



# WONTHAGGI

## Secondary College



*Achieving success in a  
caring and creative environment*

**Year 8 & 9 Handbook**  
**2019**

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## Key College Contacts

College Principal	Darren Parker
Dudley Campus Principal	Ross Bramley
Dudley Campus Assistant Principal	Leith Cummins
Year 9 Coordinators	Dennis Vague, Sindy Boyd & Sam Martin
Year 8 Coordinators	Andrew Hay, Wayne Rhodes & Natalie Hamilton
Student Welfare	Emily O'Brien, Carly Ablett

## Term Dates 2019

TERM 1:	January 30 – April 5
TERM 2:	April 23 – June 28
TERM 3:	July 15 – September 20
TERM 4:	October 7 – December 20

## Bell Times

Staff Briefing	8.45 am*	-	8.55 am*
Home Group Meeting	9.00 am	-	9.10 am*
Unit 1	9.12 am	-	10.00 am*
Unit 2	10.02 am	-	10.50 am*
Recess	10.50 am	-	11.22 am*
Unit 3	11.22 am	-	12.10 pm*
Unit 4	12.12 pm	-	1.00 pm*
Lunch - 1 <sup>st</sup> half	1.00 pm	-	1.25 pm*
Lunch - 2 <sup>nd</sup> half	1.25 pm	-	1.52 pm*
Warning Bell for Unit 5	1.45 pm*		
Unit 5	1.52 pm	-	2.40 pm*
Unit 6	2.42 pm	-	3.30 pm*

*\*Indicates times when bell will sound*

## About Wonthaggi Secondary College

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 and special learning needs 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.

## 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.

From 2017 our curriculum is the new Victorian Curriculum which is made up of the eight learning areas – English, Maths, Science, Humanities, Arts, Technology, Languages and Health & Physical Education. Capabilities are incorporated into the program also.

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

Year 10 consists of a Core of English, Mathematics, and 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.

Leith Cummins  
**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' interests while still providing a broad experience of subjects. Students select for Year 8 or Year 9 from subjects that cover all of the eight Key Learning Domains. Mixed ability classes cater for extension in areas of strengths and consolidation in areas that need extra assistance.

### **3. YEARS 10-12 (MCBRIDE CAMPUS)**

The first year at the McBride Campus in 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 July 2018 and are therefore subject to change in 2019.

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 currently 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 (56 713 700) for an application form or download one at [www.education.vic.gov.au/csef](http://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 2019.

## The Goals of Years 8 & 9

Goals related to Year 8 & 9:

1. To provide for flexibility (and choice).
2. To provide students and parents with greater input into course selection.
3. To cater for individual differences in needs and abilities within mixed ability groups.
4. To cater for students who need 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.
7. To develop students capabilities. See page 5.

## Subject Acceleration and Enrichment

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.

## The Victorian Curriculum

WSC follow the Victorian Curriculum, which is fully implemented as of 2017.

In Year 7 all students follow a common course of study and stay in Home Groups for all classes. At Year 8 and 9 we offer a broad program which caters for diverse student needs and interests and encompasses all areas of the Victorian Curriculum. From Year 10 onwards, students become more specialized as their preferred pathways become clear.

The Victorian Curriculum incorporates 8 subject areas and 4 main capabilities as shown in the table below.

<b>Learning Areas</b>	<b>4 Capabilities</b>
<ul style="list-style-type: none"><li>• English</li><li>• Mathematics</li><li>• Science</li><li>• Health &amp; Physical Education</li><li>• Languages</li><li>• Humanities &amp; Social Sciences (History, Geography, Civics &amp; Citizenship, Business and Economics)</li><li>• The Arts</li><li>• Technologies (inc ICT)</li></ul>	<ul style="list-style-type: none"><li>• Personal and Social</li><li>• Critical and Creative Thinking</li><li>• Intercultural</li><li>• Ethical</li></ul>

The Victorian Curriculum documents outline 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. In the Victorian Curriculum, most year 9 students will be working towards level 9 and most year 10 students will be working towards level 10. Capabilities are taught explicitly, and will be reported individually across Year 9 & 10.

For more information contact – Leith Cummins - 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 a 'NOT SATISFACTORY' assessment in the subject/s in which work was not submitted. A letter or email 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 (ie: the maximum mark available will be reduced). It could also result in the work receiving a 'Not Satisfactory' 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 be able to demonstrate the drafting process for all aspects of their work.
- 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 a 'Not satisfactory'.

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 Year 8 & 9. 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. Students will do 5 core subjects – English, Maths, Humanities, Science and Health and PE in their home groups.

### Units of Study

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

Each week Year 8 students will have 5 periods of English, 5 periods of Maths, 4 periods of Humanities, 3 periods of Science, 4 periods of HPE, 3 periods of Languages\* plus two electives each semester, drawn from the Technology and Arts Key Learning Areas.

Each week, Year 9 students will have 5 periods of English, 5 periods of Maths, 4 periods of Humanities, 4 periods of Science, 4 periods of HPE plus two electives each semester, drawn from the Languages\*, Technology and Arts Key Learning 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.**

## 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.

English, Maths, Humanities, Science and Health & Physical Education subjects are studied in Home Groups.

All other Key Learning Areas provide units at Year 8 and Year 9. The overview 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 Essential Item Charges. 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.

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 homework sheets provided by their teacher. The homework sheets will form the basis for their Homework PLR result.

The Year 8 mathematics course covers the standard Year 8 Victorian Curriculum. The curriculum is grouped into approximately 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 in preparation for Year 9. Students use a combination of book work, computer tasks and hands on activities to develop their mathematical skills, they are given regular homework throughout the school year. Students are assessed at the end of each topic, their computer work and homework are also assessed. Students are encouraged to progress through these stages of mathematical skill development:

- Consolidation of skills from previous years
- Mastery of essential numeracy skills
- Understanding of New topics
- Proficiency in New topics
- Ability to tackle more challenging mathematical problems independently with confidence

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.

In order to cover the new Victorian Curriculum and also give our students the broad experience we believe they need across all Humanities subjects, the Humanities Curriculum for 2018 will be organized into an Integrated Course. In all year levels we will be teaching History as a year-long course. While doing that though we will be incorporating aspects of the other 3 Humanities areas of Geography, Civics and Citizenship and Business and Economics and the skills they embody.

### History:

The Ancient to the Modern World c.650AD to 1750:

Key features of the Medieval World

Medieval Europe OR The Vikings OR The Ottomans

Shogunate Japan OR Angkor OR Polynesian expansion OR The Mongolians

The Spanish and the Americas OR Renaissance Italy

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 Victorian Curriculum:-

1. Medieval Europe OR The Vikings OR The Ottoman Empire
2. Japan under the Shogun OR Angkor/Khmer Empire OR Polynesian expansion OR Mongolian expansion
3. The Spanish conquest of the Americas OR The Renaissance

**Indonesian & Japanese**

For a number of years now DE&T has made the teaching of a foreign language compulsory. Studying a Language is therefore compulsory for all students in Year 8 unless there is a recommendation by the teacher, in conjunction with the parents and Assistant College Principal 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 previous language studies in Year 7. In Semester 1 the main topics will be: times, days, dates, birthdays, family, pets, animals and places. Semester 2 concentrates on: describing people, making comparisons, using addresses, phone numbers and colours, learning the parts of the body and talking about being unwell. The emphasis will be on developing skills in speaking, listening, reading and writing in Indonesian. Cultural aspects will also be included. Students will have the opportunity to visit the Melbourne Zoo to observe animals native to Indonesia, and do a variety of different cultural tasks in the cultural units.

**JAPANESE**

In Year 8 Japanese Semester 1, the main topics covered will be animals, describing words, Hiragana classroom instructions and objects, colours and weekend activities. The ability to read and write the Hiragana script will be consolidated. Cultural elements relevant to the above topics will be studied. In Semester 2, students will learn about family, likes / dislikes and time expressions. The ability to read and write using Hiragana will be consolidated and some new Kanji symbols will be introduced. More facts about the country and culture will be studied.

Science is studied for all four semesters during Year 8 & 9. 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 atomic structure. Exploring the difference between chemical and physical properties. Transport systems in humans and plants will also be examined.

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In Year 8 all students will have the opportunity to participate in 2 practical and 2 theoretical units of Health and Physical Education per week. Content in these practical and theoretical components will be closely linked and successful completion will require effective involvement and the development of knowledge and skills in all aspects of the course. Individual achievement will be assessed according to standards set in the Victorian Curriculum.

The theory components will include Lifestyle Diseases, Drug and Alcohol Education, Games Conception, Relationships and Identity, and Sexual Education. Practical activities will include Fitness Testing, Invasion Sports, Games Conception, Net/Court Sports, Recreational Activities, and Minor Games.

Additionally, students will have the opportunity to select from a range of recreational activities in both Terms 1 and 4. Many of these activities will be run off campus and will aim to involve students in the wider community, with a focus on experiential learning.

### 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.

### STUDIO ART 8

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.

### ART AND SCULPTURE 8

The course in Art and Sculpture will enable students to develop skills in the areas of two and three dimensional design. To increase confidence and encourage expression of creative ideas students will be offered instruction in a selection of activities including paint, cartooning, collage, plaster sculpture, paper mache, wire art and ceramics. This course will include a design and evaluation component.

### COMPUTER GRAPHICS 8

This course provides instruction to allow students to obtain fundamental skills in desktop publishing, photography and image manipulation, computer based illustration, 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.

### GRAPHICS ILLUSTRATED FOR LIFE 8

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 8**

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 Melodrama, simple script-work and issue-based process drama.

The unit will include several performances. Assessment is based on the students' involvement in performances, book work and the ability to appreciate the work of others.

**DRAMA PLUS**

This unit looks at a variety of performance styles, from naturalistic theatre to non-naturalistic theatre, and how these trends have shaped the way we perform plays. Students will develop dramatic skills, including script development and an in depth study of the Dramatic Elements. They will learn to be a critical audience.

The Unit will involve multiple performances. Assessment is based on the students' involvement in performances, book work and the ability to 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.



### FOOD TECHNOLOGY AND DESIGN YEAR 8

In order to make sensible and informed choices about food it is essential to have an understanding of why we need food, factors which affect our food selections, which foods are best for us and how to prepare them. This elective will build on the skills and knowledge previously gained concerning food selection and preparation for optimum health.

Assessment for this elective will include completion of workbook tasks, a design project, final test and weekly production grades.

Students participate in a double practical cooking class each week and a single theory class. A one off levy of \$40 is payable to cover ingredients.

### 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

**Students can study either one or both textiles units throughout the course in Year 8.**

#### TEXTILES – FUN WITH FABRIC

The aim of this elective is to build upon the basic practical skills presented in Year 7, and to introduce students to some basic aspects of commercial patterns.

Students will be introduced to a variety of fabrics, uses, properties and care.

Practical projects in this unit that may be completed include: Boxer Shorts; Pencil Case; Soft Toy.

**NB:** *\*School supplies materials and notions for projects.*

Students will continue to develop their Design skills and produce a minimum of two different designs for each brief, be involved in Research work and complete an Evaluation for each practical project attempted.

**TEXTILES – CREATIVE SEWING**

The aim of this elective is to continue to build upon the basic practical skills presented in Year 7 with a focus on creating and producing fun/different projects.

Practical projects in this unit that may be completed include: Applique Cushions; Skirts; T-shirt's; Accessories.

**NB:** *\*School supplies materials and notions for projects.*

The theoretical component will focus on Design work for each practical project attempted, Research work, and an Evaluation for each product attempted.

**BUILDING WITH MATERIALS A & 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.

**INFORMATION TECHNOLOGY**

This unit aims to give students the opportunity to investigate, design, produce and evaluate various forms of multimedia and coding through the completion of two major projects. They will create unique images using Adobe Photoshop and interactive games using Game Maker 8 Lite.

Through the completion of these two major projects, students will develop problem solving skills which they will use in order to find solutions for various technical and design problems they will face in their everyday lives with computers.

# 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 (SEAL) is an advanced level of Mathematics offered to SEAL students in Year 8. 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 every day 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 Year 8 & 9 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 Victorian Curriculum.

## SCIENCE

### Semester 1

In this unit students will learn about transport systems in plants and animals, and energy resource with a focus on renewable applications. The atomic nature of matter and associated chemical reactions will be covered. Students will undertake an individual research project.

### Semester 2

In this unit students will develop an understanding around the behaviour of light and how it relates 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. Students will examine the propagation of sound and the mechanisms of hearing.

## 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. 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, school and students will begin to learn how to read and write the Katakana symbols. 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

The Year 9 SEAL Mathematics course is based on the standard Year 10 and 10A Victorian Mathematics Curriculum, students learn at a standard one year ahead of their year level.

The curriculum is grouped into roughly 10 topics, each topic comprises a combination of written work, computer tasks and hands on activities, and regular homework is given.

Students are assessed at the end of every topic, their computer work and homework are also assessed. The course is designed to enable all SEAL students to study a Year 11 VCE mathematics subject in Year 10. This includes placing emphasis on independent thinking, study skills, and communication of mathematical process (working) in preparation for VCE.

## 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 Victorian 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

In this unit, Plate tectonics and other geological processes affecting the earth will be examined. Elements of space, such as the formation of galaxies, atoms and the big bang theory will also be covered. Electricity, circuits and power generation will also be studied.

## JAPANESE

### Semester 1

During this semester students will learn about more weekend activities, location, describing people, clothing, weather, leisure and travel. Students will continue learning to read and write the Katakana symbols. More Kanji symbols are introduced. 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. There is consolidation of ability to read and write all of the Katakana symbols. 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.

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 regularly complete homework sheets provided by their teacher. The homework sheets will form the basis for their Homework PLR result.

The Year 9 mathematics course covers the standard Year 9 Victorian Curriculum. The curriculum is grouped into approximately 10 topics per year studied sequentially spread evenly over the two school semesters. Students use a combination of book work, computer tasks and hands on activities to develop their mathematical skills, they are given regular homework throughout the school year. Students are assessed at the end of each topic, their computer work and homework are also assessed. Students are encouraged to progress through these stages of mathematical skill development:

- Consolidation of skills from previous years
- Mastery of essential numeracy skills
- Understanding of New topics
- Proficiency in New topics
- Ability to tackle more challenging mathematical problems independently with confidence

**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.

In order to cover the new Victorian Curriculum and also give our students the broad experience we believe they need across all Humanities subjects, the Humanities Curriculum for 2018 will be organized into an Integrated Course. In all year levels we will be teaching History as a year-long course. While doing that though we will be incorporating aspects of the other 3 Humanities areas of Geography, Civics and Citizenship and Business and Economics and the skills they embody.

**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

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 20<sup>th</sup> 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.

**Indonesian – Japanese**

For a number of years now DE&T has made the teaching of a foreign language compulsory. Studying a Language is therefore compulsory for all students in Year 8 unless there is a recommendation by the teacher, in conjunction with the parents and Assistant College Principal 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 language skills through the use of a range of challenging tasks. Students who enjoyed and successfully completed Year 8 Indonesian are encouraged to continue studying in Year 9. Learning a language requires a commitment to complete work both at school and at home to achieve the best results. Topics include: Teenagers and their likes and daily activities, Travel in Australia and Indonesia, Health and issues in Indonesia and the Environmental issues. Students use the textbook, workbook '**Dari Kami Ke Kita!**' (These books are also used in Year ten) Students will also have the opportunity to eat at an Indonesian restaurant and listen to native Indonesian speakers. The emphasis will be on speaking, listening, reading and writing in Indonesian at a high level. Students completing Year 9 Indonesian will also have the potential to participate in an Indonesian Cultural and Language Tour.

**JAPANESE**

In Semester 1, students will learn about daily life, dates and seasons.

More Kanji will be introduced, as well as more facts about Japanese etiquette and culture, such as leisure and travel will be studied. During Semester 2, students will learn about modes of transport, and school routine. Students will learn to read and write common Katakana words, more Kanji symbols are introduced, and there is a consolidation of ability to read and write the language using a combination of the three different scripts. New aspects of the country and culture as Japanese school, and school life will be focused on.

Science is studied for all four semesters during Year 8 & 9. 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.

Students are required to complete a science unit in Semester 1 and Semester 2. Students will study General Science 1 (SG19) during Semester 1 and then General Science 2 (SG29) during Semester 2.

**GENERAL SCIENCE 1:**

In this unit students will undertake studies on heat and atmosphere. Ecosystems will be examined as will factors which influence the environment. Chemistry and the nature of matter will be discussed.

**GENERAL SCIENCE 2:**

In this unit students will undertake studies covering aspects of psychology with a focus on neurological systems. Acids, bases and their environmental impact will also be investigated.

Properties and the behaviours of light will also be covered.

Reactions for life are explored, including photosynthesis and respiration, and plant reproduction.

Health and Physical Education focuses on students enhancing their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. Health and Physical Education offers students an experiential curriculum that is contemporary, relevant, challenging, enjoyable and physically active.

In year 9 all students will have the opportunity to participate in 2 practical and 2 theoretical units of Physical Education per week. Content in these practical and theoretical will be closely linked and successful completion will require effective involvement and the development of knowledge and skills in all aspects of the course. Individual achievement will be assessed according to standards set in the Victorian Curriculum.

The theory components will include Fitness Theory, Personal Identity, Movement Analysis, Mental Health and Drug and Alcohol Education.

Practical activities will include Fitness Testing, Fitness Training, Non Traditional Invasion Games, Movement Analysis Tasks, SEPEP program (Sport Education in Physical Education Program), and Target based Recreational Games and Minor Games.

Additionally, students will have the opportunity to select from a range of recreational activities in both Terms 1 and 4. Many of these activities will be run off campus and will aim to involve students in the wider community, with a focus on experiential learning.



**STUDIO ART 9**

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.

**ART AND SCULPTURE 9**

The course in Art and Sculpture will enable students to develop skills in the areas of two and three dimensional design. To increase confidence and encourage expression of creative ideas students will be offered instruction in a selection of activities including paint, cartooning, collage, plaster sculpture, paper mache, wire art and ceramics. This course will include a design and evaluation component.

**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.

**COMPUTER GRAPHICS 9**

This course provides instruction to allow students to obtain fundamental skills in desktop publishing, photography and image manipulation, computer based illustration 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.

**GRAPHICS ILLUSTRATED FOR LIFE 9**

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.

**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 skills. Other areas covered are student composition and performance in small groups, graphic notation, and music analysis.

This unit would benefit any student considering VCE Music Performance or VCE Music Styles, and Composition.

**DRAMA CRAFT 9**

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.

**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.

**INTERNATIONAL FOODS**

*It is recommended that students complete Food Technology and Design Year 8 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 YEAR 9**

In this elective students explore in detail the design and make process. While investigating the design brief process through a series of structured activities students cover topics including safe preparation, storage and serving of food, the environmental impact of food, cooking on a budget and the importance of eating for good health.

Students participate in a double practical cooking class weekly and a double theory class. A one off levy of \$40 is payable to cover ingredients.

**TEXTILES**

**Students can study either one or both textiles units throughout the course in Year 9.**

**TEXTILES DESIGN & FASHION**

In this elective students will build upon the construction techniques and processes presented in Year 8 Textiles. Students will become more familiar with use of commercial patterns and review the Fashion Industry. A minimum of 2 practical projects need to be attempted.

Practical projects in this unit that may be completed include: Skirts; Shorts; Cargo Pants; Tops/T-Shirts; Fashion Accessories.

**NB:** *\*School supplies materials and notions for projects.*

The theoretical component will include Design work for each design brief, Research work, and an Evaluation for each practical project attempted.

**TEXTILES FASHION RECYCLING**

The aim of this elective is to build upon the various skills presented in previous Textiles electives. It is also focussed on the 'War on Waste', the damage on the environment and hence a strong focus on re-using items to create new and innovating items of interest.

Practical projects in this unit that may be completed include: Recycled Fashion Dress, Range of Cushions; Bags; Fashion Accessories, etc.

**NB:** *\*School supplies materials and notions for projects.*

Theory will include Design work according to the Design brief, Research work, and an Evaluation for each practical project attempted.

**ELECTRONICS**

Students will investigate, design, and 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.

**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.

**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.

**INFORMATION TECHNOLOGY**

Students will build on the skills that they developed in the Year 8 Information Technology subject in order to further develop their problem solving skills while facing various technical and design problems through the completion of two major projects.

The first major project will be the design and development of a complete web site using HTML (Hypertext Markup Language) and CSS (Cascading Style Sheet) coding languages. Students will use various programs to code their own web pages from scratch as well as populating those web pages with information and various forms of media.

The second major project will be the production of an animation using Adobe Animate CC. Students will use planning tools in the creation of character and background art, as well as storyboards, in order to produce a digital animation with a basic plot.

Throughout the process, students will learn to use a number of different programs and planning techniques in the creation of a single project outcome.

**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.

- |                    |   |   |
|--------------------|---|---|
| <b>Investigate</b> | – | Investigate wood products and their suitability and function.   |
| <b>Design</b>      | – | Design and develop plans from design briefs.  |
| <b>Produce</b>     | – | Construct a product using the tools and equipment in a safe and responsible manner, learn basic tool maintenance. |
| <b>Evaluate</b>    | – | 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:

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

<b>English</b>	EN8
<b>Mathematics</b>	MA8
<b>Science</b>	SC8
<b>Humanities</b>	HU8
<b>Health &amp; Physical Education</b>	HPE8

### Languages

Indonesian	LI8
Japanese	LJ8

### Arts

Foundation Music	AFM8
Studio Art 8	ASA8
Art & Sculpture 8	AAS8
Graphics Illustrated for life	AGL8
Popular Music	APM8
Computer Graphics 8	ACG8
Drama Craft 8	AD18
Drama Plus	AD28
Dance - Creative Movement	ACM8

### Technology

Food Technology & Design	TFD8
Textiles Fun with Fabric	TTF8
Textiles Creative Sewing	TTS8
Building with Materials A	TMA8
Building with Materials B	TMB8
Machines Design & Build	TMD8
Information Technology	TC8

### YEAR 9

<b>English</b>	EN9
<b>Mathematics</b>	MA9
<b>Science</b>	SC9
<b>Humanities</b>	HU9
<b>Health &amp; Physical Education</b>	HPE9

### Languages

Indonesian	LI9
Japanese	LJ9

### Arts

Studio Art 9	ASA9
Art & Sculpture 9	AAS9
Advanced Art	AAA9
Popular Music	APM9
Advanced Music	AMA9
Graphics Illustrated for Life 9	AGL9
Computer Graphics 9	ACG9
Drama Craft 9	AD19
Advanced Drama Production	ADA9
Dance - Creative Movement	ACM9

### Technology

Textiles Design and Fashion	TTDF9
Textiles Fashion Recycling	TTFR9
Woodwork	TWW9
Advanced Woodwork	TAW9
Robotics	TRO9
Information Technology	TC9
Electronics	TEL9
Metals & Plastics	TMP9
Jewellery Making	TJM9
Food Technology & Design	TFT9
International Foods	TIF9

## Points to Note:

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

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

Some subjects will not be timetabled in 2019 if level of interest is low i.e. Few students select the elective. Some electives may be combined to enable a class to be timetabled.

Changes to students' selections in 2019 MUST be approved by parents and staff.

Codes for SEAL subjects contain the letter 'P'.

Eg: English at Year 9 level would be ENP9





**Wonthaggi Secondary College  
Dudley Campus**

South Dudley Road  
Wonthaggi 3995

Telephone: (03) 5672 0900  
Facsimile: (03) 5672 4136

[wonthaggi.sc@edumail.vic.gov.au](mailto:wonthaggi.sc@edumail.vic.gov.au)  
[www.wonthaggisc.vic.edu.au](http://www.wonthaggisc.vic.edu.au)