



WONTHAGGI

Secondary College



*Achieving success in a
caring and creative environment*

Year 9 Handbook
2022

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Key College Contacts

College Principal Darren Parker

Assistant College Principal Leith Cummins

	DUDLEY CAMPUS	SAN REMO CAMPUS
Campus Principal	Michael Shone	Emma Harris
Campus Manager	Wayne Rhodes	Nick Sibly
Subschool Co-ordinators		
Junior (Yr 7 & Yr 8)	Jim Dalmau	Aiden Harris
Middle (Yr 9)	Phil DeSalvo	Andrew Hay
Student Welfare	Carol Davidson	Jo Beasley
Year 7 Co-ordinator	TBC	TBC
Year 8 Co-ordinator	TBC	TBC

Term Dates 2022

TERM 1: 31 January (students return) to 8 April

TERM 2: 26 April to 24 June

TERM 3: 11 July to 16 September

TERM 4: 3 October to 20 December

Bell Times

Student access lockers	8.50 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	-	11.20 am*
Unit 3	11.22 am	-	12.10 pm*
Unit 4	12.12 pm	-	1.00 pm*
Lunch	1.00 pm	-	1.50 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 team is attached to the teaching staff at each campus, as well as staff who manage Careers and Individual Student Pathways. 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.

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

This year Bass Coast College sub school team is excited to welcome students into year 9. The upcoming year will be one that challenges students to move outside of their comfort zone to find their own best personal growth. Outside of the classroom, this will be achieved through extra curricula activities such as camps and day trips which focus on respectful relationships and leadership skills. The year 9 cohort of 2022 will embark on a new camps program that will create better access and more opportunity for all students than previously provided at the junior campuses.

The year 9 cohort has the opportunity to be leaders among our school junior campuses. This provides students with the opportunity to be junior school leaders, peer support leaders or house captains. The college also provide additional leadership opportunities such as being selected to attend the Snowy River Leadership Camp for a term. Within the school we challenge year 9 students to envisage the types of healthy relationships that create a healthy community, and we facilitate the growth of our year 9 cohort role modelling these behaviours within our school and community.

Students of year 9 will embark on careers focus during their academic year. This will be started by a Morrisby Career portfolio being created for each student. This will lead into career counselling sessions for each student that will flow into their subject selection and pathway coordination leading into year 10. Interested students will also have the opportunity to start some work experience opportunities through the Headstart program.

Our picturesque geographical landscape allows our College to have opportunities that link our year 9 students to the community and environment.

It's not uncommon to see our students out in the surf at Inverloch or paddling a canoe along Powlett River within our recreational activities program, or down at the Wonthaggi wetlands completing a practical experiment during science. The students will also have opportunities to improve and shape our environment during tree planting and coast clean up days.

We look forwards to getting to know all students throughout this year of learning.

Greater Choice and Opportunities

Introduction to Elective Subjects

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

Our curriculum is in line with the 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.

Following a common curriculum structure in Years 7 and 8, Year 9 offers students some choice in their studies through an electives program. The electives allow students to select subjects, in some areas, according to interests and talents, while continuing to provide opportunities within the 8 key learning areas and capabilities. The electives are offered over the learning areas of Art, Technology, Health and PE and Languages.

Year 10 allows for greater subject selection with an extensive electives program, covering all the Key learning Areas, further building on skills and knowledge developed in the Junior School. 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.

Opportunities and Enrichment

Along with providing some choice in subject selections, year 9 students at Wonthaggi Secondary College are given opportunities to develop their leadership capabilities and engage further with the school and broader communities.

Student leadership includes listening to and being able to clarify the issues of the students they represent and advocating on their behalf. Student leaders have an increased sense of responsibility to help others and to model leadership principles and values, including modelling behaviour that exemplifies the student values of being: Respectful, Safe and Responsible. Year 9 students have opportunities to be leaders in the following roles:

- Student Leader
- Peer Support Leader
- House/sport Captain
-

School for Student Leadership

School for Student Leadership is a Victorian Department of Education and Training (DET) initiative offering a unique residential education experience for year nine students. The curriculum focuses on personal development and team learning projects sourced from students' home regions. There are three campuses in iconic locations across Victoria.

The **Alpine School Campus** is located at Dinner Plain in the Victorian Alps. **Snowy River Campus** is near the mouth of the Snowy River at Marlo in east Gippsland. The third site is adjacent to Mount Noorat near Camperdown in Victoria's Western District and is called **Gnurad-Gundidj**. After consultation with the local aboriginal community, this name represents both the indigenous name of the local area and an interpretation of the statement "belonging to this place". An application process occurs in year 8 for selected students to participate for a term in year 9.

Personal and Social development

Year 9 is also a time when students are more responsive to their environment, start to challenge beliefs and engage further with the world around them. Wonthaggi Secondary College offers a broad program to support the social and emotional development of students in Year 9. This includes, but is not restricted to:

- School camps program that focuses on transition and respectful relationships.
- Community and environmental opportunities, working with Landcare, tree planting
- Celebrating and Acknowledging inclusiveness and diversity through; Year 9 Health Day, Respectful Relationships program, multi-cultural agency visits and Wear it Purple Day.

Career and Educational Pathways

As Year 9 students start to think about their strengths and interest areas, Wonthaggi Secondary College offers a significant support program to guide students in their educational and career direction.

All students participate in the Morrisby Careers program, which identifies strengths connected to subject areas and future job prospects. This is followed up with 1:1 counselling from an external provider and 1:1 counselling and support for subject selections for Year 10 from the sub school team.

How Year 9 is structured

In Year 9, students start each day with a 10-minute meeting, in their Home Group. This provides an opportunity for students to connect with their Home Group teacher, ask questions, check their schedule, and receive College news. The students remain in their Home Groups for their compulsory core subjects, comprising English, Mathematics, Science, Humanities, Health and Physical Education, which continue throughout the year. In addition to the compulsory core subjects, students are given the opportunity to choose from a range of subjects in the Learning Areas of The Arts, Design and Technology and Languages other than English (LOTE).

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 in each semester, drawn from the Languages, Design and Technology and Arts Learning Areas.

Choosing a Course of study

In choosing the Year 9 elective subjects, students are advised to take a broad range of elective subjects across several Learning Areas to enhance their skills and understanding. In selecting the Year 9 subjects, students should take note of the following:

Students complete **Four** elective subjects over the year comprising of two elective subjects taken concurrently each Semester.

- Each of those subjects are timetabled for 4 periods per week.
- Subjects should be chosen according to your interests and abilities.

You must choose at least one subject from each of the Learning Area of:

- The Arts
- Design and Technology

Subjects are usually one-semester units and cannot be repeated second semester, except for Advance and LOTE, which must be taken all year and counts as two electives.

Students are asked to:

- Read the handbook and identify possible subjects for next year
- Discuss electives with parents/carers
- Discuss electives with teachers/coordinators

Next steps:

- Students will receive an EdVal code where they will access the Edval site and enter their elective preferences
- Ensure elective preferences are entered by the due date

Things to Note

A minimum number of students must choose a subject for it to run. Most classes can have a maximum of 25 students enrolled. If more students choose that elective, we will review whether there is enough interest to run a second class for that subject.

- Friendship groups and preferred teachers are not considerations in selections of electives.
- Changes to student selections in 2022 must be approved by parents and staff.
- Advanced subjects e.g. Advanced Art, may require evidence of previous success in the subject

Subject Acceleration and Enrichment

All students will have access to classwork that is differentiated to meet their skills and abilities. If students and their parents have any questions about enrichment opportunities or support in the classroom, please contact the classroom teacher or the relevant Year Level Co-ordinator.

Students from the 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.

School Charges/Subject Levies

Parents please note that all school charges (levies) are approximate calculations in July 2021 and are therefore subject to change in 2022.

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 – i.e. 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 (5672 0900) 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 2022.

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.

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

SEAL students are taught mathematics at Year 10+10A level in Year 9, which is, advanced by one school year and including the optional advanced mathematics content specified in the Victorian Curriculum at year 10. This one year advancement allows student to tackle senior mathematics subjects one year earlier than the main student body, allowing Year 11 and 12 mathematics subjects to be commenced during Year 10.

The Year 9 SEAL course content focusses on study skills, communication of mathematical process (showing working), and use of appropriate mathematic language, independent thinking and high level problem solving skills.

Students use a combination of book work, computer tasks and hands on activities to develop their mathematical skills. They are expected to complete work set in class for homework regularly. Students are assessed at the end of each topic; their book work and computer tasks are used to moderate their grades.

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

Science (SEAL) is an advanced level of study. The topics will be the same as those studied in Year 9 mainstream classes, but students cover these topics in greater depth.

JAPANESE

Students acquire communication skills in Japanese. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. Our curriculum focuses on topics such as milestones, nationalities food, shopping, leisure activities, city and country, school trips, part time work, careers and aspirations, and cultural similarities and differences. Language studies have a strong emphasis on metalanguage, vocabulary, grammar, and the functions of particles: including effects on meaning when manipulating grammar for complex sentence structure.

The study of English encourages confident communicators, imaginative thinkers and informed citizens. It is through the study of English that students will learn to analyse, understand, communicate and build relationships with others, with literature and with the world around them. Wonthaggi Secondary College's English Program seeks to also develop the understanding, attitudes and capabilities of our students through the study of literature and literary elements.

Creative Writing

Students will learn about various literary and story elements during this unit. Students will also experiment with descriptive language features to improve their creative writing skills. Students will demonstrate their understanding by creating their own short story.

Persuasive Language

Students will learn about a variety of persuasive language techniques found within different texts. Students will demonstrate their understanding of the different persuasive techniques by analysing how particular devices influence an audience and by experimenting with the different techniques both verbally and in writing.

Novel Study

Students will study 'The Outsiders' by S.E Hinton. Students will build on their understanding of the different literary elements and author's purpose. Students will complete a variety of comprehension activities while reading the text and respond creatively for their Writing C.A.T (Common Assessment Task) by exploring character perspective.

Comparative Study

Students will compare and contrast how two texts have represented the different literary elements. Students will demonstrate their understanding by completing activities that explore the similarities and differences between the two texts.

Film Study

Students will continue developing their understanding of literary elements and author's purpose in response to a film. Students will demonstrate their understanding of the film by completing a text response essay upon completion of the unit of work.

Poetry

Students will analyse a variety of poems and have the opportunity to write their own poetry throughout this unit of work. Students will explore a variety of figurative language devices while experimenting with different poetic structures. Students will have the opportunity to compare and contrast at least two poems and create their own thematic piece of poetry.

Homework

Students will complete at least one book report per semester. Other meaningful homework tasks may also be assigned throughout the year.

The Year 9 Mathematics course covers the standard 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 at the end of the year in preparation for Year 10. Students use a combination of book work, computer tasks and hands on activities to develop their mathematical skills. They are expected to complete work set in class for homework regularly. Students are assessed at the end of each topic, their book work and computer tasks are used to moderate their grades. 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

The Humanities provide a framework for students to examine the complex processes that have shaped the modern world, and to investigate responses to different challenges including people's interconnections with the environment. At WSC, Year 9 Humanities is organised into three subject discipline areas including History, Geography and Careers. In History and Geography, students explore the processes that shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges. At the Year 9 level, students complete the History depth studies Industrial Revolution, Australian History and World War One. In addition to this, they complete the Geography depth study Global Inequalities. All Year 9 Humanities students complete a two week careers mini-unit which is aimed at introducing the world of work, resume/cover letter writing, interview techniques and OHS.

Additionally, selected topics from the subject discipline areas Civics & Citizenship and Economics & Business are integrated into the above depth studies. Students engage with topics that have a direct impact on their lives, such as the economy, globalisation, democratic principles and being informed, responsible citizens.

Indonesian – Japanese

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. 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 and workbook '**Dari Kami Ke Kita!**', which are also used in Year 10, and will engage in intercultural understandings consistently throughout the language learning. Emphasis will be on speaking, listening, reading and writing in Indonesian at a high level.

JAPANESE

Students acquire communication skills in Japanese. They develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts. Our curriculum focuses on topics such as describing people, festivals, milestones and celebrations, nationalities, food. Language studies have a strong emphasises on metalanguage, vocabulary, grammar and the functions of particles, including effects on meaning when manipulating grammar for complex sentence structure.

Year 9 students will study science in both semesters. The Science Understanding Strand covers the earth and space, chemical, physical and biological sciences. Students will also develop their science inquiry skills by completing a wide range of practical experiments and investigations.

General Science 1 (SG19): Topics studied

- Ecology
- Heat Energy
- Chemistry A: Atomic Structure and Periodic Table
- Control and Regulation
- Science Inquiry Skills

General Science 2 (SG29): Topics studied

- Plate Tectonics
- Chemistry B: Life Processes, Acids and Bases, Combustion Reactions
- Electrical Energy
- Science Inquiry Skills

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 two practical units of Physical Education and two theoretical units of Health 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 Personal Identity, Movement Analysis, Mental Health, Respectful Relationships and Drug and Alcohol Education.

Practical activities will include Fitness Testing, Fitness Training, 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.

ADVANCE (Life Saving)

Students selected to complete the ADVANCE program will have the opportunity to complete their Surf Rescue Certificate (SRC), this requires the successful completion of both practical and theoretical components, assessed by Life Saving Victoria. Students will also work on developing open water (surf beach) and closed water (pool) awareness and skills via surfing and swim coaching, with a focus on technique development and safe participation.

Additionally students will be required to complete major projects and coursework that align with the current Year 9 curriculum with a focus on leadership development.

Students who enrol in ADVANCE will be required to pay a levy of \$80 per semester to supplement the cost of uniforms, camps, bus travel, lifeguards and specialised equipment and facilities hire.

The ADVANCE program is a two-year course completed in Years 9 and 10 and a selection process applies to this subject. Students must apply in writing.

The Advance course in year 9, runs over 2 semesters and is undertaken instead of the mainstream Physical Education core program.

STUDIO ART 9

Students who choose Studio Art 9 will learn how to analyse and interpret the development of art and art movements throughout history. Students will be encouraged to explore and express their feelings as they develop their personal style in an imaginative format by drawing upon the influences of modern artists.

Through a series of Learning Tasks students will conceptualise, plan and design art works that express ideas, concepts and artistic intentions. They will do this with a variety of materials, techniques, technologies and processes. They will extend skills in planning and designing art works and documenting artistic practice.

ART AND SCULPTURE 9

Art and Sculpture 9 will continue to build upon students' knowledge and skills in the areas of two and three-dimensional design. Students will conceptualise, plan and design art works that express ideas, concepts and artistic intentions through a series Learning Tasks.

Students will explore how artists manipulate materials, techniques, and processes to develop and express their ideas in artworks. Furthermore, students will continue to develop skills in sculpture, painting, drawing and printmaking. Students will also learn how to analyse and interpret artworks and explore the different forms of expression, intentions and viewpoints of artists.

ADVANCED ART

Students, who choose Advanced Art, 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 analyse and evaluate how artists communicate ideas and convey meaning in artworks. Also, discover connections between techniques, processes and visual conventions in artworks to develop their own art practice.

VISUAL COMMUNICATION DESIGN / COMPUTING 9

This course provides opportunity for students to develop digital design ideas within the three fields of design (Communication, Environmental and Industrial). Students develop two and three-dimensional concepts and complete them using digital software. These may include examples such as a film/theatre poster, child's toy design and even the design of a tiny home.

Students will also explore how designs are influenced by social, cultural and historical contexts. The course provides students with skills to enable them to enter senior levels of Visual Communication Design. Software applications covered in this course will include Adobe Photoshop and Adobe Illustrator.

VISUAL COMMUNICATION DESIGN / ILLUSTRATION 9

This course provides instruction for students to develop hands on design ideas within the three fields of design (Communication, Environmental and Industrial). Students will develop two and three-dimensional hand drawn concepts and drafted presentations. These may include examples such as a graphic novel cover, car exterior and even the design of a festival pavilion.

Students will also explore how designs are influenced by social, cultural and historical contexts. The course provides students with skills to enable them to enter senior levels of Visual Communication Design.

MUSIC

This unit is designed for those students who learn a musical instrument or those with keen interest in music. Students host a performance evening, which they are expected to play at, organise, and promote. Repertoire and styles explored will depend on the skills and interests of the students. Students also will learn about different styles of music, including classical music, and develop theoretical, aural and music technology skills. Students considering VCE Music Performance are particularly encouraged to select this unit.

DRAMA

In this unit, students will create characters, take on various roles and explore the lives of their characters. They will explore a variety of dramatic forms, such as Commedia dell'arte (Italian Comic Theatre) and the short film. Students will take part in both solo and group 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.

Assessment is based on their involvement in workshops as well as their ability to perform and appreciate the work of others.

DRAMA EXTENSION

This is an advanced drama unit for those students with a keen interest in performing and who want to be involved in a production. This production is part of the Malthouse Theatre's *Suitcase Series*. Over the course of the semester, students will develop their dramatic skills and learn to use their voice and body as vehicles for expression. Students will also gain skills relevant to the technical aspects of a production. They will perform at the Malthouse Theatre in Melbourne towards the end of the semester. There, they will receive feedback from other schools and will comment on the quality of other schools' performances as well.

*Students must have completed Drama 9 before attempting this unit.

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 in Year 9.

TEXTILES: DESIGN & FASHION

The aim of this elective is to further develop student's ability to investigate, design, produce and evaluate more challenging practical projects.

This elective is designed to:

- Present students with more complex design briefs relevant to present day trends.
- Further develop, refine and produce well annotated designs for each brief.
- Expand upon the construction techniques and processes presented in Year 8 Textiles.
- Develop a better understanding of commercial patterns.
- Increase student's knowledge of fabrics, properties and characteristics
- Develop an understanding of the Fashion industry & the challenges being faced: social, ethical and environmental impact.
- Gain an awareness of the various employment opportunities in the Textiles industry.
- Evaluate their product according to the design brief set criteria

Practical projects for this unit include: Skirts, Shorts, Jumpsuit, Culottes, Cargo Pants, Tops/T-shirts, Fashion accessories (e.g. Bags, hats, brooches etc.)

- Students are expected to complete a minimum of two practical projects for the semester.
- School will supply materials and notions for practical projects

TEXTILES: FASHION RECYCLING*

The aim of this elective is to continue to develop student's ability to investigate, design, produce and evaluate projects with a focus on upcycling or re-purposing items of clothing. The focus of this elective is to:

- Investigate a range of design options with a focus on upcycling or repurposing items of clothing.
- Refine student's design skills to produce high quality designs according to the brief.
- Upcycle or re-purpose items of clothing while extending their practical skills and knowledge.
- Investigate the social, economic, environmental and ethical issues facing the Textiles Industry with a strong focus on the "War on Waste".
- Produce a critical evaluation of each product with reference to the set criteria for each brief.

Practical projects for this unit include: Up-cycled or re-purposed dresses, pants, jeans, tops, jackets etc.

- Students are expected to complete a minimum of two practical projects for the semester.
- School will supply materials and notions for practical projects.

*Students are advised to complete the elective Textiles: Design & Fashion before attempting this elective.

METALS & PLASTICS

Students develop their understanding of the design process and improve on their woodwork skills from previous years to plan, make and evaluate projects using a range of timbers.

The focus of assessment for this subject is:

Investigate and Design - They complete design briefs and produce technical drawings in their workbooks as a record of their planning.

Produce - They learn a variety of construction methods and processes to make their projects with a focus on how to safely use tools and machinery.

Evaluate - Finally, students use criteria developed in the design brief to evaluate the quality of their projects, their methods and identify any problems that need improvement.

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.

9 CAD

The aim of this subject is to provide students with experiences in the use of computer aided design (CAD) and computer aided machining (CAM). Students will build on the skills previously developed in the year 8 CAD program. They will use explore the production process as prescribed within Design & Technology but specialise through digital applications. Fusion 360 will be used to generate three dimensional models that will be subsequently be formed on a 3D printer.

(Note: you do not need to have completed Yr8 CAD to do this subject.)

Students will develop further skills in use of CAD drawing software. Using Adobe Illustrator and Fusion 360 students will be provided the opportunity to develop the following skills:

- Generate basic objects
- Generate complex objects with moving parts
- Create and print orthogonal views of designs
- Develop the skills and knowledge required to prepare a CAD drawing for printing on a 3D printer
- Develop ideas, designs and drawings into physical objects that can be used, e.g. balloon powered cars

WOODWORK

Students develop their understanding of the design process and improve on their woodwork skills from previous years to plan, make and evaluate projects using a range of timbers. The focus of assessment for this subject is:

Investigate and Design - They complete design briefs and produce technical drawings in their workbooks as a record of their planning.

Produce - They learn a variety of construction methods and processes to make their projects with a focus on how to safely use tools and machinery.

Evaluate - Finally, students use criteria developed in the design brief to evaluate the quality of their projects, their methods and identify any problems that need improvement.

ADVANCED WOODWORK

Students continue to improve their woodworking skills and further develop their understanding of the design process to investigate, design, produce and evaluate their projects.

The focus of assessment for this subject is:

Investigate and Design - They complete design briefs and technical drawings in their workbooks as a record of their planning.

Produce - They learn a variety of construction methods and processes to make their projects from a range of timbers with a focus on how to safely use tools and machinery.

Evaluate - Students self-evaluate the quality of their projects, their methods and list any problems that need improvement.

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.

ROBOTICS

Robotics is a fun and engaging way to teach fundamental technology, it encourages kids to think creatively, analyse situations and apply critical thinking and problem solving skills to real world problems. Students learn it is acceptable to make mistakes, especially if it leads them to better solutions.

Students Learn to:

- Understand forces and motion
- Measure and calculate distance and speed
- Graph and interpret rotation sensor and data
- Observe the transfer of energy driving motion
- Use knowledge of simple machines to build more complex machines
- Use sensors to control behaviour and to analyse data
- Develop robots using logical structures and sensor feedback

Subject Codes

YEAR 9

English	9ENG
Mathematics	9MAT
Science	9SCI
Humanities	9HUM
Health & Physical	9HPE
Advance (Life Saving)	9ADV

Languages

Indonesian	9IND
Japanese	9JPN

Arts

Studio Art 9	9STA
Art & Sculpture 9	9AAS
Advanced Art	9ADA
Vis Com Design/Computing	9VCC
Vis Com Design/Illustration	9VCI
Drama	9DRA
Drama Extension	9DRE
Dance – Creative Movement	9DCM
Music	9MUS

Technology

Food Technology & Design	9FTD
Textiles Design and Fashion	9TDF
Textiles Fashion Recycling	9TFR
Woodwork	9WWO
Advanced Woodwork	9ADW
Robotics	9ROB
Information Technology	9ITC
9 CAD	9CAD
Metals & Plastics	9MAP
Jewellery Making	9JEM
International Foods	9IFO



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