

## Summary

<u>Subject</u>	<u>Elective</u>	<u>Code</u>	<u>Cost</u>
English	English		\$20
	Crime and Punishment	CAP9	No cost
	Express Yourself	EXY9	No Cost
	Speak Up Speak Out	SPK9	No Cost
Maths	Mathematics		\$15.00
	Elective Maths	MEL9	No Cost
Health and PE	Recreational and Environmental Studies	RES9	\$50.00
	Individual Pursuits	INP9	\$50.00
	Healthy Living	HLV9	No cost
	Invasion Games and Sports Injuries	IGM9	No cost
	Individual Movements	INM9	\$50.00
	Racquet Sports	RAQ9	\$30.00
Humanities	Sand, Surf and Cities	SAS9	\$10
	Walk a Mile in Another's Shoes. Real Life Simulation?	GME9	\$10
	What makes us Australian – Key events in Australian History	HIS9	\$10
	Teenagers and the Law	TAL9	\$10
	Economics Get It/Spent It	ECO9	\$10
	Making Places	MPL9	\$10
Science	The Thinking Scientist	TTS9	No cost
	Using Science Technology	TEC9	No cost
	The Changing Earth	TCE9	No cost
	Science in the Material World	SMT9	No cost
	Using Science Today	TOD9	No cost
	The Science of Living Together	AGH9	No cost
Art and Technology	Introduction to Textiles 1 – Fashion	TESH9	\$15.00
	Introduction to Textiles 2- Soft Furnishing	TSFT9	\$15.00
	Lets Bake and Decorate	LBD9	\$60.00
	Healthy Fast Foods	HFF9	\$60.00
	Things that Go	TTG9	\$15.00
	Systems – Lights and Flashers	SLF9	\$25.00
	Working with Wood	WWK9	No cost
	Desktop Publishing	DESK9	\$20.00
	Web Page Design	WEB9	\$20.00
	Drama -Just Making it up	MAKE9	No cost
	- Reading it out	RIO9	No cost
	Music – Let's Rock	LRK9	\$10
	- Music to your Ears	MTE9	\$10
	Making Sculpture & Jewellery	JWL9	\$40.00
	Visual Communication and Design	VCD9	\$20.00
	Platters and Paint	CER9	\$30.00
	Photoshop Year 9	PHO9	\$20.00
The Colour Pot	ART9	\$25.00	
Advance	Surf Life Saving	ADV9	\$150.00
LOTE	Indonesian	IND9	

# Welcome to Year 9

At Western Port Secondary College our mission is to provide excellence in education and opportunity for all.

## Introduction

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This publication outlines the Teaching for Learning programs and organisational procedures for Year 9. It is divided into two sections:

1. Introduction to the Year 9 College program.
2. Subject descriptions and elective choice sheet.

### **THE NATURE OF THE PROGRAM**

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We commit ourselves to provide enjoyable, relevant and rigorous Teaching and Learning programs that reflect the development stages of our students as they move through their **adolescent years**.

**At Western Port Secondary College, a goal is to provide all students with appropriate access to programs in our Senior School.**

#### **The Students**

We are well aware of the background, maturity, and range of development of the students coming into year 9. **We aim to provide opportunities so all students are continually challenged to perform at their best.**

#### **Parents and Guardians**

- Parents and Guardians are the biggest factor affecting how well students want to do at school.
- All students need the active encouragement and support of their parents. Parents can help in all sorts of ways: College Council, parent groups, our reading programs, working bees, camps and excursions or simply supporting work at home.
- We want you to be involved and we encourage you to contact the College if you have concerns or wish to discuss any aspect of your child's education.
- We seek and welcome parents and guardians into a partnership. Together we will assist students to work towards achieving their potential.

We look for full support in implementing our College's Student Code of Conduct. **This includes our College Uniform Policy.**

#### **The College**

Information about the College and its operational procedures should be read closely so that our expectations are clearly understood.

#### **The Costs**

The DOE contribution does not fully cover the cost of materials and equipment used by students for their entire year. The College Council requests you make a financial contribution for some electives so that we can provide the best education to students.

**Be aware that a number of units described in this publication may attract charges for materials. This should be considered when selecting electives. These costs are additional to the College Council Curriculum Resource Contribution. If these costs cannot be met then the subject should not be chosen.**

#### **Other Publications to be read**

- Student diary
- New students' handbook.

### **THE YEAR 9 CURRICULUM**

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The curriculum is organised generally into semester length units and is provided in two ways:

1. Core Curriculum Studies in
  - English
  - Mathematics
  - Personal Development
2. Selected Modules:
  - Technology/Arts
  - Languages Other Than English (LOTE)
  - Humanities
  - Science
  - Health and Physical Education
  - Advance (Surf Life Saving)
  - Mathematics and English will also offer elective modules so students can elect to study extra Maths of English

### **ORGANISATION**

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#### **Attendance**

Students should be at school by **8.40 a.m.** They are to be **punctual** to their form meeting at **8.50 am.** **Students who arrive late must sign in at the General Office upon arrival and should have a note explaining their lateness.**

### **Absences**

If a student is absent a **signed note must be sent stating the date and reason for the absence.** This should be sent with the student on their return to the College and **handed to their Form teacher.**

**A call to the College Absence line on 5979 3511 will avoid the need for a note. If the absence is going to be long term please advise the college ASAP. Student free days are always** clearly publicised to parents and guardians

**Students are expected to catch up on work missed whilst absent.**

### **Out of School Passes**

- If you require collecting your student from the College before the end of the school day you are to supply your student with a note clearly stating the date and time that your student will be leaving the College grounds. Students are to show the note to their Form Teacher and hand the note into the General Office as they sign out before leaving the College.
- For reasons of personal safety, no student is permitted to leave the college grounds without first obtaining written permission from a Sub-School Co-ordinator or an Assistant Principal. Students then sign out at the General Office before leaving. If a student is to return during the day they must sign in at the General Office immediately on their return.
- Application for a permanent lunch pass can only be obtained by written application to the Sub-School. Passes will only be issued if a parent or guardian is always at home at lunchtime. We encourage students to stay at school to spend time with friends.

### **Youth Allowance**

- It is the responsibility of each parent/guardian to provide the College with reasons for all absences
- It is the College's decision to deem these reasons as acceptable or not.
- The College is obliged to notify the responsible authority of student's absences.
- Please be careful so embarrassment can be avoided.

### **School work at home**

- Work at home needs to be a regular activity.
- It will include set homework, catch up, research and production of projects and assignments, completion of class work and study.
- Year 9 students are expected to do about **two hours** work at home per weeknight. This is a minimum.

### **Communication**

The College will keep contact in a variety of ways:

1. Reports by staff to College Council.
2. Monthly newsletter sent home via mail.
3. Special notices for unexpected events.
4. Diary entries, phone calls and notes.

*Please keep in close touch with the College.*

### **Valuables**

- Students are advised not to bring valuables to school.
- The College cannot accept any responsibility if they are lost, stolen or mislaid.
- If it is absolutely essential that a student bring some form of valuables then they should give it to the teacher collecting the money or take it to the General Office for safe keeping **first thing in the morning.**
- **Mobile phones should not be taken to class. If parents/guardians need to contact a student they should do this by contacting the office.**

### **Lockers**

**All students are expected to have their own locker.** Locks supplied by the college will be available for purchase at the beginning of the school year. Students will not be permitted to use other locks. Students must keep their locker locked and in a neat and unmarked condition.

### **Locker Times**

Students should collect books and equipment:

- Before form meetings for periods 1 and 2
- At recess for period 3
- At lunchtime for period 4
- **Bags are not to be taken into class**
- **It is expected that students provide written permission to be at their lockers at other times.**

### **Uniform**

All students are expected to be neat and tidy. The College uniform is designed to achieve a neat and tidy appearance for students. Experience has shown that the wearing of uniform improves both the general appearance and behaviour of students and contributes markedly to the college tone. It is also shown that uniform is the most economical form of college dress because of its durability.

The wearing of uniform is compulsory and strongly endorsed by the College Council and the staff. Failure to wear uniform is regarded as a serious breach of college rules.

**All items of clothing are required to be clearly marked with the students name**

Most clothing is labelled with the Western Port Secondary College logo.

**Jumper:** Green woollen jumper labelled with College name.

**Shirt:** Polo: white striping on collar and forest green in colour.

**Socks:** Plain white, black socks

**Shoes:** Black polished school shoes.  
No open footwear allowed

**Shorts:** Dark Grey Melange shorts

**Pants:** Girls: slacks in dark grey. Boys: melange slacks. No cotton track suits or denim

**Frock:** Green check. "Cleolene" Material

**Winter Skirt:** - Tartan

**Tights** Black

**Blazer:** Optional item

**Caps:** Plain Forest green or Grey. No other caps. No Beanies.

**Coat:** As available from the uniform Shop. No Hooded jackets are to be worn

### **Sports Uniform**

This is available from the College uniform shop. House coloured T Shirt OR white t-shirt. Black shorts or black/green pleated skirt, white socks and non marking runners. Dark track suits may be worn during the winter months.

- Any student out of uniform is expected to bring a note. It is preferred that students bring a substantial change of clothes rather than not participate.
- No note and no uniform means that the student will be required to do theory associated with the curriculum.
- Students competing in events representing the college are expected to be in full college uniform for the event

### **Breaches**

All students out of uniform are expected to follow the process of bringing a note from home and obtaining a pass from their coordinators. Failure to follow this procedure may well result in after school detention

### **Uniform shop**

There is a uniform shop at the College for all uniform sales this is open and Wednesday 8.30 – 9.30am and 1.30pm – 5.00, during school terms.

### **Second-hand uniform**

No second hand uniform shop exists. However, parents wishing to sell or exchange items are welcome to place ads in the college Newsletter by contacting the office or by attending the second hand book sale.

### **College Diary (an essential!)**

**Each student is expected to have a College diary.** As well as providing space to record homework, due dates for work, the diary contains important information on college rules and consequences. The diary is a direct means of communication between home and the College. It

should be maintained in a neat fashion so parents and teachers can use it.

## **EMERGENCY PROCEDURES**

Students must report all accidents to a teacher or to the college office immediately they occur. If a student is injured at school, teachers may:

- Give first aid treatment
- Call the parent, emergency contact number or ambulance to take the child for medical treatment.

***Please be aware that ambulance costs may be expensive and will not be covered by the College.***

### ***Essential Up to Date Information***

- It is important that the College has your most up to date information.
- ***Please ensure that you notify the college promptly of any change of address, home, work or mobile telephone number, place of work, emergency contact, doctor or any change to family circumstances.***
- If your child has a disability requiring special treatment or if there is any medical information that may be needed in an emergency, please ensure that this is entered on the admission records.
- In the event that we cannot contact you or your child is severely injured we may be required to call an ambulance on your child's behalf. If you are not an Ambulance Subscriber you will be required to meet the cost of the Ambulance.

### ***Usual Disciplinary Procedures***

What happens depends on:

- What was done
- How serious it was, and
- Whether the rule had been broken before.

What *will* happen?

- Discussion and counselling from a teacher
- A warning will be given and an explanation about the next step if the offence is repeated or if considered serious enough, suspension or expulsion.
- When repeated, yard duty, recess, lunchtime, after school detention, suspension, or expulsion.

### ***Classrooms***

Within a classroom Management Plan, rules, consequences and rewards will be set by the classroom teacher early in the semester. Negotiation with students may occur to develop these. The consequences will be logical and be implemented step by step.

### **The Co-ordinators**

Co-ordinators will assist classroom teachers by mediating solutions to problems, sanctioning consequences and involving parents and guardians in an effort to modify a student's behaviour so they and others can continue working in a congenial atmosphere.

The Co-ordinators are available to

- Discuss subjects and courses with students and parents
- Assist with career plans,
- Discuss progress and provide guidance and assistance,
- Bring guest speakers to the college,
- Provide a link between school and work and further education.

### **SUCCESSFUL COMPLETION IN EACH STUDY?**

- **Outcomes** - Each unit is designed so students can successfully achieve many outcomes. These outcomes are related to the levels provided by the Department of Education and Training. Teachers will relate to these when they provide student assessments and parent reports.
- **Learning Tasks** - Students are expected to complete a set of tasks. This work will include class activities, practical work assignments and homework.  
  
Students are expected to make a serious attempt to complete the tasks in every work requirement to a satisfactory level for completion of the unit.
- **Assessment Tasks** - Each study has up to five assessment tasks. These will be graded from A+ to E, to indicate the quality of the work. Other grades will indicate lack of submission or lack of minimum expectation.
- **Promotion to Year 10** - *Promotion to Year 10 is not automatic.* Students in Year 9 need to successfully complete 13 of the 16 units they study to pass Year 9. Students who pass less than this number will be required to continue after other Year 9 students have been dismissed to do extra work to earn their pass. Students who have passed significantly less than this number (generally 9 or less) will not be directly promoted to Year 10. A meeting will be held to discuss their options.

## **YEAR 2008 COURSE PLANNING SHEET**

Name: \_\_\_\_\_

Form: \_\_\_\_\_

PE	SCI	HUMANITIES	ART/TECH	ELECTIVES	OTHER	CHOICES	FULL YEAR
<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>
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				<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	
				<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	

**NOTE:**

1. Choose PE, SCI, Humanities and ART/TECH first
2. Then Electives
3. Then other choices
4. Only select 'Full Year' subject if you wish to do them
5. Do not click on SUBMIT until you have made all your selections

Parent signature: \_\_\_\_\_

## BASIC STRUCTURE

Core			Electives					
Maths	ENG	PD	PE	SCI	HUM	ART/TEC H	CHOICE 1	CHOICE 2
10	10	4	6	6	6	6	6	6
periods	periods	periods	periods	periods	periods	periods	periods	periods
periods								

All students will study Mathematics, English, and Personal Development. Students can also elect to study an additional unit of Mathematics or English as one of their Electives.

Personal Development will give students the knowledge and skills needed to become a well-rounded individual and a useful member of society. This unit will involve activities to assist students with their personal and interpersonal skills, as well as giving them greater opportunities for involvement in Civics and Citizenship. It is also planned to teach certain elements of the Health program in this class as well as continuing their careers and pathways planning.

Health and Physical Education, Science, Humanities and Art and Technology will all offer their subjects as a series of Semester length modules. The modules offered by each of these disciplines are varied and give students the chance to select areas of interest. Students must study at least 2 modules from each discipline per year.

### MAKING SENSIBLE CHOICES

There are a very large number of modules from which students can select. All the descriptions need to be read carefully and if necessary follow up with the contact person. While the selections really allow you to follow an area of interest it is important to maintain balance in your course and to leave your options for future years as open as possible. Not selecting a particular unit in Year 9 does not lock you out of further study in that area later on but it would be useful to think about units, which might link to areas of interest beyond 2008.

Try and make your selections based on what is best for you. Don't simply pick the units your friends are picking.

**Parents must sign their son/daughter's selection sheet to indicate that they approve of the selected units and are willing to meet any of the costs involved. Only students with signed selection sheets will be permitted to enter their subject selections.**

### MAKING SELECTIONS

The selection process will be done on-line at the College during the first week back in term four, you have approximately a week to do your planning.

- 1) Select your two top choices for PE, Science, Humanities and Arts/Tech.
- 2) Select in the 'Electives' section your next 4 preferences. These can be from PE, Science, Humanities, Arts/Tech, English, Mathematics or Advance.
- 3) List your next 8 choices in order of preference. These will only be used if there is a problem with one of your previous selections. Eg: if a selected class did not run because not enough students chose it.
- 4) There are only 2 full year subjects, LOTE (Indonesian) and Certificate II in Information Technology. These are selected under the heading of 'Full Year' subjects. **ONLY SELECT THESE** if you wish to do one of these subjects otherwise leave them blank.
- 5) Press "Submit my selections". Your selections are shown in blue and underlined.

A sample page is included in this booklet as a page for you to actually write your selections. Students submitting their selections late will not get a full range of subjects to choose from.

Whilst every effort will be made to give your son/daughter as many first choices as possible, timetable constraints sometimes mean that compromises have to be made. Students with significant timetabling problems will be contacted to discuss these issues.

### SUBJECT CHARGES

Several of the units in Art/Tech and Physical Education have a charge. This will either be to supply materials or to meet the cost of buses and entrance fees. These costs have been kept to an absolute minimum but the money is essential to run the course. To try and minimise the financial burden to parents we have also made the size and cost of the Year 9 booklist as small as possible.

**Shortly after your son or daughter's course has been selected you will receive written notification at the subjects and the total charges due. To confirm their place in units with a charge they must pay at least 50% of the cost no later than Friday December 1<sup>st</sup>. After this date students will be moved to subjects without a charge. The subjects they are moved to may not be one of their selections.**

# English

## *All enquiries to Ms Nola Goodall*

English is a core subject. Students will be required to complete this compulsory English unit in both semester one and semester two.

### Major skills:

**Speaking and Listening:** to enable students to gain confidence in speaking effectively to an audience and to develop the skills of effective listening.

**Reading and Viewing:** to develop students' ability to respond to, comprehend and analyse a variety of texts including shared class novels, short stories, everyday texts, poetry and film.

**Writing:** to encourage students to express themselves creatively and with increasing formality in a variety of styles for different audiences and purposes.

### Term 1 and Term 2

**Reading:** novel study, "Deadly Unna?" by Phillip Gwynne. Set in a country town this novel explores the major issues of family, growing up, sport in the community and racism. **Students are expected to purchase a copy of this novel for reading and study in class.** Short stories, poetry and other related texts are read with this text. Students will also be expected to maintain their own related wide reading and to present a structured review of this. Assessment will involve both a creative response and a formal text response essay.

**Writing:** a range of writing tasks will be completed in response to the novel and short texts. Written tasks will be selected from creative responses, argumentative and analytical pieces and journal responses. Students will present a selection of these as a folio for assessment.

**Speaking and Listening:** participation in group and class discussions and the presentation of a prepared talk on a current issue, the set novel, their own wide reading or other related material.

As well a range of short units will be offered over the semester. The aim is to provide variety and interest. Each unit will incorporate the key skills of reading, writing speaking and listening. Some will develop inter personal skills through group work and most will incorporate the key element of looking closely at our place in the world.

### Term 3 and Term 4

**Reading:** novel study, "A Bridge to Wiseman's Cove," by James Moloney. This novel focuses sharply on the family and on the struggles of the main character, Karl to find his place in the world. Students will be required to have their own copy of this novel for reading and close study in class. Character studies and the exploration of the key themes are the main focus of

study. Students will be expected to read at least one other novel on one of the key themes. Assessment will be selected from a range of creative and formal responses. The focus will be on developing accuracy and complexity in a text response.

**Writing:** Students will complete a range of written pieces including a formal essay in response to the set novel and at least four other finished pieces for different audiences and purposes.

**Speaking and Listening:** oral tasks will relate directly to the study of the novel with the aim that students express their understanding in an oral format.

A major focus in English is on the City Experience. As part of their English work, students will complete a group research project on an aspect of life in the city. The aim of this is to explore a central question, collect information and ideas before and on their visit to the city and after the visit to develop a group oral response of their findings in the form of a power point presentation. This unit covers the key skills in English as well as developing thinking strategies and group interaction skills. Students are assessed on their planning, teamwork, personal journal and oral presentation.

## English Electives

CAP9
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### Crime and Punishment

This unit is designed for students who like reading and want to share their responses in a group situation. It will cover a range of challenging text around the theme of Crime and Punishment in order to develop the skills of responding to texts at a more complex level. It will appeal to super sleuths and those who wish to maximise their potential in English.

**VELS level 5.5 Domain:** English

**Dimensions:** Reading, writing and speaking and listening.

**Interdisciplinary strand:** CIT in preparation of power point, team work and oral communication skills and thinking skills.

**Personal and social learning.** Reading contributes to the understanding of our place in the world. The choice of text will support this with a range of issues to be covered.

EXY9
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### Express Yourself

This is a writing unit that will focus on helping students write more fluently and confidently. This could be of interest to students who require extra assistance with writing or to those who really want to develop their writing skills to achieve detail, complexity and variety. Students would publish a folio of writing for different audiences and purposes.

Discipline: English.

**VELS level 5.25 Domain:** English

**Dimensions:** Writing. Interdisciplinary strands, CIT, creativity and thinking.

**Speak up Speak out**

SPK 9

In this unit students will focus on speaking and listening. They will be involved in a number of oral activities ranging from story telling, performance poetry, play readings, speech presentations group discussions and video presentations. Although the focus of the work will be on oral work, students will be expected to keep a reflective reading journal as part of their assessment.

**VELS level 5.5 Domain:** English

**Dimensions:** Speaking and listening.

**Interdisciplinary strands:** ICT Communications

**Personal and interpersonal:** Working in teams and organising personal learning

# MATHEMATICS

*All enquires to Mr Jim White*

In line with the Victorian Educational Learning Standards (VELS) the core course in mathematics at Year 9 has been modified to produce 17 mini-units each taking approximately three weeks to complete. They will incorporate the five dimensions of the maths domain: number, space, working mathematically, structure, and measurement-chance and data. They will also embrace facets of the other strands of VELs namely working together in teams, interacting with one another, and the use of different means of communication. Most importantly emphasis will be placed on the thinking process itself. We will ensure the units incorporate the following important elements from the Australian Educational Standards Organising Committee (AESOC):

1. Counting to Quantify
2. Representing and Visualizing
3. Variation and Change
4. Uncertainty and Probability

Students will be placed in like ability groups at the start of semester one. During the course of the year they may be moved to another group if it is deemed appropriate.

A mini-unit may contain a pre-test which could lead to students having some choice at the level at which they wish to begin the topic. Some topics will be more difficult than others. They will have the opportunity to self assess during, and at the end of the unit. Each mini-unit will have a practical project component as its finale. This will have an element of choice.

We hope the students will take responsibility for their learning so that the various activities in which they are engaged can be related to solving real life problems (Working Mathematically). Much of this work will involve "hands on" activities.

Remediation and help in numeracy will remain a major priority, and to the best of our ability individual needs will be catered for. Students should seek out extra help wherever and whenever they can by speaking to their class teacher or the Mathematics Coordinator.

Students will do this core unit throughout the two semesters and will be required to choose an appropriate course in Year 10 on the basis of their achievement levels in Year 9.

There will no one text book used and therefore no text needs to be bought. However a levy will be charged to defray photocopying costs. The homework book must be purchased along with the other items on the booklist, including a scientific calculator which currently retails at around \$25.

MEL9

## Mathematics Elective

In addition we will offer a semester course which may be chosen. It will be repeated in the second semester. Those students possibly planning to do VCE General Maths in Year 10, or if you plan to complete Maths up to Year 12 this elective could be for you. It will contain material at a more advanced level, including work on Quadratic Trinomials, Trigonometry, Surface Area and Volumes of Prisms and Pyramids, and a topic on Working Mathematically negotiated by the students and the staff member teaching the unit.

# Health and PE

*All enquires to Mr John Heffernan*

RES9

## Recreational and Environmental Studies (RES)

In this unit students are introduced to land and aquatic activities, including: canoeing, bushwalking, orienteering, bike touring, rock climbing, archery, raft making, surfing sailing and golf. Students will develop an understanding of issues affecting outdoor involvement and acquire knowledge relating to equipment safety, basic first aid procedures and the environment. Students will also study the effects of outdoor activities on the environment and the concept of adventure. This unit requires a high level of organisation and commitment on the part of the student.

*Semester Cost: \$50.00*

### Assessment tasks

- Skill Development and Practice
- Assignments
- Work Book/Log book

In order to pass each student must complete all set tasks and participate in a minimum of 90% of prac sessions.

### Senior School Pathways

VCE Outdoor Education and Environmental Studies  
VET Community Recreation

INP9

### Individual Pursuits

In this unit students will develop skills in a variety of activities: fitness conditioning and testing, athletics, cross country, self defence, rock and water, and weight training. Emphasis will be placed on the development of individual training programs, incorporating pre and post testing, fitness components, training principles and methods. Assessment will be measured through the completion of their individual training programs. Self evaluation of effectiveness of program through personal journals.

Cost: \$50.00

### Assessment tasks

- Training Diary – documented results

### Healthy Living

HLV9

The healthy living course examines many issues, topics and concerns related to nutrition & exercise. A healthy lifestyle means a balance of work, rest & play. Students will look at the many options available to individuals and groups to promote their own health within their community. National Fitness Guidelines will be examined. In this unit students will be introduced to low impact exercise, Power Walking, Yoga, Pilates, water aerobics, swimming & Self Defence.

Semester Cost: no cost. Some practical activities will incur a small charge.

### Assessment Tasks

- Skill development & Practice
- Workbook
- Various assignments

In order to pass each student must complete all set tasks and participate in a minimum of 90% of prac sessions. The course content is at the teacher's discretion, but following is a guide.

### May Include

- Power Walking
- Water aerobics
- Yoga
- Self Defence
- Pilates
- Investigation of Community facilities & food choices

### Senior School Pathways

VCE – Health & Human Development  
VCE – Physical Education  
VET – Community Services / VET Community Recreation

VCAL – Personal Skills

### Invasion Games & Sports Injuries

IGM9

In this unit students will develop skills in the following disciplines: Rugby League & Union, Soccer, Australian Rules, Gaelic Football, Touch, Basketball & Netball. Emphasis will be placed on team play, strategy, umpiring and knowledge of issues affecting participation in these activities. An important component of this unit is a willingness to accept and take part in body contact, as allowed by the rules of the game. Students will be required to assist in Year 7 & 8 sport coaching for interschool competitions. Basic physiology and sports coaching principles and techniques will also be covered.

Semester Cost: no cost.

### Assessment Tasks

- Skill development & Practice
- Assignment
- Workbook

In order to pass each student must complete all set tasks and participate in a minimum of 90% of prac sessions. The course content is at the teacher's discretion, but following is a guide.

### May Include

- Discipline
- Tactics & Strategies
- Role of the Coach
- Rules & Positions
- Training Correctly
- Sports in the Media
- Sports included in course content

### Senior School Pathways

VCE Physical Education  
VET Community Recreation  
VCAL Personal Skills

### Individual Movements

INM9

In this unit students will be introduced to activities that require motivation & power. Activities include; circuit training and dance, aerobics, tai box, deep water running / water aerobics, spin classes, creative dance and gymnastics. It also places some emphasis on the analysis of women in sport and how women's sport is portrayed in the media. Students will also be introduced to some fundamental theory components of Physical Education, physiology, anatomy and biomechanics.

Semester Cost: \$50.00

### Assessment Tasks

- Skill development & Practice
- Assignment
- Workbook

In order to pass each student must complete all set tasks and participate in a minimum of 90% of prac sessions. The course content is at the teacher's discretion, but following is a guide.

#### May Include

- Choreography
- Sport and the Media
- Dance Movements
- Anatomy / Physiology
- Weight & Circuit Training
- Rules & Positions
- Training Principles & Fitness Components

#### Senior School Pathways

VCE Physical Education  
VCE Health & Human Development  
VET Community Recreation  
VCAL Personal Skills

#### Racquet Sports

RAQ9
------

In this unit students will develop the necessary skills, tactics and game strategies of tennis, badminton, squash, table tennis, golf, hockey, lacrosse and minor games. Emphasis will be on match and tournament practice rules and tactics stroke development and umpiring. Students will also be required to analyse the effect of technology on a racquet sport, and event management in sport.

Semester Cost: \$30.00

#### Assessment Tasks

- Skill development & Practice
- Assignment
- Workbook

In order to pass each student must complete all set tasks and participate in a minimum of 90% of prac sessions. The course content is at the teacher's discretion, but following is a guide.

#### May Include

- Technology in Sport
- Rules & Court Position
- Sponsorship in Sport
- Event Management
- Tactics & Strategy
- Sports included in course content

#### Senior School Pathways

VCE Physical Education  
VET Community Recreation  
VCAL Personal Skill

# HUMANITIES

*All enquiries to Ms Gail Miller*

## SAND, SURF and CITIES

SAS9
------

This unit looks at a variety of physical and human environments and how they interact. We can therefore explain the patterns on the surface of the earth and the process that created them.

#### Areas studied may include:

##### Coastal Environments

Landforms such as arches, stacks, beaches  
Local fieldwork at Cape Schanck  
Mapping exercises especially topographic maps

##### Desert Environments

Landforms such as dunes and plains  
Processes such as weathering  
Deserts around the world  
Mapping exercises

##### City Environment

Development of the Gold Coast in Queensland (physical and human interaction of a coastal environment)  
Melbourne – a case study with fieldwork trip to the city and mapping exercise  
Problems with rapidly growing cities eg development of infrastructure, poverty, employment

Semester Cost: \$10

#### Assessment Tasks

- Assignment on landforms
- Mapwork exercises using street directories, atlases and topographic maps
- Melbourne Case study

#### Senior School Pathways

Year 10 Elective – Global Issues  
VCE Geography units 1 – 4

## Walk a mile in another's shoes Real life simulation?

GME9
------

This subject explores the world of work through a role playing game that challenges students to explore the importance of ongoing education, budgeting, technological change, career change, globalisation and personal flexibility has on their career paths.

Semester Cost: \$10

#### Students will study:

Search for jobs  
Prepare a budget  
Role play job interview situations  
The need for career flexibility  
Being a good citizen

**Assessment Tasks**

- Job Resume
- Budget
- Interview Skills
- Test

**Senior School Pathways**

Yr 10 Careers                      Business Management  
 Accounting                      Economics  
 Legal Studies

**What makes us Australian- Key events in Australian History**

HIS9

This unit is a study of key events in the history of Australian nation and how it have evolved over time and a study of the various peoples that go to make up the current Australian identity, significant people and events that have shaped our nation are studies including indigenous culture, European occupation of Australia the arrival of the first fleet, the impact of colonization, early explorers and bushrangers, the discovery of gold, Federation and W.W.1 event at Gallipoli.

*Semester Cost: \$10*

**Assessment Tasks**

- Study of primary source – document, cartoons
- Film Study – Gallipoli
- Research Project

**Senior School Pathways**

Year 10 elective 20<sup>th</sup> Century (WW2 emphasis)  
 VCE    Units 1 & 2 20<sup>th</sup> Century  
           Units 3 & 3 Revolutions

**Teenagers and The Law**

TAL9

Teenagers should have an understanding of their legal rights and responsibilities in our community. This course investigates issues concerning young people such as police powers, citizen rights, juvenile crime, criminal and civil laws (allows students to familiarise themselves with the structure of our legal system and how laws are made and enforced). The course concentrates on areas that are interesting and relevant to young people.

*Semester Cost: \$10*

**Students will study:**

Civil and Criminal Law                      Court hierarchy  
 Court Personnel                              Legal ages  
 Police powers    Individual rights and responsibilities

**Assessment Tasks**

- Case studies
- Tests
- Legal Issues – Assignment
- Research Assignment

**Senior School Pathways**

Legal Studies

**Economics Get It/Spend It**

ECO9

To be a fully functioning global citizen of the world an understanding of basic economic principles is necessary. Economics studies how to best manage and allocate source resources that meet the requirement for human survival. Decisions taken by individuals, groups, businesses and governments impact the welfare of individuals, families, regions and nations. The study of economics, how wealth is generated and distributed allows students to manage their personal affairs so they can become effective and productive members of society.

*Semester Cost: \$10*

**Students will study:**

Needs and Wants  
 Roles of Producers, Workers and Consumers  
 Economic Decisions  
 Opportunity Cost  
 Role of Government in controlling Economic Activity  
 Supply and Demand and Market forces  
 How business and markets operate  
 Research economic issues like globalisation, inflation, unemployment.

**Assessment Tasks**

- Test
- Assignment
- PowerPoint Presentation
- Case Study

**Senior School Pathways**

Pathways                      Economics  
 Accounting                      Business Management  
 Legal Studies

**Making Places**

MPL9

In this subject you will learn about opportunities that exist to create an even better future for the world and community you live in. you will design a project to create a safe, healthy and sustainable future.

**Students will study**

What's happening to our world?  
 Road maps to global futures  
 Living in a time warp  
 Future generations  
 Leaders in space

*Semester Cost: \$10*

Assessment will be based around student involvement and participation, self assessment, peer assessment and final presentations of a future scenario.

# Science

*All enquires to Mr Stuart Jones*

Choose some of these units to follow your own interests and be prepared for VCE Science subjects. A component of each of these units will look at applications of Science in the work place as part of future careers.

## **The Thinking Scientist**

TTS9

This is for students who are planning to have Science subjects as part of their career or VCE (Biology, Chemistry, Physics and Psychology). The topics will be done in depth and will be challenging. The type of activities included will be practical work, first hand research oriented experimental design, posters, reports, thinking curriculum, and assignment work. If you enjoy Science this could be the unit for you.

### What's Included

- Chemical energy
- The brain including some psychology
- Keeping an eye on light
- Extended Investigations
- Library Research
- Excursion(s)

## **Using Science Technology**

TEC9

This unit investigates two areas (Forensic Science and Environmental Science). The forensics section will involve using a range of forensics processes like fingerprinting, hair and soil analysis etc. This work will incorporate practical work and group work as well as investigating real crimes. This part of the unit will end with a crime scene scenario where you will work as a part of a group to present an imaginary crime to the class and then work through the steps to solve it. The second area of the unit will have a major focus on alternative energy sources. The types of activities to be included are ethanol production, designing and producing wind generators, and solar collectors. The issues associated with these alternate energy sources will also be studied.

### What's Included

- Forensics techniques (fingerprinting, hair and soil analysis etc.)
- Case studies
- Ethics
- Solve a "crime"
- Energy for life and change
- Experimental investigations
- Library research
- Excursion(s)

### **Senior School Pathways**

Biology, Chemistry, Physics

## **The Changing Earth**

TCE9

This is for those Geology enthusiasts who are interested in rocks, fossils, traditional fuels and evolution. This unit will begin with the different theories of how the Earth began and the processes that have shaped and continued to shape the Earth. How plants and animals have developed and changed over time will be investigated with the aid of fossil records and genetic material. Students will also study issues that are affecting our planet like climate change and nuclear power. Activities will include practical work, investigations and research projects.

### What's Included

- Origins of the universe
- Fossils
- Geological time
- Evolution
- Fossil fuels
- Minerals to metals
- Extended experimental investigation
- Library research
- Excursion(s)

### **Senior School Pathways**

This subject would be mainly useful for VCE Biology but the processes learnt support all VCE Science subjects.

## **Science in the Material World**

SMT9

Ever wondered why some things smell so good or so bad. Chemistry helps you find the answers. This unit is for those students who want to find out more about chemicals and fire. Activities will include an investigation of a range of common everyday materials like detergents, soaps, cosmetics, packaging and building materials and their applications in the real world. Practical work and safety issues are key components of this unit. The fire science part of the unit will investigate how fires behave, develop and what is needed to extinguish these. Research assignments and projects will be an integral part of this unit.

### What's Included

- The material world – the chemicals we use and make
- Chemical reactions
- Fire Science, fire extinguishing and the CFA
- Extended experimental investigation
- Library research
- Excursion(s)

### **Senior School Pathways**

This subject will be particularly useful for VCE Chemistry and also for VCE Physics. The skills learnt in this unit would assist you in any VCE Science subject.

TOD9

### **Using Science Today**

This unit is for those that are into Physics especially in the areas of electricity and getting things to work.

This unit involves looking at how electricity is produced and used in society. It will include low voltage investigations of electric circuits such as making a set of traffic lights, model torch or wiring up a dolls house. Electrical safety in the work place will be a focus of this unit. Also included in this unit is the study of simple machines that use gears, levers, pulleys etc. and students will be building models from LEGO and other materials to apply these principals.

#### What's Included

- Electricity and energy
- How things work including LEGO
- Electric circuits
- Extended experimental investigation
- Library research
- Excursion(s)

#### **Senior School Pathways**

This subject will be particularly useful for VCE Physics or a VET course related to electricity and/or mechanics.

### **The Science of Living Together**

AGH9

This is for students who are interested in investigating Agriculture and Horticulture and their relationship between organisms and their environment. Students will gain an understanding of the interdependence of living and non living environmental elements as this relates to production systems. The Production systems investigated will involve an ongoing 'enterprise' taking the form of growing and monitoring the development of an animal or plant from a selected array. Activities will include practical investigations and an ongoing enterprise project in conjunction with the theoretical development of relevant concepts.

#### **Senior School Pathways**

VCE Biology  
VET Hospitality

## **Art and Technology**

*All enquires to Ms Katrina Mann/Mrs Lynne Lee*

TESH9

### **Introduction to Textiles 1- Fashion**

This course introduces students to working with fabrics and sewing machines. The activities will comprise two units of work over one semester, involving basic garment construction and the production of fashion accessories.

### **Unit 1: Sleep In Style.**

Students will follow the design process and work from a design brief to investigate, design, produce and evaluate a pair of pyjama pants or boxer shorts.

**Unit 2: Accessorise.**

Students will again follow the design process to investigate, design, produce and evaluate a fashion accessory of their choice, such as a bag, hat, wallet, etc.

*Cost \$15:* Students are supplied with art materials for all folio work; cover paper pencils, paints and adhesives. For garment research and production students are provided with magazines, patterns, notions as well as fabric for accessories.

*Additional Costs:* As the selection of fabric is a personal choice, students are expected to purchase their own fabric for their garments. Costs would be expected to be in the vicinity of \$15 to \$25 depending on what the student chooses to make.

**Assessment Tasks**

- Samplers
- Production: i) Pair of pyjama pants or boxer shorts  
ii) Fashion accessory
- Assignment – Fashion drawing
- Workbook

What's Included

- Market research
- Taking measurements
- Design aspects
- Understanding commercial patterns
- Production
- Safe use of tools and equipment
- Evaluation
- Basic construction techniques
- Fabric suitability
- Recycled textiles

**Senior School Pathways**

- VET Clothing Studies
- Year 10 Textiles

**Introduction to Textiles 2 – Soft Furnishing**

TSFT9

This course introduces students to working with fabrics and sewing machines. The activities will involve the research, design, production and evaluation of items of soft furnishing for the home. Students will follow design principles to produce a drafted cushion and a basic quilt for themselves or perhaps as a gift for friends or family. Production methods may incorporate skills such as patchwork, quilting, appliqué, embroidery, fabric painting or a combination of these processes. The theme for the design may be traditional, fantasy, cartoon, or perhaps even football.

*Semester Cost \$15 for art/folio/notions supplied:* As the selection of fabrics is a personal choice, students are expected to provide their own fabrics. Costs for the semester would be expected to be in the vicinity of \$30

to \$50, depending on the size of the articles that the student chooses to make and the type of fabric selected. A list of materials will be sent home when they are required.

**Assessment Tasks**

- Samplers
- Production: i) Cushion cover.  
ii) Quilt
- Workbook

What's Included

- Market Research
- Aspects of Design
- Production
- Evaluation
- Fabric Selection
- Pattern Drafting
- Safe use of tools and equipment
- Fabric care
- Trialling of Techniques
  - patchwork
  - quilting
  - appliqué
  - embroidery
  - beading

**Senior School Pathway**

- VET Clothing Studies
- Year 10 Textiles

**Let's Bake and Decorate**

LBD9

In this unit students will; further develop their baking skills by producing a variety of cakes, biscuits, slices and pastries, work on modification of recipes to improve the produce nutritional value and or texture and appearance, and investigate and produce a variety of decorating techniques.

*Semester Cost: \$60.00*

**Assessment Tasks**

- Work Book – collation of a arrange of tasks such as recipes, nutritional data and food facts, and evaluations
- Production
- Working to a brief

**Senior School Pathways**

- Year 10 Food Technology
- VCE Food Technology
- VET Hospitality

**Healthy Fast Foods**

HFF9

This unit will build on skills learnt in previous studies. It involves the development of skills in planning and preparation of snack foods that

conform to the 'Healthy Eating' concept. It will also foster the concept that quick and easy foods can be well balanced and nutritious.

*Approximate Semester Cost: \$60.00*

### Assessment Tasks

- Work Book – collation of a arrange of tasks such as recipes, renovations, nutritional data and food facts, and evaluations
- Production
- Working to a brief and assessments

### Senior School Pathways

Year 10 Food Technology  
VCE Food Technology  
VET Hospitality

### Things That Go

TTG9

Students will be working in teams to manufacture a model in metal which is capable of moving. The models will be constructed from tubular steel as well as reclaimed sections of bicycles, exercise bikes and lawn mowers or the like. This unit does not involve engines and models must be pushed, pulled or pedalled. Students can fit a motor to their model at home if they wish when it is complete. Metal working skills such as cutting, grinding and arc and oxyacetylene welding are involved. The team work aspect of this unit is seen as very important. This unit has links to mathematics and science in regards to areas such as measurement, estimating, angles, effects of heat and recycling.

*Semester Cost: \$15.00.*

### Assessment Tasks

- Demonstrated commitment to working as a team member
- Assignments
- Demonstrated skills in working with metals

### Senior School Pathway

This unit would be useful for students considering a career in working with metals. It would provide useful background for VET Engineering in Yr 10 or 11.

### Systems – Lights and Flashers

SLF9

This module is for students who like to make things work and have a particular interest in lights and would like to make a flashing LED taillight for their bike. An understanding of what and how electricity is produced and can be controlled is developed, which applies English, Maths, History and Science skills already learnt and ready to be enhanced in specific areas. This study introduces the basic concepts and principles of electricity which is Physics and these skills can be useful in VCE Years. Models produced are: flashing light circuits as in railway crossings and on emergency

vehicles, a picture with flashing highlights, and a flashing taillight for your bike, using high intensity LEDs.

*Semester Cost: \$25.00*

### Assessment Tasks

- Safe working practices
- Basic concepts and principles of electrical theory
- Test equipment competency
- Internet use and reporting
- Excursion (and report)

WWK9

### Working with wood

For this unit it is assumed students will have a basic understanding of hand tools although it is not essential. The safe usage of portable power tools is introduced as an option together with experience on the wood lathe. Projects will include a range of both practical and creative ideas supported by design briefs and drawing.

*Semester Cost: There is no cost for this Unit.*

### Assessment Tasks

- Design Briefs
- Journal
- Practical Tasks
  - Knife block
  - CD/DVD rack
  - Photo/Mirror Frame
  - Lathe
  - Guitar

Students are to complete all design briefs, at least three practical tasks and keep a journal.

### Senior School Pathways

VCE Design and Technology – Wood  
VET Construction and Design  
Carpentry/Cabinetmaking vocation

### Desktop Publishing

DESK9

This unit focuses on the use of computers and software to prepare and layout print based or electronic publication. Students will develop and practice skills in programs used for presentation of information. The course will cover: choice of design layout, the use of colour and colour combinations, choosing fonts and typefaces, working with columns, use of space and spacing, alignments of text, etc. in addition students will learn basic photo editing and manipulation for use in documents. Students use the skills they acquire to produce a magazine.

### Assessment Task

- Folio
- Magazine

### Senior School Pathways

VCE Information Technology  
VET Certificate II in Information Technology  
VET Certificate III in Information Technology

## Web Page Design

This unit focuses on the creation of effective web pages for the beginner, using web authoring software. Students will develop and refine skills for making simple pages more appealing and professional. Students learn to distinguish between good versus not-so-good web design. The course will cover: planning, site structure, presentation, navigation, use of images, selection of content, font choices, basic design concepts of alignment, proximity, repetition and contrast. Students will learn the basic skills required to create their own website. This is not a html programming course.

### Assessment Task

- Folio
- Website Assignment

### Senior School Pathways

VCE Information Technology  
VET Certificate II in Information Technology  
VET Certificate III in Information Technology

## DRAMA

MAKE9

### Just making it up

This unit focuses on drama skills. Topics covered include playbuilding, improvisation, gesture, dramaturgy and voice.

*Semester Cost: There is no cost for this Unit.*

### Assessment Tasks

- Skills development
- Dramaturgical project
- Performance
- Playbuilding project

### Requirement to Pass

Satisfactory completion of projects  
Satisfactory development of improvisational, voice and gesture skills  
Active participation in the performance.

### Senior School Pathways

Year 10 Drama  
VCE Drama

### Reading it out

RIO9

This unit focuses on script-based performance. In this unit, students are introduced to a variety of different styles of drama. All students will be required to participate in classroom activities in each of the different styles of drama. Topics covered include Mime, Radio Plays, Pantomime and Puppetry. Students will continue to develop performance skills gained in Year 7 and 8. a major feature of this unit will be a performance in which all the class will perform, separated into groups performing one play from each

section. This will occur towards the end of the semester.

*Semester Cost: There is no cost for this Unit.*

### Assessment Tasks

- Skills Development
- Assignment
- Performance

### Requirement to Pass

Satisfactory participation in classroom activities  
Satisfactory completion of assignments  
Active participation in the class performance

### Senior School Pathways

Year 10 Drama  
VCE Drama

## MUSIC

LRK9

### Let's Rock

This unit examines the rock industry and the skills needed to successfully stage and promote a rock concert. Topics covered include music performance, copyright, PA systems and publicity and promotion. Also covered are the areas of music reading and writing.

*Semester Cost: There is no cost for this Unit*

### Assessment Tasks

- Skills Development
- Assignment
- Performance

### Requirement to Pass

Satisfactory completion of all tests and assignments  
Satisfactory development of skills on chosen instruments  
Active participation in the final performance

### Senior School Pathways

VCE Music  
VET Music

### Music to your ears

MTE9

In this unit students are exposed to a wide and diverse range of musical experiences. It is *recommended that students undertaking this subject learn an instrument through the college instrumental program or a private tutor.* Topics covered include music theory and appreciation, music performance and music technology. Students will continue to develop skills and knowledge gained in Year 8. At the completion of the semester, students have the option of publicly presenting material developed during class.

*Semester Cost:\$10 & Instrumental Lesson Costs.*

### Assessment Tasks

- Skills Development
- Assignment
- Performance

- Test

### Requirement to Pass

Satisfactory completion of all tests and assignments  
Satisfactory development of skills on chosen instruments  
Active participation in the final performance

### Senior School Pathways

VCE Music  
VET Music

### Making Sculpture and Jewellery

JWL9

In the first part of this unit students will work independently and as a group to explore the world of three dimensional arts. We will explore the basic tools of sculpture, carving, construction, casting and modelling to create a body of work which will be presented to the college community as a small exhibition at the end of the unit. Students will keep a visual diary of their ideas and research. We will use the 'Kitchen Garden' as a base for some of our works.

### Research

Aspect of Design  
Production  
Evaluation  
Safe use of tools and equipment  
Modelling skills  
Casting skills  
Construction skills  
Carving skills  
Principles of design

In the second part of this unit, students will explore Jewellery from around the world, what it its significance to different cultures and then create a range of Jewellery that they will present to the college community at the end of the unit. Students will learn a range of skills, from basic beading, wire work soldering, marketing and presentation. They will engage in set tasks, and develop their own Jewellery style. Students will keep a visual diary of their research ideas, explore the elements of design: line, colour, texture, shape and form through the medium of Jewellery. At the end of this unit, students should be able to create a range of Jewellery and present it in a marketable fashion.

### Basic Jewellery skills

Beading, wire work, soldering  
Marketing  
Production  
Design  
Evaluation  
Presentation  
Safe use of tools  
Teamwork  
Cultural significance  
Recycled Jewellery

Approximate Semester Cost: \$40.00

### Assessment Tasks

- Visual Diary

- Production completed tasks
- Research Assignment
- Final Presentation

### Senior School Pathways

Yr 10 Art  
VCAL  
VCE Art

VCD9

### Visual Communication and Design

This unit will build on skills learnt in previous studies. A variety of technical drawing methods and freehand will be a focus. An example of the type of work done in this unit would be to imagine that you are the designer and are asked to develop a cover for a CD, advertising and ticketing for a promotional tour for the group. You will be required to use the Internet for research how record, cassette and CD covers have changed over the years. Students will not be able to participate if they do not have Internet and printing funds in credit at all times.

Semester Cost: \$20.00

### Assessment Tasks

- Skill Development in a range of tasks
- Design folio
- Research tasks

### Senior School Pathways

Yr 10 Visual Communication and Design  
VCE Visual Communication and Design

### Platters and Paint

CER9

The first part of this unit will involve an introduction into the creation and production of ceramic platters and plates. Students design and produce bright, colourful and useful ceramic masterpieces. Students are able to slip cast pieces of ceramics, mugs, platters, plates and design decoration for the pieces.

### Assessment Tasks

- Skill Development through visual diary
- Designs
- Production of work

The second part of this unit is an introduction into scrapbooking and water colour painting. Research of ideas and techniques. Aspects of design – understanding and adapting ideas.

Approximate Semester Cost: \$30.00

### Assessment Tasks

- Production of scrapbook
- Presentation skills
- Development of skills through visual diary

### Senior School Pathways

Yr 10 Art  
VCAL  
VCE Art

PHO9

**Photoshop Year 9**

Students will be working with scanning, digital camera and Photoshop to create designs to a brief. Only the seriously interested student needs to apply for this course. To create and produce in an imaginative field.

**Assessment Tasks**

- Skill development and practice
- Design folio
- Journal

*Approximate Semester Cost: \$20.00*

**Senior School Pathways**

Yr 10 Visual Communication and Design  
VCE Visual Communication and Design

**The Colour Pot**

ART9

There are four sections in this module that will allow you to experiment with colour: wild colour, sad colour or happy colour.

*Section 1 Painting*

Use traditional paints such as Acrylic or Gouache paints to paint your dream, your mood or your life. You will be able to paint on paper and canvas (after you have made the frame yourself). **Extension work:** you will be able to work with oil paints if your skills are well developed. Oil paints can be used on paper or canvas. It's smelly and takes a long time to dry.

*Section 2 Printing and Printmaking*

You may select a range of different print methods to produce work for this section as follows:

**Lino** – Carve out your designs in Lino and print dramatic black and white and/or exciting colour prints

**Screen Printing** – working on *paper* or *fabric* you will be able to use coloured ink to make *pictures* or *designs* on *T-shirts*. **You will be required to purchase your own T-shirts.**

*Section 3 Fabric Printing*

Use Tie Dye and wax Batik to put colour designs onto fabric and T-shirts. You will be able to make a sarong for the beach and other simple garments. **You will be required to purchase your own fabric and T-shirts.**

*Section 4 Graphic Design*

For all of these sections you will have collected ideas for your paintings from any source, such as drawings, magazines, computer images and photographs. You will be able to use a digital camera as part of this process.

*Semester Cost: \$25.00*

**Assessment Task**

- Designs and Trials collated in Visual Diary
- Assignment related to your choice of practical work.

**Senior School Pathways**

Yr 10 Art  
VCE Arts studies

## **Advance – A Victorian Youth Development Program**

*All enquiries to Ms Robyn Stephenson*

Advance is the new name for the VYDP program that has been running at Western Port Secondary College for the last six years. In this unit students will develop a range of skills related to community projects around the College and local area as well as specific surf lifesaving skills. Activities are conducted at Point Leo/Lorne Surf Club and local swimming pools. The aim is for students to be trained as young lifesavers who are skilled enough to patrol our local beaches. Students will finish with at least a Surf Rescue certificate and move on to Surf Bronze in Year 10 if they choose. Additionally students will be completing the Bronze Award for Duke of Edinburgh's Award which recognizes student efforts throughout the program. This unit will only run in Semester 2, with students completing their work in this unit in Semester 1 of Year 10.

*Approximate Semester Cost: \$150.00*

### **Assessment Tasks**

- Skill development in pool and surf environment
- Bookwork on modules
- Community Project
- Surf Lifesaving Theoretical/Practical Exam

### **Senior School Pathways**

Year 10 Advance

Silver Duke of Edinburgh Award

Year 11 Outdoor Education

Valuable on Resumes for all future courses and careers

## **L.O.T.E. - Language Other Than English – Indonesian**

*All enquiries to Bu Ta Thuy*

Year 9 Indonesian consolidates and extends the language skills developed in Year 7 and 8. Students focus more on topics that related to the world of adolescence such as family life, school, shopping, work place, leisure activities and touring in Indonesia. They begin to learn about the grammatical characteristics of the language that provides them the basic communication skills in real situations and purposes in every day life in Australia and Indonesia.

In each topic, they read and listen to the designed texts, then obtain the language components recycle and apply them in a number of written and communication tasks. These learning outcomes will enhance their understanding of Indonesian cultures and traditions. Students are also being able to further identify and evaluate the differences and similarities between languages and cultures.

Besides the knowledge and language skills in LOTE being extended through the course, students at this level will learn to test the validity of their outcome by interacting to other speakers in the wider range of settings such as cross age teaching when they visit local primary schools, help grade five or six students on Discovery Day at the college or join the pen pal program with other year levels. Year 9 Indonesian also offers to the students some opportunities to taste and cook Indonesian cuisine and learn the language in a much more fun and challenging way through the language on line program

### Learning focus and standard

Students will learn a number of topics related to the world of adolescence such as leisure, relationship, study, careers and general interests to young people. Through those topics, they will demonstrate the ability to interpret, recycle and adapt using appropriate language effectively for a range of communication tasks including listening, speaking, and writing tasks. Students compare and contrast aspects of personal life in the LOTE-speaking countries with those in Australia, understand the culture which influences the ways people behave. They will use a range of communicative tools and ICT applications in their own research and development of original language. Students interact to exchange information and opinions on topics which are relevant to young people in new contexts and in open-ended situations. They create and edit final products in LOTE for specific audience and purposes. Students develop their own strategies for extending their language skills, knowledge and cultural understanding.

