timboon P-12 School

YEAR 9 & 10 CORE AND ELECTIVE UNIT HANDBOOK

Strength through Understanding
THE GENERAL GOALS OF THE YEAR 9 AND 10 CORE AND ELECTIVE UNIT SYSTEM

1. To prepare students for a National Curriculum in English, Science, History and Mathematics.

2. To offer courses relevant to student needs and interests

3. To offer programs that provides opportunities for students to demonstrate achievement of the Victorian Essential learning Standards

4. To allow students to progress at the most suited to their abilities and to encourage them to reach their full potential.

5. To encourage students to achieve successfully at their level of ability

6. To allow students to concentrate on areas of ability and success.

7. To provide a wider choice of curriculum offerings to students

8. To allow students and parents to take more responsibility for subject areas studied.

UNDERSTANDING THE TERMS WE USE IN THIS BOOKLET

- **Semester**: 20 weeks. The year is divided into two semesters. (1st Semester ends at the finish of 2nd Term.) Students select for one Semester at a time.

- **Unit**: A course of study lasting one Semester. (20 weeks) Students choose four Units per Term. Each unit is allocated 3 sessions per week.

- **Core**: Subjects that each student in Years 9 and 10 need to do under the National Curriculum. These subjects are prescribed, build on skills and are portable between schools and states.
CONTENTS OF UNIT HANDBOOK

This Unit book is organised into 8 areas as shown below. Each area of study offers units designed to meet the standards set out in the Victorian Essential Learning Standard.

THE ARTS

Visual Arts
Drama
Visual Communications
Music

ENGLISH (Core)

HEALTH & PHYSICAL EDUCATION

Home Economics
Home Group
Physical Education

LOTE (LANGUAGE OTHER THAN ENGLISH)

Japanese

MATHEMATICS (Core)

SCIENCE (Core)

HUMANITIES

Commerce
Geography
History (Core)

TECHNOLOGY

Information
Materials
Systems
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<td>TS3 - Crazy Toys / Softies</td>
<td>50</td>
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STUDYING VCE / VET UNITS WHILST IN YEAR 10

For a limited number of students it is beneficial to include a VCE / VET unit in their Year 9 and 10 programs. In considering this possibility it must be noted that since VCE units are designed to build upon skills and maturity developed during a student’s first eleven years of schooling, this must be an informed decision and follow the appropriate process.

IT IS IMPORTANT TO NOTE:

1. VCE / VET units are more difficult than those designed for Year 9/10 and require a higher level of skill and maturity. This includes application in class and the ability to work independently and organise time effectively.

2. Some VCE units have prerequisite units.

3. Students undertaking a VCE unit or a timetabled VET unit will be unable to participate in the 9 / 10 elective units that are timetabled in the same 'block'. Depending on the VCE / VET unit selected, students may miss 2 sessions from the core homegroup study. In addition, students who undertake a VET course that is not part of the school's scheduled timetable will miss up to 4 sessions a week. It is expected that students complete missed work as a homework task, to enable them to successfully meet the subject requirements.

4. VCE students will have preference when being allocated to classes.

5. Some VCE units may be studied in semester two without having studied the corresponding unit in semester one.

PROCEDURE

- Students who would like to be considered for accelerated learning enrolment in VCE / VET course should first discuss this with their parents and Home Group teacher. Reasons for such an enrolment should be carefully considered.

- Interested students are required to complete an application form.

- They should talk with the VCE subject teacher and, where possible, their current teacher of a related 9/10 unit.

- If subject and Home teachers recommend the enrolment, the completed form should be submitted to a Year Level Co-ordinator or Subschool leader. The request will be considered by Year Level Co-ordinators and the Sub-School Leader after speaking with the student. Final decisions remain the responsibility of the Principal.
UNIT SELECTION PROCEDURE

1. You will receive a "Unit Blocking Sheet". This will be a sheet divided into blocks, with a number of units in each of these blocks. Your task is to select ONE unit from each of the elective blocks.

2. When you receive the sheet, which describes the units to be offered next semester and the blocks into which each unit is placed, you will almost certainly have "clashes" of units that you wish to do. This is, where there will be two or even more desired units in one "block". Since you can only choose one unit from each block, it will not be possible to take them all, unless a particular unit is repeated in another block. In cases like this, remember that most units will be repeated next semester or later, and that you will have a chance of doing the desired unit eventually. Thus the system does not, and cannot, give you a completely free choice! Remember, however, that it is better than no choice at all.

3. After you have selected your units you will be interviewed by staff counsellors. They will check your overall course and make any necessary adjustments. (Parents are welcome to attend this interview.)

4. Class lists of all units will then be published. Any mistakes are to be reported to the Year Level Co-ordinators.

THINK BROADLY - SELECT CAREFULLY

Don't put yourself in a corner; don't leave out subjects that could help you take interesting career paths. A balanced course is essential.

Over the four semesters you should have completed units from all faculty areas. Also carefully check flow charts and pre-requisites for Senior School.

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>NUMBER OF UNITS</th>
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<tbody>
<tr>
<td>ENGLISH</td>
<td>CORE (5 SESSIONS)</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>CORE(5 SESSIONS)</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>CORE (5 SESSIONS / 1 SEMESTER)</td>
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<tr>
<td>HISTORY</td>
<td>CORE (5 SESSIONS/ 1 SEMESTER)</td>
</tr>
<tr>
<td>GEOGRAPHY</td>
<td>1</td>
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<tr>
<td>COMMERCE</td>
<td>1</td>
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<tr>
<td>THE ARTS</td>
<td>3</td>
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<tr>
<td>TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PE (PHYSICAL)</td>
<td>2 (1 PER YEAR)</td>
</tr>
<tr>
<td>LOTE</td>
<td>OPTIONAL</td>
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</table>

CHANGES TO SELECTED COURSES
Changes to selected classes are considered only after the completion of one week in those classes. A request form available from Administration Office is to be completed by all concerned prior to any consideration by the Year Level Co-ordinators and Sub School Leader to a change. A two week window of opportunity is open for any student to change their unit selection after the commencement of the semester.
COURSE MONITORING

The school will maintain records of the courses undertaken by each student and their results. Students and parents should keep a similar record of student studies.

A record sheet has been provided in this booklet for such purposes. Each semester, the units being studied and their results can be entered. Parents and students will therefore have a permanent record of course progress which can be used to plan further studies.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Commerce</th>
<th>Geog.</th>
<th>Physical Education</th>
<th>Technology (Including food units)</th>
<th>Arts</th>
<th>LOTE</th>
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SAMPLE GRID

The electives offered in each block change each semester.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>5 sessions</th>
<th>5 sessions</th>
<th>5 sessions</th>
<th>4 sessions</th>
<th>3 session Elective block</th>
<th>3 session Elective block</th>
<th>3 session Elective block</th>
<th>2 session elective block</th>
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<tr>
<td>10</td>
<td>English X2</td>
<td>Maths X2</td>
<td>Science 1</td>
<td>Homegroup:</td>
<td>Art</td>
<td>Tech</td>
<td>Art</td>
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<td>semester</td>
<td>Beyond</td>
<td>Food</td>
<td>Food</td>
<td>Comm / geog</td>
<td>Comm / geog</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>History 1</td>
<td>School</td>
<td>PE</td>
<td>PE</td>
<td>LOTE</td>
<td>geog</td>
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<td>semester</td>
<td></td>
<td>Science extension</td>
<td>Music</td>
<td>Teach</td>
<td>Peer Supp</td>
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<td>9</td>
<td>Maths x 2</td>
<td>English X2</td>
<td>Science 1</td>
<td>Home group</td>
<td>Breaking</td>
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<td>Semester</td>
<td>New</td>
<td>New</td>
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<td>History 1</td>
<td>Ground</td>
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</table>
THE ARTS

The Arts have always been fundamental forms of expression and communication in all societies. While there are many art forms practised in contemporary Australian society, Visual Arts, Drama and Music are most commonly understood as key areas that should be experienced by students from Prep to Year 12. In secondary school Visual Communication and Design is introduced.

Strands in the learning area:

At Timboon P-12 School the following strands of the Arts are taught:

- Visual Art
- Drama
- Visual Communication and Design
- Music

VISUAL ART

The Visual Art Course in Year 9 and 10 aims to help students express and communicate their ideas, feelings and experiences through a wide range of media and a variety of skills and techniques. It caters for students wishing to pursue Art at higher levels, as well as encouraging all students to utilise their practical art and craft skills during leisure time.

If a student wishes to do V.C.E. Studio Art, it is strongly recommended that they complete a total of THREE Units over the two years of middle school. However, there are no pre-requisites for V.C.E.

- Due to the high cost of art materials, art units attract a levy to cover the cost of consumable materials. All equipment and tools are provided.

SOME CAREER POSSIBILITIES

LANDSCAPE GARDENING, DESIGN, TEACHING, INTERIOR DECORATING, GRAPHIC ARTS, CARTOONING ILLUSTRATION, PRINTING, PHOTOGRAPHY, CERAMIC INDUSTRY, ADVERTISING, PROFESSIONAL ARTIST, SIGNWRITING, WINDOW DRESSING, CALLIGRAPHY, ARCHITECTURE, FASHION DESIGN, STAGE AND COSTUME DESIGN, FILM MAKING and WEB & GAMES DESIGN.
# Middle School Visual Art Units

**Visual Arts**  
(Leading to Units 1-4 Studio Art)

**Visual Communications**  
(Leading to Units 1-4 Visual Communication & Design)

## ‘Creating & Making’

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<th>Art Forms</th>
<th>Techniques</th>
<th>Type</th>
<th>Techniques</th>
</tr>
</thead>
</table>
| **Drawing & Painting A01** | Pencil & Graphite  
Charcoal  
Dry Pastel  
Oil Pastel  
Watercolour/Ink  
Acrylic Paint  
Stencil Art – Aerosol | **Illustration A06** | Freehand  
Direct from observation  
Rendering Techniques  
Book Illustration  
Diagrams |
| **Printmaking & Stencil Art A03** | Monoprint  
Collograph  
Linocut  
Intaglio – Etching Acetate & Foam  
Silkscreen | **Industrial & Technical Drawing A07** | Product Design  
Orthogonal Drawing  
Axonometric Drawing |
| **Digital Photography A05** | Camera Techniques  
Photo composition  
Digital Manipulation - Photoshop | **Architectural Drawing A08** | Drawing & reading plans  
Conventions & architectural symbols  
Scale  
1 Point Perspective  
2 Point Perspective |
| **Ceramics & Mosaics A02** | Wheel Thrown  
Handbuilt  
Indirect Method  
Direct Method | **Creative Graphics A09** | Logos & Symbols  
Packaging  
Swing Tags  
Brochures  
Posters  
Typography  
Marketing |
| **Sculpture A04** | Assembled  
Caste  
Carved  
Modelled | | |

## Element & Principles  
(Art & Design Language)

## Design Process  
‘Exploring & Responding’

<table>
<thead>
<tr>
<th>Art Movements, Artists &amp; Artworks</th>
<th>Designers &amp; Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysing and evaluating artists and their artworks</td>
<td>Analysing and evaluating designers and their products.</td>
</tr>
</tbody>
</table>
VISUAL ART

A01 - DRAWING AND PAINTING

UNIT CONTENT
What's your style? Abstract, realistic, expressionistic, surrealistic or graffiti? In this unit we explore and experiment with a range of artistic styles, using a variety of media. In 'Creating and Making' you have an opportunity to develop your own style and use subject matter which expresses your interests and individuality. You will be involved in the research, design, making and presentation of artworks using charcoal, dry pastels, oil pastels, inks, watercolours leading to an acrylic canvas painting. In 'Exploring and Responding' we learn to critically evaluate our own work and the work of other artists.

A02 - CERAMICS & MOSAICS

UNIT CONTENT
Play with clay! We explore a variety of pottery techniques using hand-building and thrown methods to create a vessel on to which we will attach tiles using the direct and in-direct mosaic methods. Alternatively we can create our own tiles using a range of glazing and decoration techniques that can be attached to a ceramic creation. In 'Exploring and Responding' we learn to critically evaluate our own work and analyse the ceramic and mosaic practices used by contemporary and traditional artists from a variety of cultures.

A03 - PRINTMAKING & STENCIL ART

UNIT CONTENT
Ever wondered how multiple copies of artworks were reproduced before photocopiers and computers? Wondered how graffiti artists create their amazing street art? Welcome to the world of the printmaker. Explore printmaking techniques using stencils to create multiple works of art on canvas, T-shirts, fabric, furniture......whatever you choose! Look at today's printmakers and their workshop practices, or explore the history of printmaking and its many uses throughout history.

A04 - SCULPTURE

UNIT CONTENT
Free standing – walk around it! Relief – hang it on a wall! Kinetic- make it move! What type of sculpture do you want to create? Explore a diverse range of processes and experiment with an assortment of materials including clay, plaster, sandstone, latex, das pronto, papier mache, polystyrene, wire, wood, plastic ....the list is endless! Developmental folio work using a variety of casting, modelling, carving and assembling techniques will lead into a major sculpture of your choice.
In 'Exploring and Responding' we learn to critically evaluate our own work and analyse the sculptural techniques used by contemporary and traditional artists.
A05 INTRODUCTION TO PHOTOGRAPHY

UNIT CONTENT
Learn the basics of digital photography by navigating your way through the functions of a digital camera and a variety of photo-manipulation techniques and software. The fundamentals of taking an effective photo will be demonstrated to you by using lighting and are and design elements and principles. You will then develop skills and knowledge in modern technology and create a folio of memorable and artistic photos. In 'Exploring and Responding' we learn to critically evaluate our own photographs and analyse the techniques, elements and principles used by photographers over the past one hundred years.

DRAMA

A/E05 - DRAMA

UNIT CONTENT
In this Unit there will be:

1. The elements of drama production will be studied - scripting, voice projection, movement, mime, improvisation.
2. Workshops from some well known plays will take place.
3. Production and performance of plays suitable for different levels of schools.

A/E06 - DRAMA EXTENSION

UNIT CONTENT
This is a unit for those students who have already undertaken Drama A/E05. Though this unit students will further develop their skills of improvisation characterisation, mime and movement. There will be an exploration of theatre and staging. Students who intend to take VCE Drama would benefit from this unit.
The Visual Communication and Design course in Year 9 & 10 aims to help students:

1. Develop the ability to interpret, understand and appreciate the graphic communication of others.

2. Develop the capacity to solve communication and design problems creatively and imaginatively using graphic means and design process.

3. Develop visual thinking and expression with the aid of drawing and rendering.

4. Develop skills in freehand drawing, instrumental drawing and rendering.

5. Use technology in the preparation, reproduction and transmission of graphic communications.

It caters for students wishing to pursue at higher levels and lead directly into an exhaustive list of occupations requiring you to work from a drawing.

This list includes:

1. The Building Industry: Architecture, Drafting, Engineering, Civil, Mechanical, Electrical.


3. The Trade Industry: Apprenticeships in: Carpentry, Building, Mechanics, Fitting and Turning, Plumbing etc.

If a student wishes to study Year 11 VCE Visual Communication and Design she/he is encouraged to have completed at least ONE Visual Communication and Design Units over the past two years or one Visual Communication and Design Unit and one Art Unit.
UNIT CONTENT:
This unit will focus on drawing, both freehand from inspiration and direct from observation. This is the unit for you if you simply love drawing. Freehand drawing gives you the flexibility that enables you to be more creative in your drawing communication. Focus will be on freehand drawing techniques used to investigate topics of your own choice. These drawings can be used as part of book illustrations, CD covers, web games designs or explanatory diagrams. Rendering techniques using a variety of media will further enhance your illustrations.

UNIT CONTENT:
This unit is aimed at students who are considering V.C.E. Visual Communications and Design or an occupation that relies on working drawings (apprenticeships). It involves working to a brief to design a product using the conventions, rules and standards of technical drawing. These technical drawing techniques include orthogonal and axonometric drawing. Learn how to correctly annotate your drawings with dimensions.

UNIT CONTENT:
In this unit you look at innovative architectural designs and drawings to inspire the design of your own creative building or interior based on a brief. Set standards and rules apply to all architectural drawing. This enables all architects, builders, plumbers, and electricians to "read" a drawing on which to base the construction. These conventions, architectural symbols, scale, orthographic, axonometric and perspective drawing techniques will be explored and applied to each folio piece. If time permits students can construct a creative 3-dimensional model of a building they have designed.

UNIT CONTENT:
Study the images behind companies, their marketing techniques and the graphics that make them successful. Design your own logogram, swing tags, packaging, brochures and advertising posters whilst learning a variety of graphic skills and techniques. Experiment with digital photographs, letterform and page layout for expressive visual communications. Media and techniques, such as painting, stencilling, ink rendering, pencil rendering and basic airbrushing techniques will be used to produce a creative and imaginative folio. The elements and principles of design (colour, tone, texture, composition, balance etc.), important design considerations, will also be studied.
MUSIC

A30 - MUSIC RECORDING

UNIT CONTENT:

In this unit, students will write, perform and record their own songs. Students will gain an understanding of the techniques and procedures available for song writing and be introduced to the technology available in the production, recording and performance of music. Students need to be able to play a musical instrument. This unit is advised (but not essential) if considering undertaking VET music.
**Year 9 English (Draft Australian Curriculum)**

In Year 9 students comprehend, create, evaluate and discuss a range of literary, informative and persuasive texts.

Students should read fiction, non-fiction, poetry, film, media and digital texts which include satire and humour.

The range of literary texts should include, Australian literature, including traditional and contemporary Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

**STANDARDS**

**Listening and speaking**

By the end of Year 9, students listen attentively to a wide range of oral presentations, and are able to identify main ideas and issues, and how events, situations and people are represented from different perspectives. They identify stated and implied meaning in spoken texts. They interpret and evaluate the use of language, visual and non-verbal communication in establishing relationships with different audiences. They produce coherent and sequenced spoken texts for imaginative, informative and persuasive purposes. They use a variety of strategies to participate in conversations and discussions, to ask questions to clarify meaning, and to express their own ideas and viewpoints. They collaborate with others to solve problems, and to create and produce dramatic and other presentations.

**Reading**

By the end of Year 9, students read, view, navigate and respond to imaginative, informative and persuasive texts drawn from a variety of contexts with challenging themes and issues relating to personal and wider social and cultural experiences. They make reasoned inferences explaining how choices made by authors influence readers. They interpret and integrate ideas and information in texts and draw conclusions about characters, events and key ideas. They analyse and discuss texts, evaluating the quality of evidence used to support main opinions. They compare and contrast their own responses to literary texts and different interpretations presented by others. They are able to identify and explain how the structures and features of texts are designed to appeal to audiences. They analyse how written, visual and auditory elements are integrated in digital texts, and the impact on readers of the different elements. They evaluate online research tools for objectivity, reliability and completeness.

**Writing**

By the end of Year 9, students create a range of coherent texts for imaginative, informative and persuasive purposes. They select relevant subject matter to logically advance and justify arguments to persuade others. They create representations of people, places, events and concepts, selectively and imaginatively making choices to position and appeal to audiences. They synthesise and organise ideas, linking information in logically sequenced texts. They experiment with different text structures and language patterns to compose literary texts for particular purposes and effects. They use correct punctuation to support meaning in complex sentences with embedded clauses and phrases. They make appropriate vocabulary choices to contribute to the clarity, precision, and persuasiveness of texts. They plan, draft, edit and proofread for clarity and coherence.
Year 10 English (Draft Australian Curriculum)

In year 10, students comprehend, create, evaluate and discuss a wide range of literary, information and persuasive texts.

Students interact with others in a wide range of contexts, recognising that language can include, distance or marginalise others.

Students should read fiction, non-fiction, poetry, film and multimodal, media and digital texts with themes and issues involving high levels of abstraction, higher order reasoning and intertextual references.

The range of literary texts should include Australian literature, including traditional and contemporary Indigenous literature and world literature, drawn from classic and contemporary texts, including texts from Asia.

STANDARDS

Listening and speaking

By the end of Year 10, students listen attentively to spoken texts dealing with challenging ideas and issues, identifying values, attitudes and assumptions conveyed in these texts. They select and use strategies to comprehend and interpret oral presentations in different contexts, and understand strategies speakers use to respond to and influence audience expectations. They interact appropriately with audiences in a range of formal and informal contexts. They make effective use of agreed protocols to engage in discussions to build on others' ideas, solve problems, justify opinions and develop arguments. They clearly communicate complex ideas and arguments in sustained, coherent and well-structured presentations to different audiences, in familiar and public situations. They make effective use of a variety of features of spoken language, including tone, pace, pitch, pause and volume to enhance meaning. They understand and use well-designed and nuanced structures and features of language in responding to and presenting spoken texts. They effectively select language to establish relationships with different audiences.

Reading

By the end of Year 10, students read, view, navigate and respond to a wide range of informative, persuasive and imaginative texts and recognise the multiple purposes for which texts are created. They explore and evaluate the personal, social, cultural and political issues presented in these texts. They engage in informed discussions of these texts with others in varied contexts. They offer reasoned explanations of how the language choices in different texts influence the responses of audiences in different ways. Students make valid inferences, interpreting and integrating ideas and information in a wide range of texts. They compare and contrast typical features and key ideas in particular texts, and synthesise information from various sources to reach considered conclusions. They reflect on issues and ideas from texts and explore these in their own compositions. They undertake independent research using well-developed research skills and resources, including libraries, websites, search engines and databases.
Writing

By the end of Year 10, students create a wide range of sustained texts for imaginative, informative and persuasive purposes. They develop complex ideas and explore social issues of global and local concern. They construct logical arguments which explore and analyse a range of attitudes, values and perspectives. They selectively choose details and subject matter to support a point of view, imaginative idea or to persuade others to action. They use literary and persuasive texts as starting points for writing, transforming and adapting texts for different contexts and audiences. They logically sequence and organise content to manage the flow of information and ideas in longer texts. Students write sustained texts, using a variety of sentence structures for effect and using active or passive voice as appropriate. They use appropriate punctuation when writing complex sentences and complex texts for formal purposes, including conventions of referencing. They plan, draft edit, proofread and revise for accuracy, clarity and consistency of style.
HEALTH AND PHYSICAL EDUCATION

Studies in the Health and Physical Education area promote understanding of physical activity and movement, food and nutrition, health, safety, human development and human relations. Within this context the area examines personal action, beliefs, attitudes and values held by families, cultural groups and the wider community, public policies affecting health and physical activity, and the settings and contexts of activities in the area.

At Timboon in Years 9 and 10 the following strands of Health and Physical Education are taught:

Home Economics
Home Group
Physical Education
HOME ECONOMICS

Home Economics is a study related to individuals in their everyday lives. The content and processes of Home Economics develops interests and skills which may be carried beyond the school, that is Home Economics is relevant throughout an individual's entire life span.

STUDENTS WILL:
1. Acquire knowledge and skills pertaining to food preparation health, nutrition, other cultures consumer practices and management.
2. Develop and practise decision making and problem solving skills and applied to everyday concrete situations.

ASSESSMENT

<table>
<thead>
<tr>
<th>Practical work</th>
<th>WORK REQUIREMENTS</th>
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<tbody>
<tr>
<td>60 %</td>
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<tr>
<td>Recipe / theory book</td>
<td>20 %</td>
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<tr>
<td>Two assignments</td>
<td>20 %</td>
</tr>
</tbody>
</table>

WHERE DOES HOME ECONOMICS LEAD TO?

V.C.E. Units 1-4 – Food & Technology; Hospitality Certificate II
V.C.E. Units 1-4 – Health & Human Development

HOME ECONOMICS UNITS

P33 CHOCOLATE DELIGHTS
P34 CELEBRATING WITH FOOD
P35 BREADMAKING
P37 TASTES OF THE WORLD CAFE
P38 TASTES OF ASIA
P41 MAKE A MEAL
P42 THE BAKERY
P43 A TASTE OF THE MEDITERRANEAN
P44 PADDOCK TO PLATE

** A fee of $90 will apply to each Home Economics Unit

P33 – CHOCOLATE DELIGHTS

UNIT CONTENT:

Aztecs drank a form of chocolate. We know how to make chocolate by simply adding sugar, vanilla and lipids to cocoa.

Today chocolate is the most popular sweet in the world. What is not widely recognised is chocolate is a versatile food able to be used extensively in cuisine. This unit will introduce students to learning about and enjoying the pleasures of cooking with chocolate. They will learn about the historical development of the food. Research will inform students of the extensive use of chocolate as they produce a range of different and varied delicacies. They will also sample the delightful tastes of their productions when chocolate is the dominant flavour or has been used in combination with other ingredients to develop a new and delectable flavour. Students' fitness will also benefit as they run the, "Please can I have some", gauntlet as they leave class with their productions.
P34 - CELEBRATING WITH FOOD

UNIT CONTENT:
In celebrating with food, students investigate the challenges involved in planning and providing interesting and healthy meals for a range of different occasions. In this unit students should expand their experience of food. They will investigate the influences on decision making in food selection and the requirements for healthy and safe food when catering for other people. Students should develop and/or increase their appreciation for food by investigating and working with food. They will work with design briefs to achieve solutions to design brief challenges.

P35 - BREADMAKING

UNIT CONTENT:
Bread is a staple food and an important part of our diet. Bread today is not only noted for its nutrition but the production of bread has become an art form. This unit focuses on the production of bread using a range of doughs and shapes which characterise and identify the bread.
1. Learn and understand the process of breadmaking.
2. Variations in breadmaking.
3. Nutritional value of varying breads.

P37 - TASTES OF THE WORLD CAFE

UNIT CONTENT
In this unit students will be taken on a cultural voyage from around the world. Students work with a range of ingredients and food from different countries while gaining an appreciation and understanding of how the Australian eating pattern has evolved from the influences of different countries. Each week students travel to a new country and complete an investigation based task, followed by a production that is rich in authentic ingredients and processes. Each week has a different task that becomes a part of the portfolio for assessment.

The unit will operate in a similar manner to the Bakery unit where each student will be catering for a client as well as preparing the majority of the food items for themselves. The unit will run as a small business and the ability to work co-operatively as a team member is a vital part of this unit. Any profits made from the client sales will be used to either purchase equipment, provide water or health services for families in developing countries. This will be arranged through a charity organisation such as Tears Australia or World Vision. This will give the students an opportunity to be involved in a Global Health Community project and the students will receive a certificate for their contribution. This aspect of the unit is a good preparation for VCE Health and Human Development where Global Health is a major component of the course.
P38 - TASTES OF ASIA

UNIT CONTENT:
The Asian influence on the Australian diet began during the gold rush days. This influence has been rediscovered and extended with the advent of our multi-cultural society. Today the Asian influence includes Vietnamese, Cambodian, Japanese, Indian and Chinese cuisine. Cuisine and cultural influences from these regions has expanded our knowledge of curries to a level where their diversity is reflected in a range of curries offered today in restaurant. Curries are not only appetizing; they are also economical, tasty and healthy. This unit will focus on the preparation of foods from Asia and culinary differences between the regions.

P41 - MAKE A MEAL

UNIT CONTENT
In ‘Make a Meal’ students investigate the challenges involved in providing interesting family meals. In this unit, students will investigate eating practices, nutritional requirements and different components of a family’s daily food intake. Students will be involved in menu planning and producing meals.

P42 - THE BAKERY

UNIT CONTENT
In this unit students will prepare a range of foods suitable to be sold in a bakery. This will include a variety of pastries, breads and cakes. Each student will be catering for a client as well as preparing the majority of the food items for themselves. The unit will run as a small business and the ability to work co-operatively as a team member is a vital part of this unit. Any profits made from the client sales will be used to either purchase equipment, provide water or health services for families in developing countries. This will be arranged through a charity organisation such as Tears Australia or World Vision. This will give the students an opportunity to be involved in a Global Health Community project and the students will receive a certificate for their contribution. This aspect of the unit is a good preparation for VCE Health and Human Development where Global Health is a major component of the course.

P43 - A TASTE OF THE MEDITERRANEAN...

UNIT CONTENT
This unit will take you on a journey through the countries that border the Mediterranean Sea. Greece, Italy, Spain and Turkey will be some of the countries that we will focus on. We will discover the different styles of food that these countries are known for and atmosphere and culture that give the region’s food their unique flavours. We will be researching the different ingredients, recipes, history, religion and cultures of these countries to further understand the basis for these delicious foods.
UNIT CONTENT
Paddock to Plate – food as it used to be, picked and grown from our neighbourhood. The Gourmet Farmer does it, the Hairy Bikers love it and so let us do it. You will make a range of delicious recipes including savoury and sweet dishes which will focus on key seasonal ingredients including honey, eggs, fruit, vegetables, cereals and meat. The unit will run as a small business and the ability to work cooperatively as a team member is a vital part of the unit. Each student will be catering for a client as well as preparing the majority of food items themselves. Any profits made for the client sales will be used to purchase equipment, provide water or health services for families of developing countries. This will be arranged though a charity organisation such as Care Australia or World Vision. This will give students an opportunity to be involved in a Global Health community project and the students will receive a certificate for their contribution. The theory part will include studying specific case studies of paddock to plate businesses in our local area as well as learning about organic farming, food miles and sustainability of the environment. Some excursions to local businesses and farms will be included as part of the unit.
HOMEGROUP

These are compulsory units. These Home Groups provide a venue for personal development as well organisational tasks and activities, with the form teacher also having a pastoral / welfare role.

P61 - P62 : YEAR 9 “Breaking New Ground” -
SEMESTERS 1 AND 2

UNIT CONTENT:
This unit aims to develop skills, attitudes and values enabling students to participate as active and informed citizens and to work in partnership with community organisations on projects. The unit is student centred and focuses on enquiry based learning. Students drive the projects which involves setting goals, leadership and teamwork. At the end of the unit all students present and showcase their work to an audience.

Students are given the opportunity to complete the St John Ambulance Preliminary First Aid Certificate.
Students are given the opportunity to complete their Duke of Edinburgh’s Award.

P63 - P64 : YEAR 10 “BEYOND SCHOOL”
SEMESTERS 1 AND 2

UNIT CONTENT:
Preparation for Urban Experience, learning about different career paths, planning for Work Experience VCE and beyond Year 10 make this unit a busy and practical one for students. You will draw up your C.V., learn to write job applications and many more important skills.

P 70 - PEER SUPPORT (an elective personal development unit)

Peer support is based on the principle that people learn best from absorbing information and values from each other. The peer support program aims to train a small group of responsible and committed middle school students and provide a positive peer influence to the year 7 students. The aims to provide;

- A supportive environment for year 7 students
- Gives positive direction to younger students
- Gives older students opportunities for self development and leadership
- Asks older student to become active teachers and mentors for year 7 students
- A sense of community spirit and a feeling of being connected

Topics include working together, looking out for others, communication, building confidence, bullying. Peer pressure and values.
PHYSICAL EDUCATION

The study of P.E. aims to help students develop correct movement patterns which can be built on in later life. The P.E. units offered have been developed with a particular theme in mind. The areas of study within each Unit are linked so that students can focus on a specific range of skills and develop expertise in these areas. Fitness and health units have been included to provide students with the opportunity to improve their fitness levels and develop an awareness of sound training principles and healthy lifestyles. As well, an Outdoor Education component is included aimed at introducing the students to the skills and knowledge associated with the particular outdoor activity being studied.

PO2 - HUMAN ANATOMY (SPORTS INJURIES & RELATED PRACTICAL ACTIVITIES)

UNIT CONTENT:
This unit offers the students an opportunity to study - basic human anatomy, treatment for common sports injuries, skills and the rules and strategies involved in related practical activities.

Anatomy studied - skeletal, articular and muscular systems.
Sports Injuries - common injuries, treatment and prevention.

PO3 - SPORTS COACHING (SWIMMING, COACHING, GYMNASTICS, DANCE)

UNIT CONTENT:
This unit features an emphasis on the use of a video to monitor student's progress towards final presentations. Student's swimming styles will be recorded and analysed to help improve stroke development.
In gymnastics / dance, students will have their choreographed routines filmed during presentation. Individual skills of floor work will be covered in prior sessions to the final routine. In dance aspects of Bush, Folk and Jazz will be initially covered. Fitness, personal skill development and creativity will be developed and extended.

PO4 - BALL SKILLS 1. (BASKETBALL, SPEEDWAY, VOLLEYBALL & SOFT LACROSSE)

UNIT CONTENT:
This unit features an emphasis on ball control sports, however, each area of study targets a specific range of ball control skills. The basketball unit will develop ball handling skills as well as exposing students to a variety of offence and defence options. Rules, strategies and umpiring techniques will also be covered.
The volleyball unit focuses on a different type of ball control and will include drills aimed at developing the full range of shots required in volleyball as well as tactics and strategies within the game.
Speedaway encompasses a range of ball control skills and challenges the students to combine techniques from a variety of popular large ball games.
Soft Lacrosse – A highly challenging game of Asian origins, which encompasses a range of throwing and catching skills.
P05 - BODY BUILDING

UNIT CONTENT:
This unit offers specialist training in various exercise programs designed to improve strength and endurance.

Weight Training Section: will provide students with the opportunity to develop their own knowledge and understanding of fitness and training. Individual programs will be designed and evaluated through pre and post testing. Safety aspects and orogenic aids will be investigated and discussed.

P06 - EUROPEAN SPORTS

UNIT CONTENT:
During this unit students will investigate rules, strategies, etiquette and the history of soccer, European handball and golf. Students will actively participate in the three sports as a player and an umpire. During the golf component of the unit a small cost may apply to cover green fees at the golf club.

P11 - FITNESS AND AEROBICS (NETBALL, TCHOUK BALL, AEROBIC DANCE, FITNESS)

UNIT CONTENT:
This unit is a mixture of team and individual activities. In netball, drills will be involved to help improve individual skills such as ball handling, shooting, footwork and attacking and defending skills. Students will be required to show application of the basic skills in the game situation where positional play, team play systems and umpiring will also be covered. Basic ball handling, aiming and positional skills will be developed and extended through the game of tchouk ball with the emphasis on making it a more challenging and tactical game. The aerobic dance component will include exercise to music as a means of improving fitness and developing creativity. Safe and effective exercise technique will be covered and students will have the opportunity to work in groups and design their own simple routine. Individualised fitness programs will be devised and undertaken based on a fitness assessment and student needs.

P12 - SURF LIFE SAVING

UNIT CONTENT:
For year 10 students only. The objectives for students participating in this unit will be to work towards and gain their Surf Life Saving Bronze Medallion. Students need to become members of the Port Campbell Life Saving Club and actively participate as a patrolling member over the summer period. A small cost will be associated with this class as we need to travel to Port Campbell to participate in special practical training sessions.
P16 - SUMMER FUN (SWIMMING, TENNIS, VOLLEYBALL AND SOFTBALL)

UNIT CONTENT:
Each activity will cover approximately four weeks.

**TENNIS**
Individual skills of volleying, serving, backhand and forehand shots. Singles and doubles games will be played.

**VOLLEYBALL:**
Individual skills of volleying, serving, receiving, digging, blocking, team play positions, rules.

**SOFTBALL:**
Individual skills for pitching, batting, fielding, team strategies and rules.

**SWIMMING:**
Individual skills of swimming technique, water sports eg. water polo.

P19 - ADVANCED SPORTS (ADVANCED BASKETBALL, KORFBALL, SQUASH, MINOR GAMES)

UNIT CONTENT:
This unit offers a number of team orientated sports together with two individual sporting activities.
The advanced basketball unit is aimed at attracting students who have previously undertaken a basketball activity in the unit system. Advanced skills as well as offensive moves against varying defences will be covered in this Unit.
Korfball is the second term sport on offer in this Unit. It is a game designed to develop teamwork and sportsmanship as opposed to high level competition as is found in most other team sports.
Squash will include the basic techniques in serving, driving, boasting, drop shots and angles as well as developing the students tactics and strategies in game situations.

P21 - HIT OR MISS 2 -(BASE BALL, TENNIS, SQUASH & BADMINTON)

UNIT CONTENT:
Students will have the opportunity to participate in and develop skills in sports that incorporate the use of hitting implements. This Unit focuses on four different implement sports.
All areas of study will incorporate a comprehensive coverage of the skills required in baseball, tennis, badminton and cricket as well as tactics, strategies and rules associated with game situation.

P22 - FOOTY MAD

UNIT CONTENT:
Students will participate in the many different codes of football from around the world. Students will work to improve their physical and decision making skills through participating as a player and umpire of Australian rules, American football, soccer, rugby (touch) and international rules.
UNIT CONTENT:
This unit offers active participation in the sports of football and cricket. Students will have the opportunity to participate in game situations and extend their skills, tactics and game knowledge. A video analysis of each student's performance will help determine strengths or problem areas. The "Sporting Ethic" and codes of behaviour will be investigated. Fitness sessions will incorporate running sessions, weight and circuit work.

UNIT CONTENT:
This unit develops the students ball handling skills in four different sports. All four areas will incorporate work on tactics, strategies and knowledge of rules and umpiring techniques.

UNIT CONTENT:
This unit aims to give students the opportunity to push themselves and obtain "specialist" training methods to develop their own knowledge and understanding of fitness and training. The **Triathlon** unit aims to develop the three disciplines involved by incorporating training sessions of swimming, running, and cycling. The unit will culminate with a mini triathlon. The **Weight Training** unit will give students an understanding of specific training that will
- target the muscle groups and development
- develop muscular strength or endurance
- learn safety considerations
- and enable student the design of a program.

The **Athletics** and **Cross-Country** units aim to give students the skill and practise required to further their competitive skills at interschool competitions.

UNIT CONTENT:
This unit aims to introduce students to a variety of leisure and fitness activities. The **Walking** unit will focus on walking in different terrains (street, bush and beach) and aim to develop individual fitness levels gradually (via power-walking). The **Water Games** unit will offer a variety of pool-based activities such as water aerobics and water polo.

Other "Leisure Activities" could include Tai Chi and Yoga depending on availability of resources. Factual information on diet and exercise will be examined.
P29 - AMERICAN SPORTS

UNIT CONTENT:
This unit offers students the opportunity to improve their skills and understanding of American football, flying disc sports and basketball. Students will be involved in the sports as players, umpires and administrators. The unit also involves theoretical components for students to investigate the history and development of the sports.

P60 - TAE KWON DO

UNIT CONTENT:
The practice of martial arts dated back thousands of years. There are good reasons for its long existence. Martial arts practice benefits two-fold. As a means of self-defence and for physical fitness.
In this unit students will be taught all aspects of Tae Kwon Do. Patterns, stretching/flexibility, self-defence, coordination, speed and timing. There will also be a historical and philosophical aspect in this unit. Tae Kwon Do, through exercise and discipline strives to cultivate the virtues of etiquette, modesty, self-control, perseverance and in indomitable spirit. This unit will involve very hard physical exercise and expect strong discipline.
AIMS:
1. To broaden students' knowledge of another culture and language.
2. To gain efficiency in the four language skills of the LOTE; comprehending, speaking, reading and writing to a level suitable to the individual's capabilities.
3. To introduce students to another language of international usage.
4. To develop the study of language structures in comparison to English.
5. To provide skills in a second language which will open up greater opportunities for employment in the trade, tourism, hospitality, technology and diplomacy fields.

LO5 - BEGINNERS' JAPANESE

UNIT GOALS:
1. To research courses in Hospitality and Tourism.
2. To converse in simple Japanese on topics relevant to the Hospitality and Tourism industry.
3. To expand students' knowledge of Japan and the Japanese culture.
4. To learn some basic forms of the written language.

Work Requirements
Conversation and performance
Memorisation tasks
Written exercises
Character studies

Evidence
Dialogue rehearsal and memorisation and role plays
Written and oral recall of vocabulary and expressions
Language structure exercises and activities.
Practice and application of Japanese characters

LO6 - YEAR 9 /10 LOTE ( JAPANESE ) SEMESTER 2

This unit is available to students with no previous studies of Japanese as well as continuing (Semester 1) LOTE students.
Year 9 Mathematics (Draft Australian Curriculum)

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<th>Statistics and Probability</th>
<th>Measurement and Geometry</th>
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<td>Linear and quadratic functions</td>
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<tr>
<td>Simultaneous equations</td>
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<td>Location</td>
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</tbody>
</table>

Year 9 Achievement standard

In Year 9, students apply number and algebra skills in problem-solving situations involving finance, right-angle triangle geometry and the calculation of area and volume. They develop further, their understanding of linear functions and index laws, and develop fluency with quadratic and simple non-linear functions. Students choose appropriate techniques, including sampling, in data-based inquiry and develop confidence in representing sample spaces and use these to determine theoretical probabilities. They develop confidence in the use of maps and plans, and develop the use of formal proofs in geometrical contexts. They apply Pythagoras' theorem to the solution of right-angled triangles and develop a basic understanding of trigonometric ratios.
Year 10 Mathematics (Draft Australian Curriculum)

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<td>Equations</td>
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</table>

**Year 10 Achievement standard**

In Year 10, students apply number and algebra skills in problem-solving situations involving finance, proportion, trigonometry and calculations of area, volume and distances on the Earth's surface. They interpret and connect algebraic and graphical representations of functions and use these to analyse and solve equations. Students choose appropriate numerical, technological and graphical techniques to interpret and compare data sets presented to them and determine theoretical probabilities for one- and two-step experiments and understand the concept of independence. They interpret and construct geometric proofs involving the application of congruence and similarity. They routinely communicate solutions in appropriate formats and learn to judge the reasonableness of results and evaluate the strategies and techniques used.

**Year 10A**

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</table>

**Year 10A Achievement standard**

In addition to the Year 10 achievement standard, by the end of 10A students are able to reason mathematically in a wide range of contexts. Their understanding of the real number system is extended to irrational numbers including surds. They use algebraic, including recursive, techniques to solve equations including quadratics and simple exponential equations. They model linear relationships in bivariate data and solve trigonometric equations and use trigonometric relationships to solve problems involving non-right-angled triangles.
### Year 9 Science (Draft Australian Curriculum)

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</table>

### Year 9 Achievement Standard

By the end of Year 9, students are able to formulate scientific questions based on a range of sources of information. They can independently plan investigations choosing appropriate methods, collect and report data using consistent techniques and describe meaningful conclusions from data. They use statistical methods with guidance to analyse quantitative data and reflect on any uncertainty in their measurements. They communicate their findings and ideas clearly, making reference to scientific evidence and using a range of representations and scientific language. They describe and compare the use of a range of energy sources in the world. They are able to explain, with examples, how the properties of energy (eg chemical, electrical, heat and light) are related to their use. They use appropriate representations to explain the regulation and interactions of body systems and are able to clearly describe the effects of disturbances to these systems (eg disease and environmental factors). They describe the general impact of developments in science and technology (eg medical treatment and prevention, optics and its applications, energy resources and environmental rehabilitation) and appreciate the range of careers related to these applications. They appreciate the nature of interdependence between the Earth’s spheres, including chemical processes involved (eg carbon and nitrogen cycles), and predict how natural events and human activity can affect these natural systems. They are able to accurately describe the structure of atoms and compare the properties and uses of different types of electromagnetic radiation. They identify applications of science that rely on technology and engineering (eg environmental monitoring, electricity generation, applications of radioactivity).
**Year 10 Science (Draft Australian Curriculum)**

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<thead>
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<th>Science Inquiry Skills</th>
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</table>

**Year 10 Achievement Standard**

By the end of Year 10, students are able, with some guidance, to formulate a valid hypothesis. They design and conduct investigations, showing an awareness of the need to minimise uncertainty in measurement, collecting and reporting data accurately. They analyse quantitative and qualitative data, using ICT where appropriate, to form conclusions consistent with scientific theories and ideas. They communicate scientific ideas using appropriate types of representation and consistently correct scientific language, and demonstrate the ability to use scientific evidence in their decision making and in developing arguments about science-related issues. They explain how scientific theories have, and continue to evolve, from a range of evidence. They are able to use scientific theories and models to explain phenomena (eg evolution, properties of elements, energy transfer). They describe the central role of energy in a range of situations, (eg the Universe, geological activity, chemical reactions) and begin to describe quantitative relationships between forces and motion. They explain the behaviour and/or function of substances based on their structure, including at a molecular and atomic level (eg DNA, enzymes, elements). They evaluate how advances in science and technology have impacted on society and the environment and use scientific knowledge across a range of sciences to critique claims and propose responses to contemporary issues (eg genetic engineering, biodiversity and sustainability). They can identify distinct branches of science and can give examples of the multi-disciplinary nature of much contemporary science.
Science Electives

SO1 - Psychology / Biology

Unit Content
This unit introduces students to the Science of Psychology, providing background to those who intend to take Psychology in VCE. Students will learn about what Psychology is about, and the kind of work Psychologists do. Aspects such as personality, communication and body language, the brain, learning and memory, and motivation will be studied. Common disorders such as Schizophrenia and depression will be researched. This unit also introduces students to the concepts and methodologies that will be covered in VCE Biology. Topics such as cells, genetics, body systems and ecology will be covered. Students will undertake a range of experiments and write formal reports to prepare for the assessment tasks undertaken in VCE Biology.

SO2 - Chemistry / Physics

Unit Content
This unit introduces students to the concepts and skills needed to undertake VCE chemistry. Students will learn about atoms and how they react to form molecules. The periodic table will be studied and a range of experiments undertaken to gain an understanding of why different elements and chemicals react. Student will be required to write formal experiment reports to prepare for the assessment tasks undertaken in VCE Chemistry. This unit also introduces students to the concepts and skills needed to undertake VCE physics. Students will learn about the science of motion such as speed and acceleration, the properties of light will be investigated as well as electric circuits and electronics. Student will be required to write formal experiment reports and write formal reports to prepare for the assessment tasks undertaken in VCE Physics.
Humanities provides a framework within which students investigate human relationships and the way humans interact with environments, constructed and natural, in different places and times. This key learning area focuses on investigating people’s interaction with each other in different places at different times and also considers society’s interaction with its physical surroundings. The term environment in this learning area refers to the natural systems of the world and how they affect and are modified by different societies.

At Timboon in the Years 9 and 10 the following strands of Humanities are taught:

- Commerce
- Geography
- History (CORE)
Middle School Commerce at Timboon P-12 School deals with a range of financial, economic, technological, legal and work related matters affecting individuals, organisations and governments.

We offer units in the following Areas of Study.

- Economics
- Legal Studies
- Business Education
- Active Citizenship

**CAREERS**
Lawyer, Business Manager, Payroll Officer, Treasurer, Teaching, Administration, Accountant, owning your own Business, Secretarial Work, Banking, Stock Broker, CEO of Microsoft and many others (see Careers Teacher)

**C41 - THE LAW AND YOU**

**UNIT CONTENT:**
We examine how the law impacts specifically on your people in all aspects of their lives. You will gain an understanding of your rights and responsibilities through studies of criminal and civil law. They learn things such as what is involved in getting a vehicle license at present (and possible changes in the future); when you have given your name and address to the police and when you can legally leave school.

**C42 - ISSUES IN LAW**

**UNIT CONTENT**
The purpose of the law is to protect individuals and to make clear the rights of individuals. Often the law is left behind. For the law to be effective it needs to keep pace with developments in society.

Many issues within our society have created heated debate and spirited discussion regarding the appropriateness of the law and its ability to cope with the changing ideas and needs of society.

Eg: scientific advancement, discrimination, euthanasia, surrogacy, the death penalty etc.

In each area of study we will address:

- the purpose of the law
- dilemmas/problems
- conflicting attitudes
- capacity of the law to deal with change

We will cover the legal, ethical, moral and social aspects of each topic. The above areas will be reinforced through the viewing of videos on the subject matter, actual case studies, class discussions and relevant statutes etc.
C43 - COMMERCE THROUGH FILM

UNIT CONTENT
Through a range of film analysis you gain an understanding of some of the commercial world's significant events and concepts.
Films that could be studied include:
- Made in Dagenham – equal pay rights for women
- The Castle – the operation of the legal system
- Philadelphia – discrimination
- Wall Street – stock market and economic cycles
After viewing each film, you will undertake a range of follow up activities and assessment tasks.

C44 - EVIL OR DEVIANT

UNIT CONTENT
Who was Jack the Ripper? Did they really burn witches at the stake? Why do serial killers kill? Is prison the right place to put criminals?
These are some of the issues you will investigate in this unit.
We will investigate the way in which society at various times in history had policed, punished and treated people who have behaved outside the normally accepted boundaries of behaviour.
We will look at case studies as well as the general theories on areas such as the prison system, torture, capital punishment, witchcraft, murder and other non accepted behaviours.

C45 - SO YOU WANT TO BE YOUR OWN BOSS?

UNIT CONTENT:
This unit is designed to give you an understanding of what is involved in planning and running your own business, or working as a manager or part of a team in a business.

You will cover the theoretical aspects of business operations before planning and running your own school based business.

An understanding of the Timboon and District commercial environment will also be gained through theoretical and practical investigations.
C46 - YOUR MONEY AND CONSUMER RIGHTS

UNIT CONTENT:
The first half of this unit concentrates on increasing your awareness of consumer rights and responsibilities. It covers things such as:
  • warranties
  • buying a 2nd hand car
  • buying at auction
  • returning unsatisfactory items
  • returning broken items
  • quality control

It involves students undertaking practical activities in exercising their rights. For example:
  • testing procedures
  • writing complaint letters
  • researching areas of interest

The second part of this unit covers money as a part of your life. It takes you on a discovery trip through banks, lending institutions, the stock market, the tax office, social security offices and many more.

Understanding more about your money and how it works will help keep you out of the financial muddles that may come your way, and learn to handle it wisely and well.

* This unit covers some material similar to M04

C47 - COMMERCE - A TASTER

UNIT CONTENT:
Commerce is an essential part of everyday life in modern society. Thus unit aims to provide an introduction to the main commercial areas and how they impact on our day-to-day lives.

Areas to be covered include:
  • Politics in Australia and Internationally
  • An introduction to the Australian and Global Business world
  • An introduction to the Legal System
  • The Workplace and Career Paths
  • Consumerism

This unit is recommended as an introduction to the commerce area for first timers, or for those who just want a general overview.
GEOGRAPHY

Familiarity with the world around us, an awareness of the physical and cultural heritage of Australia together with an understanding of issues involved with human interaction with our environment in the past, present and future are becoming an important part of a 'balanced' education. These issues are also increasingly becoming important in terms of future occupations.

The units offered in this course of study will be offered on a rotating basis to allow students a wide choice. They will have specific guidelines, but be flexible to allow class directed focus as well as the focus on current issues. The Koori perspective will be introduced throughout the units.

Work Requirements for most units are the same, so they are detailed here.

WORK REQUIREMENTS:
1. Workbook and glossary - all class notes and new terms.
2. Practical work - may include
   * designs, mapping, plans, diagrams
   * data analysis and collation (graphs)
   * fieldwork (data collection)
3. Research and assignments
   * written reports / essays
   * research projects
   * structured questions.

662 - TAKE THE PRESSURE DOWN

UNIT CONTENT:
This unit will investigate a wide variety of current environmental issues to try to make sense of the changes that are occurring. The patterns and interactions of physical and human phenomena will be highlighted and discussed. Topics could include destruction of habitat and endangered species, climate change, energy use, population, ecological footprints and overpopulation. Students are encouraged to think critically about possible solutions to the problems under consideration, and will take part in personal and community action plans.

663 - GREAT SOUTHERN LAND

UNIT CONTENT:
We live in Australia, but very few of us know very much about our country and our neighbours. During this unit we will explore Australia's physical and cultural identity in depth. We will consider our relationship with our Asian and Pacific neighbours and our place on the world stage. Our studies will involve case studies of places, events and current issues relevant to us as Australian and Global citizens.
664 - EXTREME GEOGRAPHY

UNIT CONTENT:
If you dare... come on an exciting journey around the world exploring natural
phenomenon like tornadoes, cyclones, tsunamis and earthquakes. The chance to travel to
the highest, coldest, hottest, most dangerous and wildest places on earth to see how
people interact with their environment and deal with the changes presented. Not for the
faint hearted, we explore what it's like climbing Mount Everest, diving to the ocean depths,
tow-in surfing on the world's biggest waves and much, much more......Grab your passport
and let's go......

665 - GEOGRAPHY ON THE BIG SCREEN

UNIT CONTENT
Do you prefer learning through visual resources? Love watching Discovery Channel,
National Geographic documentaries? Do you enjoy movies that address current
environmental issues? Or do you just enjoy the movies that are set in amazing places? Then
this may be the unit for you.
Some of our 'text books' will be documentaries, movies and other television programs, but
participation in discussions and formal follow-up activities will be required to demonstrate
your learning about how humans use and interact with their environments. The issues of
development and sustainability is central to our investigations.

667 - THE ARMCHAIR TRAVELLER
UNIT CONTENT:
You are invited on a virtual trip to explore some of the weird and wonderful people, places,
sights and sounds of the planet. No vaccinations, money belts or packing required! We will
explore a variety of places and features - both natural and human; discover where countries
and cities are, and explore different aspects of these places and culture e.g. strange
customs, festivals, rituals, sports, food, music, religions and traditions. As tourism is
destined soon to be the largest industry in the world, we will also consider the economic,
social and cultural implications of tourism in Australia and overseas.

668 - LIFE'S A BEACH
UNIT CONTENT:
Australia is the largest island with one of the longest coastlines and arguably the best
beaches in the world. Some of the things we will look at will include: - forces which shape
our coast - waves, tides, winds, rivers, people, dunes, vegetation; the ocean as a resource -
recreational and economical. Active fieldwork will be an important part of this unit.

669 - MAKE POVERTY HISTORY
UNIT CONTENT
In 2006 a group of teens staged the Make Poverty History Concert with Bono, Pearl Jam
and Australia's biggest bands, which was televised to millions across the nation via
satellite, web casting and on TV and radio. Find out what this movement is all about and
how successful it has been. We will investigate patterns of wealth, resource use and living
conditions around the world, and how individuals can all help to "Make Poverty History".
HISTORY

(Draft Australian Curriculum)

Year 9: The Making of the Modern World (1750–1918)

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.

Students will consider three broad areas of study:
- Making a Better World
- Australia and Asia
- World War I

Year 9 Achievement Standard

By the end of Year 9, students are able to compare and analyse different perspectives on significant events such as World War I, and can explain the key historical terms and concepts. They can also understand the significance of change over time and are able to analyse the links between issues in the past and the present. Students are able to use and analyse a variety of resources. They can process written and visual information and choose an appropriate presentation form to demonstrate their findings.

Year 10: Australia in the Modern World (1918–present)

The twentieth century was an important period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a period of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing.

Students will consider three areas of study:
- World War II
- Rights and Freedoms
- The Globalising World

Year 10 Achievement Standard

By the end of Year 10, students can analyse events and movements that contributed to Australia’s social, political and cultural development. They can compare different perspectives about an event and make links between historical and contemporary issues. Students can analyse the impacts of war, conflict, social and cultural movements on society. In their research students frame key questions, locate, evaluate and acknowledge relevant resources. They use appropriate historical evidence, language and concepts to support arguments when communicating their findings.
Technology is the study of **Materials, Systems and Information**. Each strand has four phases—Investigating, Design, Producing and Evaluating. By creating a product, students experience the making and doing part of technology. The middle school units are set up as follows:

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<tr>
<th><strong>MATERIALS</strong></th>
<th><strong>SYSTEMS</strong></th>
<th><strong>INFORMATION</strong></th>
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</thead>
<tbody>
<tr>
<td>Wood, Glass :</td>
<td>Small Engines....</td>
<td>Computer applications :</td>
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<tr>
<td>Metal</td>
<td>T01-T09</td>
<td>T30-T39</td>
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<td>Food :</td>
<td>T10-T19</td>
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</tr>
<tr>
<td>Textiles</td>
<td>T50-T59</td>
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</tbody>
</table>
TECHNOLOGY INFORMATION

T32 - COMPUTER APPLICATIONS

UNIT CONTENT
With the introduction of NetBooks, a wide variety of new software will be available to students. The purpose of this unit is to introduce students to this software and investigate the Office programs Word, Excel and PowerPoint in more detail. New software includes OneNote, Outlook, Google Sketchup, Audacity, Freemind, Blender, Debut, Picasa, Gimp, Monkey Jam and more.
Students will develop basic skills in a wide variety of software types and advanced skills in using Microsoft Office. Students in this class will be considered 'software experts' in other classes and be expected to assist other students with the new software. They will also create a series of podcasts and vodcasts about the software as mini training resources others in the school can access and learn from.

T35 - DIGITAL PORTFOLIOS

UNIT CONTENT:
In T35 students will explore a variety of software programs. They will learn how to manipulate graphics, produce a simple multimedia presentation and experiment with the software. Microsoft Office will make up the core applications but other software will be used and evaluated.
This unit will encourage an explorative approach.
Students will discuss the use of paper resumes and digital resumes and how they can be used effectively to complement each other.
At the completion of the unit, students will have produced a digital resume/portfolio on themselves which contains work samples and other evidence of their skills from other subject areas as well as the work completed in this unit.

T36 - DIGITAL ANIMATION

UNIT CONTENT:
This unit is a technology unit on creating and using animation. The unit will include a brief history of animation. Students will create several different types of animation using the computer including drawing, claymation, lego and time lapse. The use of sound in animations will also be investigated and experimented with. Software used will include Stop Motion Pro, Movie Studio, Acid Pro, PowerPoint and 3D Movie Maker.
As part of their folio of work, students will create a mini-movie and a music 'video' clip. Students will have the opportunity to present their work at a Timboon Film Festival and enter it into a variety of multimedia competitions.

T39 - DIGITAL VIDEO EDITING

UNIT CONTENT
Students investigate film and video creation. They film, edit and produce a series of digital video clips. This includes interviews, competition entries and contributions for the end of year school DVD. Students need to work effectively as part of a team to effectively complete the projects.
DESIGN AND TECHNOLOGY

Design and Technology enables you to gain knowledge and develop skills through Researching, Designing and constructing useable products. This may be done through using one or a combination of materials. You will learn about the characteristics of materials, uses of different tools and equipment.

As part of the design process, you are encouraged to research existing ideas, cost suitable materials, draw a range of potential designs from different viewpoints, include measurements and annotate the product features.

<table>
<thead>
<tr>
<th>MATERIALS</th>
<th>Year 11 (Units 1 &amp; 2)</th>
<th>Year 12 (Units 3 &amp; 4)</th>
</tr>
</thead>
</table>
| Wood               | □ Design and Technology  
                    | Do not need to complete for prerequisites for units 3 and 4 | □ Design and Technology |
| Metal              |                       |                       |
| Glass              |                       |                       |
| Fabric             |                       |                       |

In the following units of work, students are expected to purchase all materials and hardware for their constructed products.

T01 -FURNITURE DESIGN AND CONSTRUCTION
T02 - ADVANCED FURNITURE DESIGN AND CONSTRUCTION

UNIT CONTENT:
These units aim to introduce and extend students basic skills and knowledge in Research, Design and Construction. Students are given the opportunity to be creative and original in their design ideas.

Students will be instructed in the correct use and care of a range of hand and power tools. They are encouraged to use different materials in their products which can include different timber types (pine, jarrah, etc), glass and metals.

Some product ideas include: Shelving Units, Bedside Cabinets, Small Tables, Entertainment Units, Chest of Drawers

T05 - INTRODUCTION TO WELDING & SMALL ENGINE MAINTENANCE

UNIT CONTENT:
This unit aims to introduce students to welding and small engines. Students will develop new and exciting skills from ‘hands on’ experience using a range of equipment. It will involve joining different metals together using arc and mig welders, bronzing using oxyacetylene and riveting techniques. Unusual and innovative shapes can also be curved or twisted using metal craft tools to create functional or decorative pieces.

Exploring two-stroke engines will entail disassembling and reassembling an engine to examine its working parts. A variety of tools are used in this process. In both areas students will be expected to focus on the safety aspects involved when using these potentially dangerous tools.
TOP - LEADLIGHTING

UNIT CONTENT:
Light through coloured glass has a magical effect. Use leadlighting or copper foiling to create your own piece of magic. Leadlighting is where both clear and coloured glasses are cut, joined by lead and soldered together to make windows, lampshades, panels, terrariums etc. Students will learn how to measure and cut glass accurately according to their own personal designs, using a glass cutter and glass grinder. You will have the opportunity to produce articles of your own choice in consultation with the teacher. A levy of $40.00 to cover costs of all materials, (glass, lead, glass cutters etc) and equipment will be charged.
FOOD TECHNOLOGY

T13 - CAKE DECORATING

UNIT CONTENT:
Cake decorating is a creative art, which gives a great deal of satisfaction as you become more proficient in this form of self expression.
This unit aims to help students develop their own skills and craftsmanship. Students will learn the various methods and techniques used to decorate cakes as they prepare a diversity of cake types.

It is impossible to perfect all skills in such a short time however we hope to stimulate the enthusiasm necessary for students to continue to master the processes whenever opportunities arise.
• A levy of $50 per term ($100 semester) will be charged to cover the cost of all materials.

T15 - GOURMET CAKE MAKING

UNIT CONTENT:
In this unit students will learn essential baking and decorating techniques from the initial creaming, whisking and blending to the finishing decorative touches such as piping rosettes, sugar frosting flowers and coating leaves with chocolate. Students will prepare a diversity of cake types from rich layered gateaux to traditional cakes; glazed fruit flans to melt in the mouth chocolate cakes. This unit is an excellent preparation for the Cake Decorating Unit.
N.B. The cost of this Unit is expected to be $50 per term.

T16 - FOOD FOR GIFTS

UNIT CONTENT:
In this unit students will prepare a variety of foods suitable for a hamper and individual gifts. The foods will include preserves, confectionary, biscuits and cakes. The unit features an emphasis on the presentation, packaging and labelling of the food items, giving the students an opportunity to demonstrate their creative flair. The theory component will include preservation, marketing, labelling, packaging and food handling.

T17 - CAFÉ CULTURE

UNIT CONTENT:
In this unit students will prepare a variety of delicious classic café foods for themselves as well as for clients. A range of gourmet savoury foods and sweet treats will be prepared. The unit will run as a small business and the ability to work co-operatively as a team member is a vital part of this unit.
The theory component will involve planning and organising the marketing of the products as well as the producing of a recipe book. A major area of study will be food spoilage, food poisoning and maintaining food safety in Australia.
This unit is an excellent preparation for VCE Food and Technology.
TEXTILES

T53 - CRAZY TOYS / SOFTIES

UNIT CONTENT:
The unit will involve students working through the design process to construct their own soft toys. The emphasis will be on using recycled materials and clothes. Students are encouraged to start collecting interesting fabrics from op shops, markets or clothing that is no longer useful to the owner. Fabrics and items could include: old woollen jumpers or socks, t-shirts (plain or patterned), shirts. Skirts, jeans, tablecloths, bed spreads....
There will be a $20 levy charged to cover the cost of materials.