

*Strength Through
Understanding*

Year 9 and 10 Handbook

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Introduction

The aim of our Year 9 and 10 program is to provide opportunities for all students to be actively engaged in their learning, to promote student well-being, student responsibility and to provide a variety of curriculum-based opportunities that enable students to maximise their learning outcomes.

Positive relationships: a team of teachers dedicated to working with students in Homegroups and in subject areas to meet pastoral care needs and maximise student well-being.

Relevant learning: developing the ability to be inquiring, creative and reflective thinkers with the adaptability to become responsible and productive members of our Learning Community.

Focused curriculum: exploring a rich core curriculum in English, Humanities, Mathematics, Science, Health and Physical Education that provides a strong foundation for the senior years of schooling.

Choice in learning: an elective program catering for a wide variety of student needs and interests in the Arts, Physical Education, Outdoor Education, Japanese and Design Technology.

Community involvement: participating in community projects, visits to business and industries to learn about employ-ability skills along with career and post-secondary educational opportunities.

Personal challenges: taking students out of the classroom to provide opportunities to extend skills and to achieve their goals in a range of local and broader community settings.

Celebration of achievement: recognising the endeavour and learning of all students through assessment processes as well as opportunities for displaying their work to peers, parents, and the wider community.

All programs are developed and assessed within the framework of the Victorian Curriculum

Structure

The Year 9 and 10 Program provides a balanced program for all students within the Victorian Curriculum and allows for students to make some choices to allow for individual interests. Year 9 and 10 subjects are made up of six core subjects and an elective program. Students have twenty-five 60-minute sessions per week.

Core	Sessions per week	Minutes spent in class per week
English	4	240
Maths	4	240
Health/ PE	3	180
Science	3	180
Humanities	2	120
Careers	1	60

Students will also select two electives per semester. Students will select one elective from each block. Each elective will have four 60 – minute sessions per week time allocation.

Block 1	Block 2	Block 3 (Semester 2)	Block 4 (Semester 2)
Metal Technology	LOTE (Japanese)	Metal Technology	LOTE (Japanese)
Performing Arts (Music)	Art	Extension Humanities	Art
Agriculture/ Horticulture Business	Food Technology	Food Technology	Performing Arts (Drama)
Textiles Technology	Extension Physical Education	Visual Communication (Graphics)	Outdoor and Environmental Education
Digital Technologies	Wood Technology	Extension Science	Wood Technology

Digital Learning

Over the last 2 years if there has been one lesson, we have taken away is the importance of our students having the necessary ICT skills for the future and the ability to flexible and adapt. As a school we need to make sure we are preparing the students the best for the future. Increasingly assessment is moving online such as NAPLAN and some parts of the VCE and we need to prepare students for this.

Modern classrooms require students to have access to a personal computing device. All year 5 to 12 students at Timboon P12 are expected to have such a device with them each day. Not having such a device puts Students at a disadvantage. Timboon P12 has a MBYOD (Managed Bring Your Own Device) model for personal device use in classes; in this model, students use a privately purchased device chosen by them as their 1:1 device at school. It is essential that students have a suitable device for their personal use in classes and for home study. Students use the device to do research and the production of work. There are a range of possible devices available that will meet the requirements of study at school and at home.

Timboon P12 will provide access for students with appropriate MBYOD devices to the school wireless network and the internet and will also provide access to Web 2.0 tools and the full Microsoft Office 365 suite of software, including Word, PowerPoint, and Excel. Parents will be required to cover all ongoing maintenance and repair costs to BYOD devices; each of the recommended devices listed in the hardware portal have insurance options linked to the device, and I would strongly encourage parents to consider this carefully. You do not need to purchase any programs or security systems. The school will provide this.

Special Programs

Vocational Education and Training (VET) Program

The Corangamite Trade Training Cluster commenced operation in February 2018 and is providing vocational education and training opportunities to senior secondary students across the Corangamite Shire. The provision of high quality VETDSS certificates (previously known as VETiS certificates) by qualified trainers is intended to address skills shortages and support successful school completion, building the capacity of individuals and our community. The CTTC facilities have been constructed on five sites (Camperdown College, Cobden Technical School, Derrinallum College, Terang College and Timboon P12 School) after a successful application for funding through the federal Trade Training Centre program. Hampden Specialist School is a formal member of the Cluster. Enrolment in CTTC courses is also open to students from surrounding government and non-government schools. While remaining enrolled at their base school to complete their VCE or VCAL, Corangamite students can undertake a CTTC VETDSS Certificate in their trade of choice where possible on a Thursday each week, travelling to the provider school for a four-hour training block. The current suite of Certificate I or II courses caters for a diverse range of future pathways including Business, Automotive, Community Services, Beauty, Building and Construction, Electrotechnology, Engineering, Hospitality and Music.

School Production

This year we have partnered with Red Door Dance and Theatre Company Colac for the production of the Lion King Junior Musical. Students from years 3 to 10 are involved in all aspects of the show. Moving forward we hope to showcase another production in 2024.

School for student Leadership Camp

School for Student Leadership is a Victorian Department of Education and Training (DET) initiative offering a unique residential education experience for year nine students. A select group of year nine students stay on residence in one of four locations in Victoria for up to nine weeks. The students work on improving leadership capacity and community projects to implement back at their home school.

Camp Program

This year students have been fortunate to attend either Melbourne Experience Camp (Year 10) or the Grampians Camp (Year 9). Each year we will endeavor to offer camp opportunities for our students that enable them to grow individually and connect them to their peers. Camps are an integral component of schooling.

English

Overview

Reading and viewing, writing, and speaking and listening are the focus areas for skill development. When reading, students identify possible interpretations of texts, and evaluate how authors deliberately apply innovative stylistic approaches. In their writing, students experiment with text structures, language features, and stylistic devices to articulate complex ideas. They consider the ideas of others and develop their own cohesive and logical arguments. When creating and editing their writing, students demonstrate an understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation. To hone vital speaking and listening skills, students craft and deliver their own presentations. Active contribution to class and group discussions is encouraged so students solve problems, justify opinions, and expand arguments.

Approach

Students are encouraged to share their knowledge and understanding so they can learn from each other. Furthermore, they are supported to substantiate their opinions and to respect differing points of view. Table configurations within the classroom regularly change to suit the delivery of activities and to promote engagement and collaboration. Students continually build their working knowledge of metalanguage and vocabulary to apply both in their writing and the spoken word. Year 9 and 10 students undertake four 60-minute sessions of English per week.

Content

Curriculum choices at Years 9 and 10 are informed by the reading and viewing, writing, and speaking and listening demands of English in Years 11 and 12 as directed by the Victorian Curriculum Assessment Authority (VCAA). This fosters a gradual skill progression to prepare students for the rigors of the Victorian Certificate of Education (VCE) or Vocational Major (VCE VM). Tasks are also aligned with the Victorian Curriculum.

Assessment

A range of formative assessments precede final summative assessments known as Common Assessment Tasks (CATs), with the results shared via Compass. Culminating an area of study, the CATs afford students the opportunity to showcase their understanding of language conventions, reading strategies, creative writing, persuasive writing, persuasive oral presentations, and text analysis.

Math

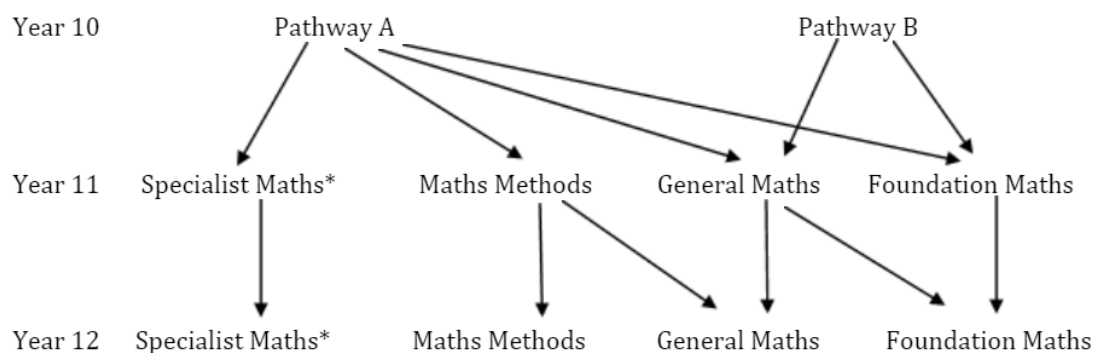
Overview

The mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline
- appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.
- Pathways stage (Years 9–10)

Students engage in a broad education and begin to plan their senior secondary program of study.

When possible students will be separated into pathways to better meet their academic and career goals. See pathway diagram below:



* Specialist Maths must be undertaken in conjunction with Maths Methods. Students studying Specialist Maths may need to undertake it through distance education.

Approach

Students will be given the opportunity to develop skills and strategies in mathematical reasoning and thinking, which includes problem-posing, problem-solving, investigation and modelling. Students will explore the use of technology in mathematics and apply it to practical situations and in their daily lives. Students will be given the opportunity to apply newly developed skills in assignments &/or projects of their own design or as directed by the teacher in charge.

Content

The curriculum is organised by the three strands of:

- Number and Algebra,
- Measurement and Geometry, and
- Statistics and Probability.

Learning in Mathematics

The proficiencies of:

- Understanding,
- Fluency,
- Problem Solving and Reasoning are fundamental to learning mathematics and
- working mathematically

and are applied across all three strands Number and Algebra, Measurement and Geometry, and Statistics and Probability.

Assessment

Schools must report student learning against the achievement standards in the curriculum.

Essential Assessment – Pre & Post tests for each unit of work involving the relevant curriculum strands

On Demand testing at the end of the school year.

Other areas that contribute to assessment:

- Topic specific tests
- Assignment grades
- Project grades
- Maths mate homework results

Health/ PE

Overview

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. The Health and Physical Education curriculum addresses how contextual factors influence the health, safety, wellbeing, and physical activity patterns of individuals, groups and communities. It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.

Approach

Students will participate in one session of Health per week where they will focus on analysing factors that influence respectful relationships in a range of diverse settings and the importance of empathy and respect for diversity in creating a cohesive society. Students are provided with opportunities to engage in activities that promote initiative, independence, interdependence and leadership. They evaluate their contribution to group tasks and suggest improvements to enable achievement of a team goal. Students explore the nature of conflict in a range of personal, local, national and global contexts. They evaluate a variety of strategies to prevent or resolve conflict.

Students will participate in two sessions of Physical Education per week where students actively explore specialised movement skills and movement concepts. They will complete some work individually as well as participating in teams for other activities. Students will have opportunities to work cooperatively with others to promote leadership, communication and initiative. Students will evaluate their own and others' performances in relation to improved performance, health and fitness and participation.

Content

The focus areas to be addressed in Level 9 and 10 include, but are not limited to:

- alcohol and other drugs
- food and nutrition
- mental health and wellbeing
- respectful relationships, sexuality and gender identity
- safety
- health benefits of physical activity
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities.

Assessment

Students will be assessed against the Victorian Curriculum strands as outlined:

Health

- Being healthy, safe and active
- Communicating and interacting for health and wellbeing
- Contributing to healthy and active communities

Physical Education

- Moving the body
- Understanding movement
- Learning through movement

Science

Overview

In Year 9 and 10 students continue to build on their understanding in the topics of Chemistry, Biology, Physics and Earth and Space. The curriculum is focused on students learning science phenomena and science as a human endeavor.

Approach

Three lessons per week.

Most content is taught in clearly defined topics.

Students engage in a range of learning activities from comprehension questions, group discussions, research projects, media analysis tasks, building models, experiment work, guest speakers and excursions.

TAP (Timboon Agricultural Project) will be incorporated into most areas of study but also taught as the discrete topics of Beekeeping in Year 9 and Dairy Genetics in Year 10.

Content

Year 9 course content includes:

- Beekeeping
- Chemistry
- Body systems and disease
- Earth and Space
- Robotics

Year 10 course content includes:

- Evolution of life on Earth
- Motion and forces
- Electricity and electronics
- Astronomy
- Chemistry
- Dairy Genetics

Assessment

Topic tests

Science Journal

Research projects (most completed as homework tasks)

Experiment work and reports

Mid and end of year exam for year 10 students

Humanities

Overview

Students continue to study the different areas of Civics and Citizenship, Economics and Business, Geography and History, with the aim to provide understanding of their world.

Approach

Year 9 and 10 students undertake two 60-minute sessions per week. Each of the above disciplines will be studied each term.

Content

Building on past knowledge of the geography and culture of Australia and other countries, students will examine trends in agriculture, urbanisation and technology and their effects on the environment.

Understanding today's world will be enhanced through the studies of the Industrial Revolution, Slavery, Colonialism, the Wars, The Great Depression and the development of different political systems. The major History study in Year 10 will focus on The Holocaust and students will report on their visit to The Jewish Holocaust Centre.

Students will examine Australia's political system, the court system and its relationship with other countries. They will begin to learn about the processes of decision-making regarding Economics and Business required at personal, local, national and global levels.

Assessment

Comparative studies of the geography, history, economics and political system of Australia and other countries will be undertaken. Through the Timboon Agriculture Program (TAP), students will have the opportunity to listen to guest speakers and consider future changes, challenges and opportunities in society.

Careers

Overview

Know yourself	Know your world	Manage your future
Be self-aware	Know what is possible	Find and use opportunities to learn and explore
Be a lifelong learner	Use technology and information effectively	Make informed decisions
Be adaptable	Understand work	Plan and build your career
Present yourself well	Experience work	Balance work and life
Work well with others		Embrace change

Approach

The content is taught in clearly defined topics. Each of the above topics will be studied over years 9 & 10.

Content

Getting preparation for the world of work and getting your tool kit ready. Planning for employment and looking at industry trends and what's coming. Building a portfolio of research and information for career planning. Knowing yourself and facilitating self-development, by understanding their own skills, strengths, interests and values to make more informed decisions for their future.

Know your world through career exploration and information about all the possible options for future work. This includes information about current and future labour market trends locally and beyond the local area. Identifying industries and jobs that are best suited to specific skills and interests and identifying different pathways to similar jobs informs good decision-making. Experiencing the workplace through work experience, volunteering, or paid work, developing practical skills, by undertaking barista courses or interview practice, also provides insight for future decision-making about future work.

Reaching the next transition. Considering future options in regard to completing the final years of schooling. It is important to make informed and considered choices in relation to the next steps in the students learning, training and employment. Australian students have a rich and diverse range of options when it comes to completing their final years of schooling. The challenge is to learn as much as you can about the choices available to you as you move from junior to senior studies, training, and employment. Along the way you will be asked to make choices in relation to subjects, courses, training, and work. These choices need sound preparation and planning.

Managing the future – being proactive. Students who can use insight gained from self-development and career exploration to make informed decisions about their future options will be better able to effectively build and manage their careers over a lifetime. Predicting possible challenges or recognising setbacks and being able to deal with them supports the career building process and assists with career and life transitions.

Understanding pathways and the capacity to move between systems. Looking at education, training, and work. Learning the language of pathways. Making connections and staying connected and researching pathways before subject selection

Assessment

Morrisby Profiling and unpacking Interview, Self-Awareness Audit, OH&S Modules, and the completion of a Career Action Plan

Elective: Metal Technology

Overview

In this elective unit students are provided the opportunity to use a variety of metal technology methods that include the use of hand tools, handheld power tools and plant equipment while also drawing, joining, cutting, measuring, forming and shaping materials such as sheet metal, mild steel and various soft metals.

Approach

This unit runs weekly four, one-hour sessions throughout the semester.

Content

Topics in this unit may include:

- | | |
|-------------------|---|
| Drawing – | Oblique, Isometric and Orthogonal to scale methods,
Engineering Drawing Abbreviations and Symbols. |
| Welding – | Arc, Mig, Tig, Oxy Welding and Soldering |
| Sheet Metal – | Cutting, Measuring, Filing and Drilling |
| Forming/Shaping - | Rolling, Anvil, Dolly, Beater Bag, Bead Rolling and Hammer work |

Assessment

Assessment in this unit may include three Common Assessment Tasks based on Research/Design Brief Folio, Production Skills, Occupational Health & Safety and Workshop Practices. Formative and Summative assessment methods are applied.

Elective: Performing Arts (Music)

Overview

Children who play music learn that there are rewards from hard work, practice and discipline. Playing a musical instrument helps develop students' creative thinking and motor skills. Music helps students become more active listeners and develops teamwork and shared goals. Playing in a group, working together and developing negotiation skills are complex processes that you must work through to build a successful musical group. Music can assist active listening, which is beneficial in a range of activities, from taking part in conversations to building more satisfying friendships. Children learn to embrace other cultures through their music. Music allows us to unleash our creativity in re-creation (interpretation) and in music creation (composition). Music is unique in that ideas and emotions are communicated in sound—not necessarily with words. Attentiveness to sound increases our ability to understand others and clarify our own communications.

Approach

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. It is an advantage if students can play or are willing to learn to play a musical instrument. This unit covers many of the skills that will complement the skills that are beneficial if considering undertaking VET Music as a VCE subject.

Content

The students compose an original 4 chord, 2-part song in the key of C. The sequence of chords is based on chords in the key of C that sound harmonious and melodic when played together. These sequences form the basis of most modern rock and popular music. This task involved learning the chords C, G, Am, F and Dm on both the Ukulele and the Guitar and then choosing 2 sequences using these chords that could be recorded to create a rhythm track for an original song. The students will then add their original lyrics to the chord sequence. The lyrics will be added to their 2-part sequence of chords. They will then decide on the instrumentation of their composition. The students then contribute to the recording of an original song using a Digital Audio Workstation. The students research the history of the Digital Audio Workstation and complete a recording plan prior to recording.

Assessment

- Planning and writing an original song.

- Recording an original song.
- Evaluating their recording.

Elective: Aghort Business

Overview

The aim of this subject is to develop understanding regarding agriculture and business by providing practical “hands-on” learning as they grow organic produce, which can be used by the school community. The students will also be involved in determining the possibility of different forms of farming, as they examine business models.

Approach

This semester course will involve students undertaking four 60-minute sessions per week. The production of lavender in the school’s existing lavender farm will provide the primary practical project. Other considerations of farming can also be considered - such as the growing of corn, garlic, potatoes, tomatoes, zucchinis - and the possibility of animal husbandry.

The course will form close connections with the Timboon Agriculture Project (TAP) to enable informed decision-making and best practices.

Content

Students will need to examine the science of farming and sustainable practices, the composition of soils and the requirements of plants, crops and animals. They will also need to examine the feasibility of production, given financial constraints and the different roles which they will need to undertake to produce a successful crop and final product for the consumer.

Assessment

Students will provide lavender/food to the school community. They will be expected to maintain a journal of their decision-making, work and their journey.

Elective: Textiles

Overview

Year 7 and 8 textiles is the study of safe workshop practices, hand stitching and the beginning of basic sewing machine practice. Students will learn about different materials, their uses and which are more appropriate for certain contexts.

Approach

4 sessions per week

Students will first complete safety training for the appropriate tools and workspace. The unit will be a blend of theory and practical learning focused on skill development, hand stitching techniques and basic sewing skills.

Content

Students will focus on learning about a range of material types and their uses. Students may make things such as: pin cushions,

Assessment

Production plan

Production of a product

Evaluation of a product

Elective: Digital Technologies

Overview

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make informed decisions about the development and use of technologies and can independently and collaboratively develop solutions to challenges and contribute to improved outcomes for society and the environment. Technologies can play an important role in transforming, restoring and sustaining societies and the environment.

Approach

Four lessons per week.

Students engage in a range of electronic learning activities from comprehension questions, web quests, group discussions, computer projects, research, guest speakers, and excursions.

Content

This subject is designed to engage and extend students' understanding of digital technologies. It may include coding and robotics, 3D printing and design, drones, web design, and other forms of technology and programming.

Assessment

Topic tests

Workbook

Individual and group projects

Elective: LOTE

Overview

The study of Japanese contributes to student personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge.

Approach

The Year 9 and 10 Japanese elective is designed to give students a range of skills necessary for communication with Japanese people and prepare them for further VCE Language study. Students develop their skills in script, vocabulary, grammar, speaking, listening and presenting written work in various text types. An underlining focus is on Japanese culture and social etiquette.

It is important to note that this is a two-year, Yr9 and 10, differentiated elective, comprising of 4 sessions per week.

Content

Topics covered may include:

Time and daily routine

My favourite Anime character (describing characters and people)

Shopping (money, making purchases)

At a restaurant (food, taste and making requests)

Clothing (western and traditional)

Free time & Making plans to go out

Housing and furniture (saying where things are)

Directions & Around town

Family & Homestay

Japanese Ghost stories and Yokai

The Zoo (describing animals, habitats and food)

Health and body

Seasons, weather, days and dates

School and study

Where do you come from? (Japan and around the world)

Part time jobs & careers

Students will be expected to study the scripts Hiragana, Katakana and Kanji as prescribed in each the units of work.

Assessment

Along with script, vocabulary and grammar study, assessment will be based on topic tasks, CATs, reorganising of information, incorporating speaking and listening, reading and writing, and knowledge of culture.

Elective: Art

Overview

Students create visual art works that communicate, challenge and express their own and others' ideas. They develop conceptual understanding, critical reasoning and practical skills through exploring mediums and techniques. Students learn about the relationships between the viewer and artworks can be displayed to enhance meaning for the viewer.

Approach

Four lessons per week

Students engage in a range of mediums, exploring techniques and developing skills relevant to those mediums. Students also engage in comprehension questions, group discussions, research tasks, guest speakers, and excursions.

Content

This subject is designed to engage and extend students' understanding of visual art. It may include painting, drawing, photography, sculpture and printmaking. Art theory will be included, focusing on styles, movements, the art elements and principles and discussion of mediums, techniques and aesthetics. Students keep a visual diary of work.

Assessment

Art analysis

Artworks

Evaluation of artworks

Elective: Food Technology

Overview

Food Technology explores the application of nutrition principles and the characteristics and properties of food, food selection and preparation, and contemporary food issues. Students come to understand the importance of a variety of foods, sound nutrition principles, food preparation skills and food safety.

Students investigate and make judgements on how the principles of food safety, preservation, preparation, presentation, and sensory perceptions influence the creation of food solutions for healthy eating.

Approach

Students will participate in both practical and theory classes each week. Students will be required to work individually and in teams in the kitchen and the classroom. Students will engage in a range of activities including research, comprehension, group discussions, written tasks, excursions, and guest speakers.

Content

Students will undertake a range of activities and topics that will prepare them for VCE and beyond. Students will gain a range of learning experiences, readily transferable to their home life, leisure activities, and working life. All classes will include food hygiene, safety, and healthy eating. Other topics that may be included:

- Food from Around the World
- Food in Australia
- The science of Food
- Food Choices, Health, and Wellbeing
- Navigating Food Information
- Technology in Food Production
- Environment and Ethics

Assessment

Students will complete a range of assessments to demonstrate knowledge and understanding, including a range of Design Briefs, Research Assignments, Short answer questions, and Observation Tasks.

Elective: Outdoor Education

Overview

This subject will focus on local environments and the interactions people have with them. Students will investigate safe participation in outdoor environments and sustainable use of the outdoors.

Students will explore the many ways in which outdoor environments are understood and perceived. Through supervised and guided outdoor experiences, students develop practical skills and knowledge required to participate safely in future outdoor experiences of their own.

Approach

Four classes per week will involve theory classes and practical activities within the school and the local community. Extended excursions and outdoor experiences may be a part of the course.

Content

Content of this course will develop fundamental skills and understanding in preparation for undertaking VCE Outdoor and Environmental Studies with a focus on the perception of Risk and the role it plays when undertaking outdoor pursuits.

Assessment

A variety of tasks will be submitted for assessment including practical participation, journal entries of outdoor experiences, assignments and presentations.

Elective: Wood Technology

Overview

Through Design and Technologies, students plan and manage projects from conception to realisation. They apply design thinking, and the design processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to create an innovatively designed product.

Approach

The unit runs for 4, 60-minute periods per week, over the course of one semester.

Content

Through both the theoretical and practical component of this subject, students develop dexterity and coordination, and students gain a broad range of learning experiences, readily transferable to their home life, leisure activities, and working life.

Students will develop knowledge, understanding and skills to ensure that they:

- become critical and creative users of technologies to design and produce a product of choice.
- can investigate, generate and critique designed solutions.
- generate innovative and creative product design ideas, through sketching and technical drawings.
- produce a designed product by creatively selecting and safely manipulating a range of materials, components, tools and equipment.

Assessment

Students will be able to demonstrate and use appropriate technologies to skillfully and safely produce a quality designed product suitable for its intended purpose.

Elective: Extension Humanities

Overview – this subject aims to develop the skills of students who intend to undertake Humanities' subjects for their VCE and VCP. Students who are considering to study Business Management, Economics, History, Geography or Japanese are encouraged to elect Extension Humanities

Approach –

- This semester course will involve the students undertaking four 60-minute sessions per week
- Students will be encouraged to develop their written analytical skills, showing that they can describe, explain and justify their views and predictions.
- They will examine another country's geography, history, culture, political structure, economy, social issues and business trends.

Content

- Reading and researching business case studies between Australia and the following countries: China, Japan, South Korea and the United States. Emerging markets might also be explored.

Assessment

An investigative study of one of the trading partners and an evaluation of its current and future trade relationship with Australia.

Elective: Visual Communication

Overview

Visual Communication Design conveys ideas and information to an audience through visual language. In Visual Communication Design students develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs. Design thinking, which involves the application of creative, critical, and reflective techniques, is fundamental to learning in Visual Communication Design. Students learn about design, the role of the visual communication designer and their contribution to society.

Approach

Four lessons per week

Students engage manual and digital drawing methods, incursions, research tasks to develop their skills which will inform the final task of a design brief.

Content

Students focus on learning the design elements and principles, instrumental drawings such as one- and two-point perspective drawings, isometric, oblique and orthogonal drawings. They will analyse different forms of visual communication, respond to a design brief and develop their own design brief. Students keep a visual diary of work.

Assessment

Instrumental drawings

Design brief

Analysis

Elective: Extension Science

Overview

Extension Science will have a range of topics offered on a yearly rotation. This subject is designed to extend and engage students in areas of science as a human endeavor and science inquiry skills.

Approach

Four lessons per week.

Content will be taught in term blocks with one topic taught each term.

Students engage in a range of learning activities from comprehension questions, group discussions, research projects, media analysis tasks, building models, experiment work, guest speakers, and excursions.

Content

This subject is designed to engage students in a range of interesting science topics and to provide extension for students considering VCE science. Some content will evolve based on student input and interests. Students will develop their inquiry skills and understanding of science as a human endeavor. The topics covered will vary each year and may include marine science, psychology, principles of flight, electronics, human space exploration, and forensics.

Assessment

Topic tests

Science Journal

Research projects (most completed as homework tasks)

Experiment work and reports

Elective: Performing Arts (Drama / Performance)

Overview

Performing Arts will provide students with the opportunity to plan, create and present performances from a range of disciplines. Students will learn a variety of performance skills and techniques that they can use to create a performance in a range of forms and styles. They will use a range of processes, media, materials, equipment and technology to devise original works that communicate ideas, themes and audience engagement. Students are required to maintain a record of their creative processes, understanding and decisions.

Approach

Students may participate in practical workshops to develop performance skills. Workshops such as creating dialogue, audience engagement, script development and stage craft. Students will work individually, in pairs, small groups and large groups to create and carry out a range of performances.

Content

The focus of this subject will depend on the interests and ideas of the group. Students will develop a repertoire of performance skills and will draw on these to create original performance productions. Pieces they create will be developed in the context of a specific audience and purpose and communicate chosen themes and issues.

Assessment

Assessment may include script writing, performance evaluation, development of production, creating/making/exploring/responding to performance prompts.

Elective: Extension Physical Education

Overview

The Extension Physical Education course will cover topics in preparation for students to undertake VCE Physical Education. The class will expand on topics covered in Year 9 and 10 Core Physical Education classes as well as introducing students to fundamental knowledge and skills in preparation for VCE.

Approach

Students will participate in both practical and theory classes each week. Students will be required to work on individual projects as well as working with others in a team environment.

Content

Throughout the semester, activities will be conducted under four key areas; improving performance, fitness and training, promoting physical activity and how the body works?

Assessment

Students will be assessed against the Victorian Curriculum

Physical Education

- Moving the body
- Understanding movement
- Learning through movement