“A complete education in a caring environment”.

Middle School Handbook
2016
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**Year 8 SEAL Program**

**YEAR 9**

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Key College Contacts

College Principal          Garry Dennis
Assistant College Principal Gay Findlay
Campus Principal           Ross Bramley
Year 9 Coordinators        Dennis Vague & Sindy Boyd
Year 8 Coordinators        Jo Stoopman & Gemma Dellamina
Student Welfare            Emma Harris

Term Dates 2016

TERM 1: January 27 – March 24
TERM 2: April 11 – June 24
TERM 3: July 11 – September 16
TERM 4: October 3 – December 20

Bell Times

<table>
<thead>
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<th>Notes</th>
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<tr>
<td>9.00 am</td>
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<td>10.02 am</td>
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<td>1.52 pm</td>
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<td>2.42 pm</td>
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*Indicates times when bell will sound
Introduction to Core & Elective Subjects Year 8 & 9

Wonthaggi Secondary College aims to provide students with a wide range of relevant and stimulating academic, cultural and practical experiences.

The curriculum in Years 7 to 10 has been based on the sixteen domains, which are a blend of the Victorian Essential Learning Standards (VELS) and the National Curriculum and is delivered at WSC across the eight established Key Learning Areas (English, Mathematics, Science, Humanities, the Arts, Technology, Languages and Health & Phys Ed). We are in transition to the National Curriculum.

In Year 8 and 9 students operate in a Core and Elective Program. Classes are completely Yr 8 or Yr 9 in composition. The electives allow students to select subjects according to interest, talents and abilities while providing experience of the 8 Key Learning Areas.

Year 10 consists of a Core of English, Mathematics, Science, Humanities, Industry & Enterprise and one compulsory unit of Physical Education. The remainder of the program is made up of elective subjects chosen from the Arts, Languages and Technology Learning Areas. Students are also able to extend themselves by accessing Year 11 subjects in some circumstances.

The senior school program, Years 11 and 12, is based on the Victorian Certificate of Education (VCE), Vocational Education and Training (VET) and Victorian Certificate of Applied Learning (VCAL). It covers the last two, or sometimes three years, of secondary education.

Wonthaggi Secondary College has excellent facilities and resources available for use by students at all levels. A Student Welfare Coordinator is attached to the teaching staff at each campus and a Careers teacher is based at the McBride campus and a Pathway Coordinator at Dudley Campus. Parents/carers and students are encouraged to seek and receive appropriate advice and assistance from these people whenever it is needed. Students with disabilities have a support team and Coordinator.

The College Charter and Annual Strategic Plan set the school’s direction and priorities. A comprehensive set of policies based on the principles of student access and success has been developed and implemented as well. Decision-making involving parents/carers, teachers and students is also a feature of our College operation.

We are extremely proud of our Student Leadership Program. Students are encouraged to participate in a wide variety of leadership initiatives. The College values input by students through such forums as the Student Representative Council, Peer Support Program, Peer Mediation and Sports House Leadership. Student opinion is valued and responsible leadership is seen as an important aspect of the College. Students are given the opportunity to express themselves, give their best effort and strive for personal achievement to the highest level.

Parents/Carers are encouraged to become active members of the College Council and / or Parents Group.

Please do not hesitate to call us if you wish to discuss any aspects of College Curriculum policy or process.

Gay Findlay
Assistant College Principal
Whole School Organisation

The school is divided into (3) parts:

1. **YEAR 7 (DUDLEY CAMPUS)**
   The first year of secondary school focuses on providing a broad curriculum and assisting students in their transition from primary to secondary schooling.

2. **YEARS 8 & 9 (DUDLEY CAMPUS)**
   Year 8 and 9 is designed to cater for students’ needs and abilities. Students select for Year 8 or Year 9 from subjects that cover all of the eight Key Learning Domains, but also allows for extension in areas of strengths and consolidation in areas that need extra assistance.

3. **YEARS 10-12 (MCBRIDE CAMPUS)**
   In the first year at the McBride Campus at Year 10, students will study core and electives in each of the eight Key Learning Areas.

   The timetable is set up in a vertical structure which allows for students in Year 10 to study VCE units. In VCE, Year 11 & 12 students can choose from a wide variety of VCE units, as well as having access to VET (Vocational Education and Training), VCAL and TAFE subjects.

School Charges/Subject Levies

Parents please note that all school charges (levies) are approximate calculations in June 2015 and are therefore subject to change in 2016.

The College is committed to providing quality programs and to keeping necessary levies and charges to a minimum. We minimise levies and charges by ensuring that all program participants contribute. Most activities and camps are subsidised by subject levies or other charges. If these levies or charges have not been paid (in the year in which the selection is made) the cost for the activity or camp will not be subsidised – ie. full price will have to be paid.

Parents with a valid Health Care card are entitled to a $225 payment per student (no age limit) from the Victorian Government to go towards students’ Camps, Excursions or Sport costs. Please contact the school (56713700) for an application form or download one at www.education.vic.gov.au/csef.

Any student with outstanding subject levies from previous years is unlikely to be considered for subjects which incur a levy in 2016.
The Goals of Years 8 & 9

Goals related to Year 8 & 9 (sometimes referred to Middle School):

1. to provide for flexibility (in subject choice and achievement level).
2. to provide students and parents with greater input into course selection.
3. to cater for individual differences in needs and abilities.
4. to cater for students who need to take a modified course of study.
5. to cater for enrichment and acceleration of individual students.
6. to provide opportunities for students to succeed in all areas of the curriculum.

Sport Education

Students will do compulsory PHYSICAL and SPORT EDUCATION (PASE) for two units a week for the two years at Middle School. Students will be allocated into groups by the Physical Education faculty. There is a cost to cover buses, outside tutors, equipment and venue hire etc..... for some activities. 2016 costs are not set, in 2015 costs varied from $30 to $60 depending on the activity.

The Victorian Youth Development Project - Lifesaving will also be offered to a select group of students as a Health and Physical Education elective. This subject is called Advance (see page 28 of this handbook for further information).

Support Units: for students who require extra assistance

Our range of subjects enable us to offer units, which are aimed at supporting those students who need more time to develop their skills and require extra teacher support.

Subject Acceleration and Enrichment

Students whose skills are more developed in certain Key Learning Areas may be accelerated through the relevant subjects. Units have been developed for extension work for those students who are working at an advanced level. Occasionally a student can elect to repeat an elective if it is considered beneficial according to that student’s learning goals and needs.

Students from the Year 7 SEAL class will continue to be accelerated through ENGLISH, MATHS, HUMANITIES, JAPANESE and SCIENCE, remaining as a distinct group as part of WSC policy. Further information for SEAL students is available from the SEAL Coordinator.
Transition to the Australian National Curriculum

In the past our curriculum has been based on the Victorian Essential Learning Standards (VELS). We are now in transition to the Australian National Curriculum, so currently the term AusVELS (Australian Victorian Essential Learning Standards) is being used to describe the curriculum during this period of change.

In Year 7 all students follow a common course of study and stay in Home Groups for all classes. Our core and elective structure at Years 8 & 9 enable us to offer a broad program which caters for diverse student needs and interests and encompasses key aspects of the Australian National Curriculum which is being phased in over the coming years.

The Australian National Curriculum incorporates 8 subject areas, 7 general capabilities and 3 priorities as shown in the table below.

<table>
<thead>
<tr>
<th>Learning Domains</th>
<th>General Capabilities</th>
<th>Cross-Curriculum Priorities</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Critical and creative thinking</td>
<td>Aboriginal histories and cultures</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Self-management, teamwork and social competence</td>
<td>Asia and Australia’s engagement with Asia</td>
</tr>
<tr>
<td>Science</td>
<td>Intercultural understanding</td>
<td>Sustainability</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Ethical behaviour</td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>Literacy</td>
<td></td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences (History, Geography, Civics &amp; Citizenship, Business and Economics)</td>
<td>Numeracy</td>
<td></td>
</tr>
<tr>
<td>The Arts</td>
<td>ICT</td>
<td></td>
</tr>
<tr>
<td>Technologies (inc ICT)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AusVELS is the curriculum from Prep (Foundation) to Year 10 that all government schools need to use to plan, assess and report to parents. There is a learning continuum over 11 levels. Subjects are being phased in over 3-5 years but remain similar in many cases.

One major difference in the change from VELS to AusVELS is that previously a Year 7 student worked towards VELS level 4.5 and a Year 8 student towards VELS level 5, now a Year 7 student works towards an AusVELS level 7 and a Year 8 student towards level 8 and so on.

For more information contact Gay Findlay- Assistant College Principal and Curriculum Coordinator at either campus.
Date Due Policy: Dudley Campus

Students are expected to meet all 'dates due' requirements and submit all work set for them by their teachers. Failure to submit work by the set time may result in the student receiving an 'UNSATISFACTORY' assessment in the subject/s in which work was not submitted. A letter will be sent home detailing the overdue work by class teachers.

Penalty free extensions may be granted by the teacher concerned provided that the application is made prior to the due date. The student must have a compelling and documented reason for making the application or must have been genuinely ill prior to, or at the time, work was due.

Work that is submitted late by students who have not gone through the correct procedures, or who do not have an acceptable excuse, will be accepted and marked by the class teacher. However, this work may be penalised (i.e. the maximum mark available will be reduced). It could also result in the work receiving an ‘unsatisfactory’ assessment.

EXTENSIONS OF TIME

- If students know of an upcoming absence from school eg. family holiday, they must make special arrangements with the teacher concerned.
- An extension of time will be given to students who have experienced problems that are outside their control eg. Illness, family crisis etc.
- All computer work must be backed up. Computer failure cannot be used as a reason for an extension time.
- An extension of time must be requested no later than one full school day prior to the submission date. In exceptional circumstances this may be varied by the classroom teacher.
- Students will be given up to a maximum of five school days for an extension of time.
- An alternative task may be given to a student who is granted an extension by the classroom teacher.

The classroom teacher is responsible for granting an extension of time. If an extension of time is refused the student may appeal the decision to the Year Level Coordinator or the Campus Principal.

AUTHENTICATION

- All work needs to be the student's own eg. Large pieces of work from an encyclopaedia or the internet are not acceptable.
- Where possible, students must supply evidence of progress towards their final submission. Where appropriate students must include a list of references/resources.
- Students should complete most of the drafting process during class time.
- Teachers reserve the right to question students about the content of their work when authentication is in doubt.
- If two or more students are involved in an authentication problem all participants may receive an ‘Unsatisfactory’ grade.
- Parents should be contacted if the problem cannot be easily resolved.

LATE SUBMISSIONS

Work submitted late without a valid reason may be marked as an ‘Unsatisfactory’.

Full values for grades is available to students who work with purpose and submit all tasks by the designated due dates. Students who do not work with purpose and fail to follow the process described above risk not satisfying the required outcomes of the subject and subsequently could fail.
How Year 8 & 9 Is Structured

Home Groups

These are composed of approximately 25 students across the two year levels of Middle School. The Home Group teachers are responsible for administration and the daily Home Group roll call, and will be involved in the pastoral care of their group of students.

Units of Study

Each unit is for (4) lessons per week for a semester.

Units are offered in 8 Key Learning Areas; English, Mathematics, Science, Humanities, Languages, Health and Physical Education, The Arts and Technology.

Students must cover the following number of compulsory units in each Key Learning Area over Year 8 and 9.

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Number of Compulsory Units over 2 years</th>
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<tbody>
<tr>
<td>English</td>
<td>4</td>
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<tr>
<td>Mathematics</td>
<td>4</td>
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<tr>
<td>Humanities</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Technology</td>
<td>2</td>
</tr>
<tr>
<td>The Arts</td>
<td>2</td>
</tr>
<tr>
<td>Languages</td>
<td>2*</td>
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Students also select up to (6) elective units over the 2 years in The Arts, Technology and Health and Physical Education areas.

* Languages is a DEECD requirement for all Victorian students. Exemption from Languages applies to S.E.L.P. students but for other students can only be achieved by teacher recommendation and/or negotiating with the Assistant College Principal. SEAL students are expected to study Japanese for the three years at Dudley Campus.

Subjects offering Support and Advanced level units have rigorous recommendation processes. Subject leaders determine selection for these options.
Choosing A Course Of Study

This handbook should be studied carefully so that students are fully aware of the requirements and the various units offered. The Key Learning Area maps are a valuable source of information when selecting the course of study for the two years. They indicate the pathway through the Key Learning Area (along with the codes for each subject).

The English and Mathematics areas provide units at advanced, mainstream and support levels for both Year 8 and Year 9.

All other Key Learning Areas provide units at Year 8 and Year 9 and offer advanced levels. The level of each unit is indicated along with a course description in this handbook.

Students are asked to:

- Read the handbook and identify possible subjects for next year.
- Ensure that teacher recommendations section of the selection sheet has been completed.
- Select their units for next year on the selection sheet supplied by numbering their top three choices in elective subjects.
- Year 8’s going into Year 9 are advised to have their selections checked and approved.

Selection Process Support

- Students and parents are encouraged to seek assistance should they encounter any difficulty during the selection process.
- Parents and students will also be given additional information regarding the information evening and further counselling as required.

English Novels / Science & Humanities Textbooks

The College is committed to containing education costs to a minimum. Rather than ask that all students purchase their own copy of each novel/textbook for the above subjects studied, we purchase class sets from the Year Level Curriculum Charge. This represents a significant saving on each student’s booklist. It is important that the Curriculum Charge is paid by everyone for this process to continue.
YEAR 8 ENGLISH

Students will be required to complete text responses, oral presentations and folio pieces over the year. A range of text types will be completed as part of the subject. These could include;

- Newspaper articles
- Recounts
- Stories
- Poetry
- Auto/biographies
- Essays

Students explore a range of issues and themes relating to the texts studied. Texts can be both written and/or visual. The choice of texts will vary depending on individual student needs and interests. All year 8 students will complete common assessment tasks and their language skills development will be based on a common language skills textbook designed to improve grammar, punctuation and expression.

SUPPORT ENGLISH

Support English classes will teach skills in reading and writing, at a pace and depth appropriate to lower literacy students. Classes will focus on effective speaking abilities, functional vocabulary building and thinking skills. Small class sizes in Support English aim to provide a safe and understanding social environment for students. The development of supportive networks and cooperative learning will be encouraged. Low student numbers in Support English also provide increased support to individual students from teaching staff.

LITERACY ELECTIVE

Literacy Elective is an elective subject available to students who need extra literacy help across all subjects. The class focuses on comprehension strategies, vocabulary recognition and writing formats that will assist students to achieve better literacy outcomes in their core subjects. This subject is an elective subject additional to the student's English and is only available to students who are currently not doing a language.
All three Year 8 mathematics courses cover the standard Year 8 AUSVELS curriculum. The curriculum is grouped into 10 topics per year studied sequentially spread evenly over the two school semesters. An additional topic is introduced during Headstart week at the end of the year 8 in preparation for Year 9. Students use a combination of textbook, computer and hands on resources to develop their mathematical skills, they are given set homework on a weekly basis throughout the school year. Students are assessed at the end of each topic, their computer work and homework are also assessed.

**SUPPORT**

The Support class focuses on a basic level of understanding of each new topic together with a consolidation of skills from prior years and mastery of essential numeracy skills. Students will be able to reinforce their basic Mathematical skills in everyday situations.

**MAINSTREAM**

The Mainstream class focuses on achieving proficiency in each new topic. Students will learn to develop and communicate mathematical ideas to help them make reasoned judgments in everyday situations and encourage them to take further studies in Mathematics.

**ADVANCED**

The Advanced class focuses on achieving mastery of each new topic and the ability to tackle more challenging mathematical problems independently with confidence. Students who study this unit will continue Mathematics through Year 10 and into VCE.
**HUMANITIES** involves the study of human societies, people and their cultures in the past and in the present. This subject area develops the key ideas and concepts that enable students to understand the way in which people and societies have made meaning of and organised their world under particular conditions.

**HUMANITIES** focuses on human behaviour. The subject explores how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems and related to other groups of people.

**HUMANITIES** has specific standards of achievement for **History**, **Geography** and **Economics**. Ongoing development and implementation of the National Curriculum may see changes in some areas of the Humanities Curriculum, but for Years 8 & 9 there will be one semester of History as a mandated subject and then a combination of Geography & Economics in the other semester.

**Geography:**
- Mapping Revision
- Topographic Mapping
- Australian Landscapes and Landforms
- Continental Drift, volcanoes and earthquakes
- Interaction of human activities with the natural environment

**Economics:**
- The Local Area: local history, economic and community study
- The Bunurong Aborigines
- European Settlement
- Wonthaggi and the State Coal Mine

**History:**
- The Ancient to the Modern World c.650AD to 1750:
  - Key features of the Medieval World
  - Medieval Europe OR The Vikings OR Renaissance Italy OR The Ottomans
  - Shogunate Japan OR Angkor OR Polynesian expansion
  - The Spanish and the Americas OR The Mongolians OR The Black Death

**SEMESTER 1**

Students will initially revise their mapping skills and then extend their knowledge and understanding of large-scale topographic maps as sources of spatial information.

They will investigate Australian landscapes and landforms, their significance to Australia and the indigenous peoples of the land and their environmental sustainability as a result of human interaction.

Students will study the process of Continental Drift, the theory as it has developed and the movements of tectonic plates that create the volcanoes and earthquake zones around the world. They will also investigate the issues involved in living with volcanoes and earthquakes and the consequences of these hazards on human populations.

In addition, the South West Gippsland region will be studied as a thematic unit – students shall investigate the geographical makeup of our area, analyse change and continuity over time, sequence events and develop timelines and use Wonthaggi’s State Coal Mine as a community study. They will undertake a local history excursion that will incorporate the the local coastal area and its importance to the Bunurong Aborigines, the State Coal Mine and a guided tour of the Wonthaggi surrounds conducted by members of the Wonthaggi Historical Society.
### Humanities Cont...

#### Year 8

#### SEMESTER 2

History studies will focus on the time between the ancient civilizations and our modern world, in particular, the medieval times through Europe and Asia and the expansion of contacts across the world through to the 1700s.

Students will study the key features of the Medieval World such as Feudalism, the spread of religion across Europe including the Crusades, developments in science and culture through the Renaissance, and the voyages of discovery to the Americas and beyond.

Students will also complete 3 Depth Studies as prescribed by the Australian Curriculum:-

1. Medieval Europe OR The Vikings OR Renaissance Italy OR The Ottoman Empire
2. Japan under the Shogun OR Angkor/Khmer Empire OR Polynesian expansion
3. The Spanish conquest of the Americas OR Mongolian expansion OR The Black Death in Asia, Europe and Africa.

### Science

#### Year 8

Science is studied for all four semesters during Middle School. Students study science as two compulsory units in Year 8 and at Year 9. SEAL students study four sequenced units during the two years. Each unit will develop a student’s ability to ask questions and find answers about the natural and physical world.

#### Semester 1

Students will use microscopes to investigate cells and living structures. They will explore how natural energy systems can be harnessed. Geology and the Earth’s structures will be covered.

#### Semester 2

In this semester, students will investigate how sound travels and the mechanism of hearing. They will be introduced to the periodic table and learn how atomic structure influence chemical properties. Transport systems in humans and plants will also be examined.
Languages

Year 8

**Indonesian – Japanese**

For a number of years now DE&T has made the teaching of a foreign language compulsory. Studying a Languages is therefore compulsory for all students in Year 8 unless there is a recommendation by the teacher, in conjunction with the parents and Middle School Coordinator that the student not continue with the language. It is strongly advised that students complete a full year of study to gain maximum benefit from the subject.

Learning a Language is a valuable and worthwhile experience. Australia needs people with an understanding of other languages and cultures. Knowledge of another language may assist with employment in the expanding areas of Tourism, Trade and Teaching. Knowing another language makes an overseas trip even more special and enjoyable. MANY TERTIARY COURSES OFFER A BONUS ON TERTIARY ENTRANCE SCORES FOR STUDENTS WHO GAIN A PASS IN YEAR 12 LANGUAGES.

**INDONESIAN**

Year 8 Indonesian builds on what has been studied in Year 7. In Semester 1 the main topics will be: times, days, dates, birthdays, family, pets and where you live. Semester 2 concentrates on: describing people, making comparisons, using addresses, phone numbers and colours, learning the parts of the body and talking about being sick. The emphasis will be on developing skills in speaking, listening, reading and writing in Indonesian. Cultural aspects will also be included.

**JAPANESE**

**Semester 1**

In this unit the main topics covered will be animals, describing words, classroom instructions and objects, colours and weekend activities. The ability to read and write the HIRAGANA script will be consolidated and students will learn to read and write all the KATAKANA symbols. Cultural elements relevant to the above topics will be studied.

**Semester 2**

In this semester students will learn about family, likes / dislikes and time expressions, daily routine, food and drink and days of the week. The ability to read and write using both HIRAGANA and KATAKANA will be consolidated and some new KANJI symbols introduced. More facts about the country and culture will be studied.
Health & Physical Education

Students must complete three units out of the four semesters, over 2 years. This is a minimum requirement. Students select electives of their interest from the full list of offerings. The aim of Health and Physical Education is to assist each student to develop fully and in doing so promoting responsible, productive and healthy citizens. The work program promotes appropriate attitudes and learning behaviours such as making responsible decisions about individual and community issues regarding health, fitness and a quality lifestyle.

**FOOD AND FUN**

In Food and Fun, students will be involved in two units of practical Physical Education and two units of Home Economics which will have both practical and theory components. In the Physical Education area, students will study striking sports, fundamental motor skills, throwing and catching techniques and game appreciation.

In the Home Economics area, students will study the preparation of various foods including safe and responsible work practices, food selection and dietary implications. A one off levy of $40 is payable to cover ingredients.

**HEALTH AND PE FOR ALL**

This subject consists of four units, two of which are theory, health education based and two units of practical sessions. In health, students will study body systems (skeletal & muscular), general fitness theory and adolescent risk taking, including alcohol education. In Physical Education, students will undertake fitness testing and training, net sports and invasion sports. Assessment will be based equally on practical and theory components. Students will be required to complete a number of work requirements, which will include assignment work, topic tests, projects, skills tests and participation performance.

**HEALTH AND PHYSICAL EDUCATION FOR GIRLS**

Students who choose this elective will explore topics such as reproductive systems, building positive relationships and common lifestyle diseases. Students will also have the opportunity to participate in a variety of traditional and non-traditional sports/activities as well as circuit training and fitness throughout the practical component. Assessment in this unit will be based on both theory and practical components.

**HEALTH AND PHYSICAL EDUCATION FOR BOYS**

This elective will provide students the opportunity to study topics such as sex education/contraception and healthy lifestyles. Students will also study games conception and will be able to design, create and play their own games. Assessment in this unit will be based on both theory and practical components. Assessment will be based on the successful completion of set work requirements.
**The Arts**

**FOUNDATION ART**

The aim of this unit is to further students knowledge within the arts. This will be achieved by developing and refining the skills, techniques and processes associated with the production of a series of artistic compositions. Students will focus on expressing and developing their own ideas and creativity through trial and error, as well as observing and experimenting with various art mediums and techniques in both 2D and 3D art.

**FOUNDATION MUSIC**

This unit introduces students to the basic concepts of music in practice, through developing ideas, skills, techniques and processes. Students will also study music contexts and aesthetics. Areas studied include: student composition and performance in small groups, graphic notation, aural, theory, introduction to guitar playing, music analysis and appreciation. This is an excellent introduction to the electives of Popular Music and Advanced Music.

**FOUNDATION GRAPHICS**

This is an introduction to Graphic Communication. Basic skills and procedures are taught. Students will produce works ranging from Technical Drawings to Graphic Design. Other aspects covered include lettering design, 2D and 3D pictorial drawing, symbols and poster design.

**STUDIO ART**

Students who choose this unit will learn how to identify and understand the development of art and art movements throughout history. Students will be encouraged to express their feelings and ideas in an imaginative format by drawing upon the influences of modern artists. To complement their investigations and assist in the development of confidence, knowledge and understanding of art, students:
- Undertake research on individual artists/art movements,
- Develop preparatory work in appropriate styles of art and
- Complete a folio of artwork.

**STUDIO CERAMICS**

Students who select this unit will apply and develop a range of techniques and processes in 3D Art to create both functional and non-functional works. To increase confidence and encourage expression of creative ideas students will:
- Produce a series of developmental drawings and marques, analyse related artworks, observe demonstrations, experiment with 3D techniques and processes and produce finished pieces of artwork.

Please Note – if students undertake this class in Year 8 they cannot select it again for Year 9.
The Arts Cont...

**MEDIA & COMPUTER GRAPHICS**

This course provides instruction to allow students to obtain fundamental skills in desktop publishing, photography and image manipulation, computer based illustration, image and text scanning and basic animation. This course is an extension of the subjects Graphics for Life and Graphics Illustration and provides students with skills to enable them to enter senior levels of graphics media courses. Computer programs to be taught to students can include Adobe Photoshop, Adobe Illustrator and Adobe Flash. **Please Note** – if students undertake this class in Year 8 they cannot select it again for Year 9.

**ART AND SCULPTURE**

The course in Art and Sculpture will enable students to develop skills in the areas of three-dimensional and functional-design. Students will be offered instruction in a selection of subjects including mosaics, cartooning, candle making, plaster sculpture, paper mache, wire art and beading. This course will include a design and evaluation component.

**GRAPHICS ILLUSTRATED FOR LIFE**

This course introduces students to developing visuals for creative productions including; storyboarding, scripting, character development, technical and product design. Productions may include; animation, cover designs for magazines, books, book illustration and product packaging design. This course covers skills associated with both traditional production techniques and computer generated processes.

**POPULAR MUSIC**

This unit covers various types of popular music in the music industry. Students will undertake different activities that use a range of music technologies and instruments such as guitar and simple drumming skills. They will also investigate areas of the music industry such as marketing, employment opportunities and the legal side of the music business. **Please Note** – if students undertake this class in Year 8 they cannot select it again for Year 9.

**DRAMA CRAFT A**

In this unit students will create characters and use characters to tell dramatic stories. Students will take on various roles and explore the lives of their characters. They will explore a variety of acting styles, including Noh Theatre from Japan, simple script-work and issue-based process drama. The unit will include several performances. Assessment is based on the students’ involvement in workshops as well as their ability to perform and appreciate the work of others.

**DRAMA PLUS**

This unit looks at a variety of performance styles, such as Shakespearean and Asian Theatre, and some trends that have shaped the way we perform plays. Students will develop dramatic skills, including script development and the 12 Elements of Drama. They will learn to be a critical audience. The Unit will involve multiple performances. Assessment is based on the students’ involvement in workshops as well as their ability to perform and appreciate the work of others.
The Arts Cont...

DANCE: Creative Movement

In this Unit students will explore movement as an art form. They will learn about different performance styles and develop the necessary skills, techniques and processes for executing them. In workshops students will improvise movements, choreograph their own works as well as learn prescribed works choreographed by others. They will be required to perform and to develop an appreciation of aesthetics as an audience member.

The Unit will culminate in a performance. Assessment is based on their involvement in workshops as well as their ability to perform and appreciate the work of others.

Technology

MACHINES DESIGN & BUILD

Students will investigate, design, produce and evaluate basic systems used in today’s society. Students will study the following topics: Gears, Friction, Structures, Aerodynamics and Energy.

The subject aims to develop in students

- Skills in working the materials and equipment used in the subject.
- Safe work practices when using equipment in this subject.
- An understanding of systems and their impact on society.
- Self-confidence and self-sufficiency when dealing with mechanical technology.
- The ability to assess and evaluate different aspects of design and production processes.
- The ability to evaluate their own work compared to set criteria.

Prerequisites

- A basic understanding of safe and proper use of hand tools common to the technology workshops.
- A mature attitude towards the safety of yourself and others around you.
- An ability to work in a self-motivated manner and ask for help when required.

TEXTILES A & TEXTILES B

This unit aims to develop skills and appreciation of fibres, fabrics and processes related to textiles. Through the use of design briefs, students will Investigate, Design, Produce and Evaluate a range of Textile products. Students can study one or both units throughout the course of the year. Projects that may be completed include boxer shorts, pencil cases and T-shirts.

NB: The school supplies materials for this subject, however students are welcome to purchase their own if desired.
MATERIALS A & MATERIALS B

The unit consists of two units per week in the Woodwork room and two units per week in the Metals/Plastics room.

Through Design Briefs the students will have the opportunity to Investigate, Design, Produce and Evaluate various products using and integrating some of the following materials, brass, copper, wood, acrylic, pewter, nickel silver and aluminium.

The students will learn the processes and techniques which will allow them to combine these materials.

This subject aims to develop in the students-

- Safe and proper use of the tools, equipment and facilities.
- Care and respect towards yourself, other students, teachers and classrooms.
- Ability to solve problems through investigation and design
- An ability to follow instructions and work in a self motivated manner.
- The ability to evaluate their work against set criteria.

COMPUTERS

What will I learn?

In this unit students focus on aspects of computer use, including Word Processing, Networks, Spreadsheets, and Databases. They will work with graphics, multimedia and electronic communication through a series of tasks and assignments to develop skills for safe and efficient use of the internet, Emails Multimedia Applications and Web 2 communication using a blog.
YEAR 8 SEAL PROGRAM

ENGLISH

The focus in this subject will be on extending students beyond the usual Year 8 Curriculum. Students will develop skills, which enable them to competently use a range of strategies to plan, compose, revise and edit both written and spoken texts, which examine different perspectives on complex themes and issues. They will be required to apply these strategies to support their understanding and analysis of extended texts.

MATHS

Mathematics (PAL) is an advanced level of Mathematics offered to SEAL students in the first year of middle school. The course is designed to provide a sound basis for accelerated learning in Mathematics. Over the year students will cover a range of topics. Students will learn to develop and communicate mathematical ideas to help them make reasoned judgements in everyday situations.

Students will engage in many different types of learning: teacher instruction, problem solving, project work, group work and investigative research. Students will benefit from a high level of Mathematics that is appropriate to their learning capabilities. They will be accelerated through Middle School and Year 10 Mathematics to enable them to attempt a VCE Mathematics subject in Year 10.

HUMANITIES

This unit is an advanced Year 8 unit. Topics covered will be the same as those studied in Year 8 mainstream classes but the Achievement Standards met will be those of the Year 9 Australian Curriculum.

SCIENCE

Semester 1
In this unit students will study sustainable issues with a focus on solar applications. The atomic nature of matter and associated chemical reactions will be covered. Students will examine the propagation of sound and the mechanisms of hearing. Students will undertake an individual research project.

Semester 2
In this unit students will learn about transport systems in plants and animals. The behaviour of light will be related to its uses in technology. Ion reactions and associated applications will also be covered. Students will undertake an ecological investigation and participate in a range of research projects.

JAPANESE

Semester 1
In this semester students will learn about weekend activities, family, like/dislikes, time, expressions daily routine, food and drink. The ability to read and write the HIRAGANA script will be consolidated and students will learn to read and write the KATAKANA symbols. Some new KANJI symbols will be learnt. Cultural elements relevant to the above topics will be studied.

Semester 2
In this semester students will learn about days of the week, country life, mode of transport, the calendar and school. They will also learn how to read and write ALL OF THE KATAKANA symbols and more KANJI. More facts about country and culture will be included.
YEAR 9 SEAL PROGRAM

ENGLISH

The focus in this subject will be on extending students beyond the usual Year 9 Curriculum. They will be exposed to a range of spoken and written texts characterised by complexity of purpose, procedure and subject matter. They will be required to develop strategies that enable critical evaluation of texts with multiple levels of meaning. They must demonstrate the ability to justify interpretations of texts with detailed and well-chosen evidence.

MATHS

Mathematics (PAL – Year 9) is an advanced level of Mathematics offered to students in the second year of Middle School. The course is designed for accelerated learning in mathematics to enable students to attempt a VCE Mathematics subject in Year 10. Over the year students will cover a range of topics. Students will learn to develop and communicate mathematical ideas.

Students will engage in many different types of learning: teacher instruction, problem solving, project work, group work, outdoor activities and investigative research. Students will benefit from a high level of Mathematics that is appropriate to their learning capabilities. They will be accelerated through Middle School and Year 10 Mathematics to enable them to attempt a VCE Mathematics subject in Year 10.

HUMANITIES

This unit is an advanced Year 9 unit. Topics covered will be the same as those studied in Year 9 mainstream classes but the Achievement Standards met will be those of the Year 10 Australian Curriculum.

SCIENCE

Semester 1
In this unit, students will learn the genetic basis of inheritance, DNA structure and replication will be studied. The characteristics of chemical reactions and usefulness of groups of similar chemicals will be specified and related to practical projects. How different forces act together to affect motion of objects will be explained.

Semester 2
Students will examine ecosystems and their interdependence in the environment. Plate tectonics and other geological processes affecting the earth will be examined. Traits of personality and elements of psychology will be examined. Elements of space, such as the formation of galaxies, atoms and the big bang theory will also be covered.

JAPANESE

Semester 1
During this semester students will learn about more weekend activities, location, describing people, clothing, weather, leisure and travel. More KANJI symbols are introduced. There is consolidation of ability to read and write KATAKANA. More facts about country and culture are added.

Semester 2
In this semester students will learn about leisure, giving and responding, meeting people, invitations and suggestions, more daily routine and more food and drink. Students will learn the rest of the KANJI symbols recommended as a basis for VCE Japanese. More facts about country and culture continue to be included.
YEAR 9 ENGLISH

Students will be required to complete text responses, oral presentations and folio pieces over the year. A range of text types will be completed as part of the subject. These could include:

- Newspaper articles
- Recounts
- Stories
- Poetry
- Auto/biographies
- Essays

Students explore a range of issues and themes relating to the texts. Texts can be both written and/or visual. The choice of texts will vary depending on individual student needs and interests. All year 9 students will complete common assessment tasks and their language skills development will be based on a common language skills textbook designed to improve grammar, punctuation and expression.

At Year 9, the English Faculty is offering, an all boys class, an all girls class, and an English & Literature class. Read the descriptions and if you would like your child to do any of these, please tick the appropriate subject enrolment on the selection sheets.

BOYS’ CLASS

Research shows that boys’ English learning can improve when they work together in single sex classrooms. They can focus on boys’ interests and have a forum to express boys’ opinions. The class texts will attempt to cater for the particular needs of boys by watching film texts and studying novels that are relevant to the boys’ interests. The same core curriculum of language skills and common assessment tasks will be taught as in the mixed gender classes.

GIRLS’ CLASS

Research shows that girls’ English learning can improve when they work together in single sex classrooms. They can focus on girls’ interests and have a forum to express girls’ opinions. The class texts will attempt to cater for the particular needs of girls by watching film texts and studying novels that are relevant to the girls’ interests. The same core curriculum of language skills and common assessment tasks will be taught as in the mixed gender classes.

ENGLISH & LITERATURE

An English class with a difference! This class has been designed for enthusiastic and competent readers. Students will study high level texts such as Shakespeare’s Romeo and Juliet. They will learn advanced methods of text analysis and have the opportunity to discuss their thoughts with other high level readers. Students may elect to join the English & Literature class instead of an English class; English & Literature will cover all the necessary content of the Year 9 English curriculum. Entry to this class will need to be approved by a student's Year 8 English teacher.

SUPPORT ENGLISH

Support English classes will teach skills in reading and writing, at a pace and depth appropriate to lower literacy students. Classes will focus on effective speaking abilities, functional vocabulary building and thinking skills. Small class sizes in Support English aim to provide a safe and understanding social environment for students. The development of supportive networks and cooperative learning will be encouraged. Low student numbers in Support English also provide increased support to individual students from teaching staff.
All three Year 9 mathematics courses cover the standard Year 9 AUSVELS curriculum. The curriculum is grouped into 10 topics per year studied sequentially, spread evenly over the two school semesters. Students use a combination of textbook, computer and hands on resources to develop their mathematical skills, they are given set homework on a weekly basis throughout the school year. Students are assessed at the end of each topic, their computer work and homework are also assessed.

**SUPPORT**

The Support class focuses on a basic level of understanding of each new topic together with a consolidation of skills from prior years and mastery of essential numeracy skills. Students will be able to reinforce their basic Mathematical skills in everyday situations. The subject is aimed at improving students’ understanding of Mathematics to enable them to continue their studies to Year 10.

**MAINSTREAM**

The Mainstream class focuses on achieving proficiency in each new topic. Students will learn to develop and communicate mathematical ideas to help them make reasoned judgments in everyday situations. This subject is aimed at preparing students for the standard level of Mathematics at Year 10 and on into VCE.

**ADVANCED**

The Advanced class focuses on achieving mastery of each new topic and the ability to tackle more challenging mathematical problems independently with confidence. The course is designed to prepare students to attempt an advanced level of Mathematics at year 10 or a VCE Mathematics subject.
**Humanities**  
**Year 9**

**HUMANITIES** involves the study of human societies, people and their cultures in the past and in the present. This subject area develops the key ideas and concepts that enable students to understand the way in which people and societies have made meaning of and organised their world under particular conditions.

**HUMANITIES** focuses on human behaviour. The subject explores how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems and related to other groups of people.

**HUMANITIES** has specific standards of achievement for **History, Geography** and **Economics**. Ongoing development and implementation of the National Curriculum may see changes in some areas of the Humanities Curriculum, but for Years 8 & 9 there will be one semester of History as a mandated subject and then a combination of Geography & Economics in the other semester.

**MAINSTREAM**

**History:**  
The Making of the Modern World 1750 to 1918:  
The Agrarian and Industrial Revolutions.  
British Nationalism and Imperialism  
The movement of people (slavery, convicts, settlers).  
Making a Nation (Australian History)  
World War 1

**Geography/Economics:**  
Global Inequality and Development.  
Australia as a Trading Nation.  
The World of Work  
MIPS : Resume Preparation and Job Interviews.  
Australia's Social History through Famous Events, People and Movements.

**ADVANCED**

**History:**  
The Making of the Modern World 1750 to 1918:  
The Agrarian and Industrial Revolutions.  
British Nationalism and Imperialism  
The movement of people (slavery, convicts, settlers).  
Making a Nation (Australian History)  
World War 1

**Geography/Economics:**  
Global Inequality and Development.  
Australia as a Trading Nation.  
The World of Work  
MIPS : Resume Preparation and Job Interviews.  
Australia’s Social History through Famous Events, People and Movements.
**SEMESTER 1**

History studies will focus on the making of the modern world between 1750 and 1918, in particular, the investigation of developments and progress in industrialization, ideas and movements, and the movements of people across the world.

Students will study the key features of the Industrial Revolution and its impact across the globe, including the rise of British Nationalism and Imperialism and their role in colonialism, the slave trade and movement of convicts and settlers.

Students will also study the colonization of Australia and its development from 1788 through to the early 20th century including a focus on the impact on Aboriginal and Torres Strait communities, the Gold Rushes and the Chinese, working conditions, Federation, as well as World War 1 and its nature and significance in Australian history.

**SEMESTER 2**

The focus of study in the first half of this semester is a Geographical and Economic investigation of Global Economic Development and the inequality that exists across the world’s nations, Australia as a trading nation and its connections to the wider world, and the Australian economy, society and environment in terms of employment, economic growth and resources.

Students will also spend time on job interview and resume preparation as part of their Job Application activity that takes place with the help of community members during this semester.

In the second half of the semester students will examine Australia’s social history through investigation of famous events, people and movements in Australia during the 20th century.

**ADVANCED YEAR 9**

**SEMESTER 1**

This is an advanced Level 10 Unit. While topics studied may be similar to that of the mainstream Year 9 classes the activities students complete will be aimed at a higher level of both expectation and difficulty.

Their history will still look at the period from 1750 to 1918 but investigations will be done in much greater depth, using a range of primary and secondary resources and critically evaluating the evidence as presented. Analysis and evaluation of issues of the time will play a large part in the skill development of students in this area of study.

**SEMESTER 2**

In addition to the Geographic and Economic content studied in the mainstream classes, students in this class will be required to investigate and fully analyse patterns observed and issues of cause & effect related to the factors involved in the differential development of nations and how those differences can be addressed.

Students will also spend time on job interview and resume preparation as part of their Job Application activity that takes place with the help of community members during this semester.

In the second half of the semester students will complete a major social history of three decades within the 20th century, e.g. the 50s, 60s and the 70s, or the 20s, 30s and 40s, or any 3 of the decades in the 1900s. There is a class presentation, with peer assessment and a high expectation of ICT use.
Science

Science is studied for all four semesters during Middle School. Students study science as two compulsory units in Year 8 and at Year 9. At year 9 selected entry into the horticulture elective is available from some students for one semester. SEAL students study four sequenced units during the two years. Each unit will develop a student’s ability to ask questions and find answers about the natural and physical world.

Students are required to complete a science unit in Semester 1 and Semester 2. Students will select General Science 1 (SG19) during Semester 1 and select General Science 2 (SG29) during Semester 2. The Science Faculty will also offer Horticulture as an ‘elective’. Students gaining a place in Horticulture would not be required to complete one of the general science units.

GENERAL SCIENCE 1:

In this unit students will undertake studies on heat and the science of bushfires. Aspects of psychology will be examined in conjunction with the neurological system. Acids, bases and their environmental impact will also be investigated.

GENERAL SCIENCE 2:

In this unit students will undertake studies in Aquatic and Oceanic environments. Properties and the behaviours of light will also be covered. Ecosystems will be examined as will factors which influence the environment.

HORTICULTURE

This unit will be offered to selected students who want to learn landscaping and horticulture skills. They will gain experience and knowledge in planning and implementing a vegetable garden, pruning and propagating, weeding and mulching, equipment use and maintenance. A selection process, approved by the Science Department will determine entry to horticulture.
Languages

**Indonesian – Japanese**

For a number of years now DE&T has made the teaching of a foreign language compulsory. Studying a Languages is therefore compulsory for all students in Year 8 unless there is a recommendation by the teacher, in conjunction with the parents and Middle School Coordinator that the student not continue with the language. It is strongly advised that students complete a full year of study to gain maximum benefit from the subject.

Learning a Language is a valuable and worthwhile experience. Australia needs people with an understanding of other languages and cultures. Knowledge of another language may assist with employment in the expanding areas of Tourism, Trade and Teaching. Knowing another language makes an overseas trip even more special and enjoyable. **MANY TERTIARY COURSES OFFER A BONUS ON TERTIARY ENTRANCE SCORES FOR STUDENTS WHO GAIN A PASS IN YEAR 12 LANGUAGES.**

**INDONESIAN**

Students in Year 9 Indonesian will continue developing their foreign language skills but must have successfully completed Year 8 Indonesian. The topics for Year 9 in Semester 1 include: personality traits, potential careers, star signs, horoscopes, customs, social etiquette, being a good host or guest, accepting invitations, nationality and origins. Some of these topics provide an excellent insight into Indonesian customs, society and expectations. In Semester 2 the topics covered will be: Indonesian cooking, visual and performing arts, music and movies. Some cultural studies, cooking and making a piece of traditional Indonesian handcraft, “batik”, will also be included. Once again, the emphasis will be on speaking, listening, reading and writing in the foreign language.

**JAPANESE**

**Semester 1**

In this semester students will learn about country life and mode of transport, school and daily life. The ability to read and write ALL OF THE KATAKANA symbols will be consolidated and a few more KANJI introduced.

More facts about country and culture will be studied.

**Semester 2**

During this semester students will learn about location, clothing and weather, leisure and travel. More KANJI symbols are introduced and there is consolidation of ability to read and write the language using a combination of the three different scripts.

New aspects of the country and culture will again be looked at.
Health & Physical Education

Year 9

Students must complete three units out of the four semesters, over 2 years. This is a minimum requirement. Students select electives of their interest from the full list of offerings (see flow chart). The aim of Health and Physical Education is to assist each student to develop fully and in doing so promoting responsible, productive and healthy citizens. The work program promotes appropriate attitudes and learning behaviours such as making responsible decisions about individual and community issues regarding health, fitness and a quality lifestyle.

HEALTH AND PE FOR ALL

Students who choose this unit will study topics such as body systems (circulatory & respiratory) and mental health. In the practical component students will be assessed in a variety of sports, with skill and tactical development being the main focus throughout. Assessment will be based on both theory and practical components.

HEALTH AND PHYSICAL EDUCATION FOR GIRLS

Students who choose this unit will study topics such as sexuality, relationships, the stages of pregnancy, contraception and STIs. Students will have the opportunity to participate in a variety of traditional ball sports and non-traditional fitness activities throughout the practical component. Assessment will be based equally on participation in practical lessons and the successful completion of set theory tasks.

HEALTH AND PHYSICAL EDUCATION FOR BOYS

Students who choose this unit will study the topics of harm minimisation, alcohol and personal safety in relation to street violence. There are also minor topics covered including women in sport, human sexuality risks and violence in sport. Students are required to submit written work requirements in conjunction with all set work from the theory topics covered. Assessment will be based equally on participation in practical lessons and the successful completion of set theory tasks.

ACCELERATED PHYSICAL EDUCATION

This unit is an advanced unit aimed at introducing students to theoretical and practical knowledge that will be beneficial for future VCE Health and Physical Education Studies. The theoretical component of this unit will include topics such as energy systems, training techniques, basic biomechanical principles and issues in sport. Students will participate in practical activities relating to the theoretical concepts studied in these classes as well as a variety of non-traditional invasion sports. Assessment will be based on involvement and understanding of advanced concepts. Students need written approval from PE staff to select this unit.

INTERNATIONAL SPORTS

Students who choose this elective will study a number of international sports and games. Students will be involved in practical participation, ie playing sports in conjunction with theoretical write-ups of developments of sport, history and rule interpretation. Students will also be involved in the study of various health issues. These issues include the study of community health, international sporting events and basic first aid.
Health & Physical Education Cont...

**ADVANCE**

Within this subject, students will gain knowledge and practical experiences through activities i.e.: open water snorkelling and shore break surfing. In addition, combined theory and practical components which include first aid, rescue and safety procedures will also be assessed. Coastal environment care and surfing history will be other topics that will be covered in detail. Students will be required to submit all required work from the many different topics (i.e. as projects and class presentations). Assessment will be based on both practical and theory components.

Participants will gain their Surf Rescue Certificate. This course must be completed over the two years (Years 9 and 10). Students who enrol in Advance are required to pay a $140 levy ($70 per semester) to supplement the cost of uniforms, camps, bus travel, life guards etc. A selection process applies to this subject. Students must apply in writing and teacher approval is essential.

**INTERNATIONAL FOODS**

*It is recommended that students complete Health Food & Fun before this unit.*

In this subject students will be involved in the preparation and serving of foods from a selection of countries. They will learn through both practical and theory sessions about food customs and family life in other countries and also how Australian food patterns have been influenced by these countries. Practical sessions will emphasise safe and responsible work practices, food selection and dietary implications. A one off levy of $40 is payable to cover ingredients.

**FOOD TECHNOLOGY & DESIGN**

In this subject students will develop skills in design and make process. Exploring the design brief process through a series of structured activities. Topics include feeding the family on a budget and food for life.

A one off levy of $40 is payable to cover ingredients.
The Arts

STUDIO ART

Students who choose this unit will learn how to identify and understand the development of art and art movements throughout history. Students will be encouraged to express their feelings and ideas in an imaginative format by drawing upon the influences of modern artists. To complement their investigations and assist in the development of confidence, knowledge and understanding of art, students:

- Undertake research on individual artists/art movements,
- Develop preparatory work in appropriate styles of art and complete a folio of artwork.

STUDIO CERAMICS

Students who select this unit will apply and develop a range of techniques and processes in 3D Art to create both functional and non-functional works. To increase confidence and encourage expression of creative ideas students will:

- Produce a series of developmental drawings and marques,
- Analyse related artworks,
- Observe demonstrations,
- Experiment with 3D techniques and processes and produce finished pieces of artwork.

Please Note – if students undertake this class in Year 8 they cannot select it again for Year 9.

MEDIA & COMPUTER GRAPHICS

This course provides instruction to allow students to obtain fundamental skills in desktop publishing, photography and image manipulation, computer based illustration, image and text scanning and basic animation. This course is an extension of the subjects Graphics for Life and Graphics Illustration and provides students with skills to enable them to enter senior levels of graphics media courses. Computer programs to be taught to students can include Adobe Photoshop, Adobe Illustrator and Adobe Flash.

Please Note – if students undertake this class in Year 8 they cannot select it again for Year 9.

ADVANCED ART

Students, who choose this unit will learn to appreciate, comment, analyse and evaluate the meaning, techniques, design and artistic qualities of artwork. Through experimentation, students will further develop the skills required to enable them to express their feelings and ideas in an imaginative and individual way. Students will draw upon current and social issues for inspiration. Students will broaden their range of technical skills and will be enriched by consolidating known techniques and processes.

Prerequisite: Studio Art or Studio Ceramics/Sculpture

ART AND SCULPTURE

The course in Art and Sculpture will enable students to develop skills in the areas of three-dimensional and functional-design. Students will be offered instruction in a selection of subjects including mosaics, cartooning, candle making, plaster sculpture, paper mache, wire art and beading. This course will include a design and evaluation component.
The Arts Cont...

GRAPHICS ILLUSTRATED FOR LIFE

This course introduces students to developing visuals for creative productions including; storyboarding, scripting, character development, technical and product design. Productions may include; animation, cover designs for magazines, books, book illustration and product packaging design. This course covers skills associated with both traditional production techniques and computer generated processes.

ADVANCED GRAPHIC DESIGN STUDIO

Students will work on 2D and 3D model design problems and create a folio of assignments over the semester. They will use the design process and will develop their ideas through a number of stages until a final 3 dimensional product/package/model is completed. They will also design the surface of the 3D object to complement the product being packaged. Some examples of their package design could include:

- Drink Packaging
- Toy Package design
- Confectionery Packaging

POPULAR MUSIC

This unit covers various types of popular music in the music industry. Students will undertake different activities that use a range of music technologies and instruments such as guitar and simple drumming skills. They will also investigate areas of the music industry such as marketing, employment opportunities and the legal side of the music business.

Please Note – if students undertake this class in Year 8 they cannot select it again for Year 9.

ADVANCED MUSIC

This unit is designed as an advanced unit for those students who learn a musical instrument or those with a keen interest in music. Students will learn about different styles of music and gain practical, theoretical and aural skill. Other areas, which maybe covered, are student composition and performance in small groups, graphic notion, and music analysis. This unit would benefit any student considering VCE Music Performance or VCE Music Style and Composition.

DRAMA CRAFT B

In this unit students will create characters and use characters to explore social and environmental issues. Students will take on various roles and explore the lives of their characters. They will explore a variety of acting styles, including Ancient Greek Theatre and Commedia dell’arte (Italian Comic Theatre). The unit will include several performances. Assessment is based on the students’ involvement in workshops as well as their ability to perform and appreciate the work of others.
The Arts Cont…

DRAMA THROUGH THE AGES

This unit looks at performance styles throughout history, from tribal storytelling to modern theatre, and some trends that have shaped the way we perform plays. Students will develop dramatic skills, including script development, improvisation and script-based performance. They will learn to be a critical audience.

The Unit will involve multiple performances. Assessment is based on the students’ involvement in workshops as well as their ability to perform and appreciate the work of others.

DANCE: Creative Movement

In this Unit students will explore movement as an art form. They will learn about different performance styles and develop the necessary skills, techniques and processes for executing them. In workshops students will improvise movements, choreograph their own works as well as learn prescribed works choreographed by others. They will be required to perform and to develop an appreciation of aesthetics as an audience member.

The Unit will culminate in a performance. Assessment is based on their involvement in workshops as well as their ability to perform and appreciate the work of others.

ADVANCED DRAMA PRODUCTION

This Unit is an advanced drama unit for those students with a keen interest in performing and who want to be involved in a production. Students will learn about the different elements of a production. They will develop their dramatic skills and learn to use their voice and body as vehicles for expression. Students also gain skills relevant to the technical aspects of a production. They will become a critical audience member, evaluating the quality of others’ performances.

Students must have completed an introductory Drama unit, before attempting this unit.

The Unit will culminate in a community performance. Assessment is based on the performance and students’ involvement in workshops as well as their ability to perform and appreciate the work of others.
TEXTILES A & TEXTILES B

This unit aims to develop skills and appreciation of fibres, fabrics and processes related to textiles. Through the use of design briefs, students will Investigate, Design, Produce and Evaluate a range of Textile products.

Students can study one or both units throughout the course of the year. Projects that may be completed include boxer shorts, pencil cases and T-shirts.

NB: The school supplies materials for this subject, however students are welcome to purchase their own if desired.

TEXTILES A (Fabric)

Students in this unit will be given the opportunity to appreciate a wide range of materials and their properties.

They will learn to transform these materials into garments and accessories. Students will build upon skills gained in the previous two years and learn new skills. Through design briefs students will investigate, design, produce and evaluate to gain a better understanding and wider knowledge of textile processes.

Costs: The school provides basic material for student projects. Students wishing to use items outside of the materials supplied by the school are welcome to do so at their own cost.

TEXTILES B

Students in this unit will learn garment construction techniques and the benefits of the 3R's (reduce, reuse and recycle).

They will learn to design, investigate, produce and evaluate to gain a better understanding of textiles and textile processes, procedures and skills.

Costs: The school provides basic material for student projects. Students wishing to use items outside of the materials supplied by the school are welcome to do so at their own cost.

ELECTRONICS

Students will investigate, design, produce electronic circuit systems used in today’s society. Students will produce circuits such as continuity tester, moisture meter, audio oscillator and flashing tail light using electronic components and producing PCB circuits.

The subject aims to develop in students

- Skills in working with electronic components and equipment used in this subject.
- Safe work practices when using equipment components and equipment used in this subject.
- An understanding of electronic systems and their impact on society.
- Self-confidence and self-sufficiency when dealing with electronic technology.
- The ability to assess and evaluate different aspects of design and production processes.
- The ability to evaluate their own work compared to set criteria.
ROBOTICS

Robotics is a fun and engaging way to teach fundamental technology, maths and science concepts. Robotics encourages students to think creatively, analyse situations and apply critical thinking and problem solving skills to real world problems. Teamwork and co-operation are a cornerstone of any robotics project. Students learn it is acceptable to make mistakes, especially if it leads them to better solutions.

METALS & PLASTICS

Students will investigate, design, produce and evaluate the various projects made in this class. They will be given the opportunity to work with metal, plastic and other materials in the fabrication of their projects.

- Skills in working the materials and equipment.
- Safe work practices when using equipment.
- An understanding of products and their impact on society.
- Self-confidence and self-sufficiency when dealing with fabrication technology.
- The ability to assess and evaluate different aspects of design and production processes.
- The ability to produce graphical representations of their models.
- The ability to evaluate their own work compared to set criteria.

COMPUTERS

Students will build on the skills developed in the TC8 - Introduction to Computers unit to improve their technical capabilities in aspects of computer use. Students will build on their computer skills to improve their technical capabilities and strengthen their knowledge of software applications eg. Flash, Photoshop, Game Maker and Excel. They will learn to interpret and apply technical instruction to create, communicate and problem solve a series of tasks and assignments expanding their knowledge of the Internet, Blogs and multimedia applications.

WOODWORK

In this unit a range of tools and equipment will be used to build upon skills learned and experiences gained in the previous two years. Through design briefs the students will follow the Technology process to produce various products.

- **Investigate** – Investigate wood products and their suitability and function.
- **Design** – Design and develop plans from design briefs.
- **Produce** – Construct a product using the tools and equipment in a safe and responsible manner, learn basic tool maintenance.
- **Evaluate** – Evaluate their product using criteria set in the design brief.

**Cost:** Students pay $13.00 for the clock mechanism / hands / numerals if they choose to make a clock. This project is optional.
ADVANCED WOODWORK

This unit will give the students the opportunity to expand their skills in design, problem solving and the development of a design plan. Through the use of design briefs and the technology process the students will:

Investigate – Ideas for their projects
Design – Design and develop a design plan from a client-based brief.
Produce – Construct a product using the tools and equipment in a safe and responsible manner. Learn basic tool maintenance.
Evaluate – Evaluate their product using criteria set in the design brief.

Students are strongly advised that if they wish to choose this subject it is recommended that they should satisfactorily complete Year 9 Woodwork in Semester 1.

JEWELLERY MAKING

This unit aims to develop knowledge and skills associated with a range of materials and processes involved in the making of a range of jewellery products. Through design briefs students will investigate, design, produce and evaluate a range of jewellery products.

The subject aims to develop in student;

- Skills in researching and designing jewellery products.
- Ability to quantify materials including marking out and material preparation.
- Develop sequential processes in jewellery construction.
- Develop knowledge of tools and machinery used in the manufacturing of jewellery.
- Understand correct safety procedures associated with working in jewellery making.
- Produce a range of jewellery products.
- The ability to assess and evaluate design selection and analyse finished products.
## Subject Codes

### YEAR 8

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
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<tbody>
<tr>
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</table>
Points to Note:

Students are advised to select subjects/electives according to requirements and interests.

Friendships group and preferred teachers are not factored in Year 8 and 9 subjects.

Some subjects will not be timetabled in 2016 if level of interest is low ie. few students select the elective.

Changes to students’ selections in 2016 **MUST** be approved by parents and staff.

Codes for SEAL subjects contain the letter ‘P’.
Eg: English at Year 9 level would be ENP9