator
- Interior Designer
- Photographer
- Recreation Officer
- Sign Writer
- Teacher
- Vehicle Spray Painter

Subject Selection and Progression Rules:

- In Year 8, all students MUST undertake one semester of Visual Arts. The subject will be completed in either 1st or 2nd semester. This is a general Visual Arts course enhancing and broadening the skills learnt in Year 7.
- From Year 9 onwards, students may choose 2 semesters of Visual Arts. e.g. 1st semester Ceramics and 2nd semester Art – Mixed Media.
- Students must achieve an “S” at each level before they can progress to higher level.
- It is recommended that students discuss their Visual Arts selections with the Art teachers.
### Visual Arts Year 8

In Visual Arts Year 8 students will continue to enhance their skills in the areas of painting, printmaking, sculpture and drawing. Students will have the opportunity to investigate different art genre, from traditional landscapes through to street art.

**Course Structure:**

In this subject students further develop their skills in drawing, designing, painting, printmaking and 3D construction, by undertaking practical work in various mediums and styles to complete a visual diary of finished art works. Students complete various written and theoretical work.

**Assessed Tasks:**

Visual diary of trialled and finished art works, theory in written or oral format

<table>
<thead>
<tr>
<th>Leads into:</th>
<th>Visual Arts Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Booklist Items:</td>
<td>A4 Visual Diary</td>
</tr>
<tr>
<td>For further info:</td>
<td>Art staff</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td></td>
</tr>
<tr>
<td>Semester 1:</td>
<td>$10.00 for Art Gallery Excursions charged at the time of the activity.</td>
</tr>
<tr>
<td>Semester 2:</td>
<td>$10.00 for Art Gallery Excursions charged at the time of the activity.</td>
</tr>
</tbody>
</table>

### Art Mixed Media Year 9

Art – Mixed Media Year 9 is suited to students who are interested in completing multiple art disciplines such as painting and drawing and wish to advance their skill development.

**Course Structure:**

In this subject students use the elements and principles of Art to complete a folio of finished work developed from drawings, collages, paintings, printmaking and ceramics. Themes are developed around portraiture, still-life and landscapes using a variety of media and techniques. There is also the opportunity to link digitally generated images using digital cameras. Historical and cultural studies of Art will be undertaken with students completing written and theoretical assignments including aesthetics analysis.

**Assessed Tasks:**

Visual diary of trialled and finished art works, theory in written or oral format

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Visual Arts Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>All Visual Arts Year 10 subjects</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>A4 Visual Diary</td>
</tr>
<tr>
<td>For further info:</td>
<td>Art staff</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td></td>
</tr>
<tr>
<td>Semester 1:</td>
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</tr>
<tr>
<td>Semester 2:</td>
<td>$10.00 for Art Gallery Excursions charged at the time of the activity.</td>
</tr>
</tbody>
</table>

### Ceramics Year 9

Ceramics Year 9 is suited to students who are interested in working with clay and wish to learn the methods of mould making, coil construction and glazing.

**Course Structure:**

In this subject students get the chance to develop, increase and extend their skills in working with clay. Techniques and skills covered include coil, pinch, slab, moulds and modelling. Students also study the history of art, the elements and principles of design, and complete verbal and written analysis and interpretation of artworks.

**Assessed Tasks:**

Visual diary of trialled and finished art works, theory in written or oral format

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Visual Arts Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>All Visual Arts Year 10 subjects</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>A4 Visual Diary</td>
</tr>
<tr>
<td>For further info:</td>
<td>Art staff</td>
</tr>
<tr>
<td>Subject Cost:</td>
<td></td>
</tr>
<tr>
<td>Semester 1:</td>
<td>$10.00 for Art Gallery Excursions charged at the time of the activity.</td>
</tr>
<tr>
<td>Semester 2:</td>
<td>$10.00 for Art Gallery Excursions charged at the time of the activity.</td>
</tr>
</tbody>
</table>
Photography Year 9

Photography Year 9 is suited to students who are interested in exploring the techniques and traditions of "old-school" black and white photography with an added twist of digital manipulations.

**Course Structure:**

Students get to use the retro style SLR cameras to capture images, learn the skills to use a digital camera and take their photos across into the computer program Photoshop. There are also theory based assignments which involve studying artists and their influences on the development of photography.

**Assessed Tasks:**

Visual diary of trialled and finished art works, theory in written or oral format

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Visual Arts Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>All Visual Arts Year 10 subjects</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>A3 Visual Diary</td>
</tr>
<tr>
<td>For further info:</td>
<td>Art staff</td>
</tr>
<tr>
<td><strong>Subject Cost:</strong></td>
<td>Semester 1 : $30.00 for Art Gallery Excursions charged at the time of the activity. Semester 2 : $30.00 for Art Gallery Excursions charged at the time of the activity.</td>
</tr>
</tbody>
</table>

Printmaking Year 9

Printmaking Year 9 is suited to students who are interested in working with lino, card and silk screen to produce images that can be mass produced or printed on t-shirts.

**Course Structure:**

In this subject students are given the opportunity to develop skills in printmaking. Students learn how to make art prints using various printmaking techniques. The processes and techniques covered will include dry etching, monoprinting, linocuts, collagraphs and use of the printing press. Students study the history of art, the elements and principles of design, and complete verbal and written analysis and interpretation of artworks.

**Assessed Tasks:**

Visual diary of trialled and finished art works, theory in written or oral format

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Visual Arts Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>All Visual Arts Year 10 subjects</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>A4 Visual Diary</td>
</tr>
<tr>
<td>For further info:</td>
<td>Art staff</td>
</tr>
<tr>
<td><strong>Subject Cost:</strong></td>
<td>Semester 1 : $10.00 for Art Gallery Excursions charged at the time of the activity. Semester 2 : $10.00 for Art Gallery Excursions charged at the time of the activity.</td>
</tr>
</tbody>
</table>

Visual Communication and Design Year 9

Visual Communication and Design Year 9 is suited to students who are interested in learning about the design process used in advertising, television commercials and magazines.

**Course Structure:**

In this subject students undertake various design exercises and controlled drawing tasks which increases their design awareness and drawing skills. They also study the elements and principles of design as well as completing computer generated tasks. Students undertake written analysis and interpretation of visual communications. Topics could include perspective rendering, illustration and other techniques used in the commercial art field.

**Assessed Tasks:**

Visual diary of trialled and finished art works, theory in written or oral format

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Visual Arts Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads into:</td>
<td>All Visual Arts Year 10 subjects</td>
</tr>
<tr>
<td>Booklist Items:</td>
<td>A4 Visual Diary</td>
</tr>
<tr>
<td>For further info:</td>
<td>Art staff</td>
</tr>
<tr>
<td><strong>Subject Cost:</strong></td>
<td>Semester 1 : $10.00 for Art Gallery Excursions charged at the time of the activity. Semester 2 : $10.00 for Art Gallery Excursions charged at the time of the activity.</td>
</tr>
</tbody>
</table>
Applied Learning

Applied Learning enables students to put into action the theory they are learning by engaging in real-world situations. Students will learn the knowledge, skills and understandings to then produce real outcomes for real audiences. Students can choose the direction of their outcomes based on interest and community connections.

Subjects offered at each year level

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Challenge</td>
<td>My Interest, My Future</td>
<td>VCAL</td>
<td>VCAL</td>
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<td></td>
<td></td>
<td>VCAL Literacy</td>
<td>VCAL Literacy</td>
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<td></td>
<td></td>
<td>VCAL Numeracy</td>
<td>VCAL Numeracy</td>
</tr>
</tbody>
</table>

Applied Learning Key Skills include self-management, communication, teamwork, problem solving, planning, organisation, technology, enterprise and lifelong learning.

Applied Learning Activities involve researching areas of interest, posing questions, connecting with the community, team based projects, developing activities and events, putting theory into practice, hands-on learning and communicating ideas both verbally and in written formats.

Subject Selection and Progression Rules:

- In Year 9, all students will undertake the Community Challenge Program for one semester.
- Entry to My Interests, My Future will be based on successful completion of the Community Challenge program.
- While My Interests, My Future leads very well into VCAL, it is not a prerequisite. Students can also move into a VCE program from this program.
- Applied Learning units at Years 9 and 10 can be substituted for any of your regular selections apart from Maths. In the second semester, these units should be substituted for a different Learning Area, so that you still cover all Learning Areas over the year.

Year 9 Community Challenge – Compulsory

All Year 9 students undertake the Community Challenge program for a semester. This program is centred in a purpose-built building which houses up-to-date technology and resources. These resources provide significant opportunities for Year 9 students to learn in new ways. Community Challenge is designed to capitalize on our students’ curiosity, their need to socialize and a desire for learning to have a real life component.
Community Challenge Year 9

Community Challenge is suited to students who are keen to work in small teams to complete projects that relate to their community including the class, school and local community. Students will link in with community groups to make a difference to the community in which they live, completing real projects with real outcomes for real audiences.

Course Structure:

In this subject students learn about themselves as learners; the way they think and communicate affects their outcomes. They learn how to lead and be a part of a team, to ask questions, analyse information and research for projects as well as making a difference to their community. Students enjoy many excursions to support their learning. They Race Around Ballarat and Melbourne, learn to juggle, attend SSMART ASSK, visit galleries, work with experts and artists, teach primary school students, participate in fundraising and devise their own projects.

Assessed Tasks:

Learning How To Learn Project, Make A Difference Project, Peace Ambassadors Project, Juggling Performance

Leads into: Year 10, My Interests, My Future, VCAL, VCE
For further info: W.Johnston, E.Rooney
Subject Costs: Nil - $35 Excursions costs to Melbourne including the train, Museum and Rialto Tower entry to be charged at time of activity.

Community Challenge aims to:

- Engage students in real-life hands-on learning tasks with real outcomes.
- Provide students with the opportunity to acquire life skills that are transferable out of the classroom and into the community.
- Focus on the well-being of students so as to improve their confidence, self-esteem and motivation, by the establishment of positive relationships and a learning environment that is engaging, productive and supportive.
- Challenge students to work within a range of group situations and to learn how to be a better team player.
- Being aware of yourself
- Being able to motivate yourself to learn
- Being able to manage your moods
- Developing healthy relationships with others
- Teachers and students work together
- Students investigate their world
- Students negotiate various aspects of the curriculum
- Students pose their own questions
- Students explore answers to solve problems
- Build knowledge and cooperate together
- Think and engage in their learning
- Accept challenges
- Use technology for powerful thinking

Personal & Interpersonal Learning is:

In Inquiry Based Learning:

Students in Thinking Classrooms: