



Year 9 2020

Student Handbook

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Home Group: _____

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Introduction

Year 9 is an important year for all students – it is a year when students can begin to make choices regarding subjects and pathway programs.

As they enter this next phase of their school life, students will be expected to take greater responsibility for their own learning. The subject offerings will provide opportunities for students to explore areas of interest, and possibly provide some background for subject selection in later years. In addition, students will undertake the core subjects of:

- English
- Maths
- Science
- Humanities
- Health & PE
- Pathway to Success Program (P2S Program)

We believe that we have designed a structure for Year 9 students in 2019 that enables students to:

- access enrichment programs in Maths, STEM, English, Sports and/ or Performing Arts. These exciting programs will provide students with exposure to further educational experiences and the opportunity to work with like-minded peers.
- experience opportunities outside the classroom as well as develop lifelong skills
- think about future career pathways
- develop a broad sense of community and contribute to community groups
- participate in a camp which will focus on team work, resilience and self-reliance skills

The 2020 timetable will be created from the selections that students make; it is for this reason that pathway changes may not be possible unless there are exceptional circumstances. It is important you take every opportunity to talk over your choices with your parents, teachers and year level leaders who want to advise and support you through this process.

Lisa Monaghan
Assistant Principal

School Staff

The following College staff may be of assistance when planning your Year 9 Course. We encourage you to contact any of our staff members, please call the College on 5990 0200.

Role	Staff Name
Senior School Assistant Principal	Penni Roe
Year 9 Assistant Principal	Lisa Monaghan
Year 9 Team Leader	Belinda Moss
Careers/Pathways Practitioner	Nancy Huez-O'Rourke
English Learning Area Leader	Chris Davey-White
Humanities Learning Area Leader	Ivan Britto
Maths Learning Area Leader	Amanda Werner
Science Learning Area Leader	Danielle Adam
PE/Health Learning Area Leader	Craig Kennedy
Performing Arts Learning Area Leader	Hannah Witteveen
Technologies Learning Area Leader	Glen Fearnett

The Course Selection Process

This guide has been developed to support the Year 9 subject selection process for students, parents and guardians. It is a guide only, and not intended to be all encompassing. Students need to be responsible to conduct research in their future career pathway.

Year 9 Subject Key Dates:

- Year 8 into Year 9 Subject Selection Assembly – Week beginning Monday 15th July 2019
- Course Selection completed – Friday 26th July 2019
- Year 9 Special Program Interviews – Week beginning Monday 5th August 2019

These are vitally important dates. It is during this time that Year 9 students will select the course of study they plan to undertake in 2019. Students who have applied to complete a Special Program may be required to attend an interview with their parent/guardian.

We anticipate that student and subject groupings for 2020 should be finalised by early Term 4 2019. Parents will be notified of total course costs, but should be aware that some courses are expensive due to activities undertaken. Approximate costs for pathway subjects are outlined in this handbook.

Year 9 Program

The Year 9 program requires students to attend 50 periods per cycle (the same as from Years 7 & 8). These 50 sessions include a combination of **core** subjects and **pathway** subjects.

Core Subjects

Core subjects run for the full year and provide students with the basic skills and knowledge needed for the world beyond school, as well as preparing students for further study in years 10, 11 & 12.

In Year 9 students will have the undertake Mainstream or Enrichment classes in both Maths and English subjects. Selection criteria applies for all enrichment classes.

Year 9 2019 – Core Subjects					
Maths (Mainstream or Enrichment) 9 periods	English (Mainstream or Enrichment) 9 periods	Humanities 6 periods	Science 6 periods	Health/PE 6 periods	P2S 6 periods

Year 9 Special Programs

In 2020 we are excited to be offering 3 special programs in Year 9 with a focus on STEM, Sports and Performing Arts respectively. Students who are interested in the programs will need to complete the application form and may be required to attend an interview with their parent/guardian.

S.T.E.M \$220.00 per year

The STEM program is a great opportunity for students to extend themselves in the areas of Science, Technology, Engineering and Maths. Students who apply for this program will complete the same core subjects as the rest of the cohort, but will also be expected to complete Enrichment Maths. They work with peers in completing technology and engineering inquiry tasks.

STEM Engineering and Technology involves both electrical and mechanical systems. It is one of the fastest growing areas of Technology today. Students will learn to work safely in a workshop and become competent in the safe use and care of tools. They will learn to research, design, construct, modify and evaluate working models of basic electronic circuits on printed circuit boards. Such models will combine electrical, electronic and mechanical principles. STEM students will also work on a major project (Solar Car) that incorporates designing, manufacturing, testing, data acquisition and evaluation of the performance of these models.

There are also opportunities to participate in competitions, workshops and seminars that are facilitated by Melbourne University, Monash University, Northern Hospital, Leap Foundation and other leading organisations. Our school's STEM program is affiliated with the CSIRO and the scientists in school partnership. This partnership allows a range of professionals from the science industry to mentor our STEM students.

Sports (SPP) \$250.00 per year

Students will complete the same core subjects as the rest of the cohort however they will also complete a year long Sport Pathway Program. This is a specialist sport program which is designed for capable athletes from all interests. The Sport Pathway Program is a full-time, integrated, academic program which allow students to develop their athletic ability while concurrently receiving a high quality secondary education.

The SPP exposes students to a variety of educational and practical experiences which aim to shape their future pathways in the sporting field. The program also contains a competitive physical activity to develop team work and leadership skills as well as physical skills and the training of sport specific fitness components. Students will have access to coaches from professional sporting clubs such as Melbourne Storm (NRL), Melbourne Demons (AFL) and Casey Cavaliers (BIGV Basketball). Within the program there will be theoretical units on sports nutrition, injury prevention and sporting pathways.

Performing Arts \$175.00 per year

Do you like to act? Do you like to dance? Do you like to sing? If you answered yes to one or more of these questions then this program is for you!! Actors, singers and dancers will combine and collaborate in this Performing Arts program, as students train in their chosen field and further develop their skills. They will attend workshops with industry professionals, create and develop their own performances, and will have a hand in promoting and organising the numerous performance nights which will occur across the year. Exciting opportunities to perform in various venues outside the school will also be available. This program is ideal for anyone who has an interest in the performing arts and exploring this area in VCE or outside of school. It's time to develop your star quality!

Special Programs Selection Process

The Year 9 Special Programs are designed to present students with additional opportunities for their education at CESC. Selection for the programs will be based on:

- Academic data – NAPLAN results, pre and post-tests, selection tests
- Attendance data
- Evidence of appropriate learning behaviours:
 - Consistently applies self to class tasks
 - Consistently applies self to home study tasks
 - Is able to develop appropriate relationships with others
 - Is able to work autonomously and within a team
 - Is proactive about their educational needs
 - Takes responsibility for their own learning and learning behaviours
- Teacher recommendation
- Sports Coach recommendation (if applying for the SPP)
- Written Application
- Interview

Students are to indicate that they would like to be considered for selection for the programs, and where there are more students asking for consideration than places, students will be ranked using the above criteria.

Offers to each of the programs will be dependent on the number of students selecting the program, the level at which the student fulfils the criteria and the availability of places in each stream. Places ARE limited, therefore it is possible that not all applicants will be successful, and as such all applications will be assessed on merit.

Subject Mapping – Years 9 to 12

The following table shows the link between subjects offered in Years 9 & 10 and the relevant VCE or VCAL subject. This will provide students who have an interest in completing a particular subject in Senior School the subjects that are recommended to be undertaken in Years 9 & 10.

	VCE Subject	Year 10	Year 9
Learning Area: English	VCAL Literacy	<ul style="list-style-type: none"> Essential English or Mainstream English (core) 	<ul style="list-style-type: none"> English (core)
	English	<ul style="list-style-type: none"> Mainstream English or Enrichment English (core) 	<ul style="list-style-type: none"> English or Enrichment English (core)
Learning Area: Performing Arts	Dance	<ul style="list-style-type: none"> Dance 	<ul style="list-style-type: none"> Performing Arts Pathway Dance
	Drama	<ul style="list-style-type: none"> Year 10 Drama Theatre Studies 	<ul style="list-style-type: none"> Drama Performing Arts Pathway
	Media	<ul style="list-style-type: none"> Film Studies 	<ul style="list-style-type: none"> Media Performing Arts Pathway
	Music Performance	<ul style="list-style-type: none"> Music Performance 	<ul style="list-style-type: none"> Music Performing Arts Pathway
Learning Area: The Technologies	Computing/Informatics	<ul style="list-style-type: none"> Digital Technologies 	<ul style="list-style-type: none"> Digital Technology
	Food Studies	<ul style="list-style-type: none"> Introduction to VCE Health & Human Development Food Styling Introduction to Food Studies 	<ul style="list-style-type: none"> Food Technology
	Product Design & Technology	<ul style="list-style-type: none"> Product Design 	<ul style="list-style-type: none"> Product Design
	Software Development	<ul style="list-style-type: none"> Digital Technologies 	<ul style="list-style-type: none"> Digital Technology
	Studio Arts	<ul style="list-style-type: none"> Art Making & Meaning Studio Arts 	<ul style="list-style-type: none"> Ceramics Visual Arts
	Systems Engineering	<ul style="list-style-type: none"> Systems Electronics 	<ul style="list-style-type: none"> Systems (Electronics)
	Visual Communication & Design	<ul style="list-style-type: none"> Visual Communication & Design 	<ul style="list-style-type: none"> Visual Communication

	VCE Subject	Year 10	Year 9
Learning Area: Health & PE	Health & Human Development	<ul style="list-style-type: none"> ▪ Introduction to VCE PE ▪ Sports Coaching ▪ Introduction to VCE Health & Human Development (highly recommended) ▪ Global Health (highly recommended) ▪ Introduction to Food Studies 	<ul style="list-style-type: none"> ▪ Health & PE (core)
	Outdoor Education	<ul style="list-style-type: none"> ▪ Team Sports & Leadership ▪ Sports Pathway Program ▪ Introduction to VCE PE ▪ Sports Coaching ▪ Outdoor Education 	<ul style="list-style-type: none"> ▪ Health & PE (core)
	Physical Education	<ul style="list-style-type: none"> ▪ Team Sports & Leadership ▪ Sports Pathway Program (highly recommended) ▪ Introduction to VCE PE (highly recommended) ▪ Sports Coaching ▪ Outdoor Education 	<ul style="list-style-type: none"> ▪ Health & PE (core)
Learning Area: Humanities	Accounting	<ul style="list-style-type: none"> ▪ Humanities (core) ▪ Running my Business (highly recommended) 	<ul style="list-style-type: none"> ▪ Humanities (core)
	Business Management	<ul style="list-style-type: none"> ▪ Humanities (core) ▪ Running my Business (highly recommended) 	<ul style="list-style-type: none"> ▪ Humanities (core)
	Economics	<ul style="list-style-type: none"> ▪ Humanities (core) ▪ Living in a Global Economy (highly recommended) 	<ul style="list-style-type: none"> ▪ Humanities (core)
	Geography	<ul style="list-style-type: none"> ▪ Humanities (core) ▪ Environmental Change & Management (highly recommended) 	<ul style="list-style-type: none"> ▪ Humanities (core)
	History 20 th Century/Revolutions	<ul style="list-style-type: none"> ▪ Humanities (core) ▪ Rights & Freedoms ▪ The Vietnam War (highly recommended) 	<ul style="list-style-type: none"> ▪ Humanities (core)
	Legal Studies	<ul style="list-style-type: none"> ▪ Humanities (core) ▪ Power & Politics ▪ The Law & I (highly recommended) 	<ul style="list-style-type: none"> ▪ Humanities (core)
Learning Area: Mathematics	VCAL Numeracy	<ul style="list-style-type: none"> ▪ Essential Mathematics or Mainstream Mathematics (core) 	<ul style="list-style-type: none"> ▪ Mainstream Mathematics (core)
	General/Further Maths	<ul style="list-style-type: none"> ▪ Mainstream or Enrichment Mathematics (core) 	<ul style="list-style-type: none"> ▪ Mainstream or Enrichment Mathematics (core)
	Maths Methods (Admission Test Required)	<ul style="list-style-type: none"> ▪ Mainstream or Enrichment Mathematics 	<ul style="list-style-type: none"> ▪ Mainstream or Enrichment Mathematics (core)
	Specialist Maths (Admission Test Required)	<ul style="list-style-type: none"> ▪ Mainstream or Enrichment Mathematics 	<ul style="list-style-type: none"> ▪ Mainstream or Enrichment Mathematics (core)

	VCE Subject	Year 10	Year 9
Learning Area: Science	Biology	<ul style="list-style-type: none"> ▪ Science (core) ▪ Introduction to VCE Biology (highly recommended) ▪ Marine Studies ▪ Forensic Science ▪ Mythbusters 	<ul style="list-style-type: none"> ▪ Science (core)
	Chemistry	<ul style="list-style-type: none"> ▪ Science (core) ▪ Introduction to VCE Chemistry (highly recommended) ▪ Forensic Science ▪ Mythbusters 	<ul style="list-style-type: none"> ▪ Science (core)
	Environmental Science	<ul style="list-style-type: none"> ▪ Science (core) ▪ Introduction to VCE Environmental Science – Marine Studies (highly recommended) ▪ Introduction to VCE Environmental Science – Conservation & Sustainability (highly recommended) 	<ul style="list-style-type: none"> ▪ Science (core)
	Physics	<ul style="list-style-type: none"> ▪ Science (core) ▪ Introduction to VCE Physics (highly recommended) ▪ Astronomy ▪ Mythbusters 	<ul style="list-style-type: none"> ▪ Science (core)
	Psychology	<ul style="list-style-type: none"> ▪ Science (core) ▪ Intro to Psychology (highly recommended) 	<ul style="list-style-type: none"> ▪ Science (core)

Core Subjects: Year 9 Program

The following pages contain descriptions of the core subjects for the Year 9 Program at Cranbourne East Secondary College.

These descriptions are intended as a guide to ensure students understand the requirements of the cores subjects.

All student must undertake all core requirements in their chosen pathway to ensure continuation onto VCE or VCAL.

English

English

English

English

English

English

English

Humanities

Humanities

Humanities

Humanities

Humanities

Humanities

Humanities

P2S

P2S

P2S

P2S

P2S

P2S

P2S

Mathematics

Mathematics

Mathematics

Mathematics

Mathematics

Mathematics

Mathematics

Health/PE

Health/PE

Health/PE

Health/PE

Health/PE

Health/PE

Science

Science

Science

Science

Science

Science

Science

English

Mainstream

This stream of English study is based on the year 9 expectations set in the Victorian Curriculum documents, and focusses on reading, writing, and speaking and listening. Students will work towards expanding their ability to comprehend and analyse a range of literary texts, as well as focus on a number of writing strategies. Lastly, students will be supported to develop stronger presentation and speaking skills, through both oral presentations, and group interpretations of texts.

There are no set texts for terms 1-3, as the college makes use of literature circle texts, however, all students study a graphic novel unit in term 4, and students will be required to choose and purchase a text (from a set selection) for this unit.

Enrichment

This stream of English study, while being based in the expectations of the Victorian Curriculum document, draws from a wider range of skills than the mainstream study. Students will be expected to undertake a higher level of academic and cognitive development, with the view that more advanced critical thinking, analytical and writing skills can be demonstrated at the end of the year. Students will also be expected to speak in a variety of settings, and demonstrate skills closer to the end stages of the Victorian curriculum standards; this includes comparative analysis of more sophisticated and in-depth texts. Students will need to meet a minimum standard of entry to be eligible for selection to this stream of study.

There are no set texts for term 1, and the class will undertake a literary analysis of 'The Curious Incident of the dog in the night-time' in term 2. You may find purchasing a study guide for this text beneficial.

Term 3 is a comparative study of the film 'Edward Scissorhands' compared to the play 'Frankenstein (based on Mary Shelley) by Philip Pullman. The college has ample texts to use, and purchase is not necessary.

Lastly, all students study a graphic novel unit in term 4, and students will be required to choose and purchase a text (from a set selection) for this unit.

Year 9 Enrichment Mathematics

Enhancement Mathematics provides the opportunity for Year 9 students, whose mathematical skills and understandings are at or above the expected level, the opportunity to develop and extend themselves in an environment with like-minded others.

Students will be expected to apply their skills to solving complex problems as well as extend their abilities through discussion and reflection.

Although the topics will be aligned with the Victorian Essential Learning Standards (VicVELS), additional content will be introduced to extend student's mathematical studies. They will work at a fast pace so that these extra elements can be introduced.

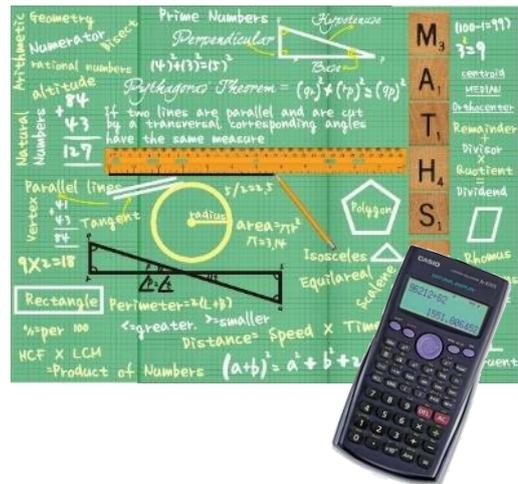
The focus will be on developing each student's abilities towards future studies such as Mathematical Methods and/or Specialist Mathematics in VCE.

Selection:

- Students will be recommended by their 2019 Mathematics teacher.

Assessment includes:

- Pre and post testing
- Application Tasks
- Verbal explanations
- Homework results
- Teacher observations



Health/PE

In year 9 Health and Physical Education, students learn about the importance of First Aid in treating and managing injuries. They also learnt about the functions of the main body systems and how they interrelate to allow us to perform movement and exercise. Sexual Education and Respectful Relationships are also covered in the year 9 Health curriculum.

Students are assessed using Common Assessment Tasks for each of the Health units.

In Physical Education, students continue to build on their skill development, while focusing on applying tactics and strategies relevant to the sports and activities in which they were participating. This included units of Baseball, Netball, Volleyball, Golf, Athletics, AFL 9's and strength and conditioning.

Students are assessed on their movement skills for each sport and the ability to evaluate movement concepts and strategies for successful outcomes.

Humanities

In Year 9, the focus of Humanities is to give students the skills they will need to achieve success in VCE and life outside of school.

Term One looks at politics and the law in Australia, while making comparisons to other countries. Students develop research and notetaking skills in order to write informatively. Students learn about World War One in Term Two. They develop analysis skills when looking at primary and secondary sources, and learn to write an historical essay, using evidence to support their thinking.

Semester Two starts with the students looking at economics and the way big picture ideas, such as government decision making, impacts people's individual finances. Students develop skills in problem solving, while generating solutions, justifying actions and predicting consequences of economic decisions. Term Four looks at different ecosystems and the way these impact food production. Students learn how to accurately collect and record data, they represent data in different ways and analyse data to draw conclusions and propose positive changes.

Science

From the structure of a tiny atom and the complexity of our diverse ecosystems to the response our bodies have to the world around us, Science provides our students with an awareness of the incredible and ever changing world around us. The broad range of practical activities aim to nurture a sense of wonder and curiosity in our students as well as provide them with the opportunity to apply laboratory skills, gather scientific data, and to demonstrate the Laws and Principles that underpin Science.

Content:

- The scientific method
- Atomic structure and the Periodic Table
- Chemical reactions and Conservation of mass
- Theory of plate tectonics, geological activity and continental movement
- Electricity and electrical safety
- Electrical circuits, magnetism and batteries
- Central Nervous System, sense and response to stimuli
- Ecosystems, biotic and abiotic factors, food chains and food webs

Assessment:

- Practical investigations
- Scientific reports
- Visual presentations of data & observations
- Tests

Program to Success (P2S)

A key element in the whole year 9 Program is the new P2S (Program to Success). All year 9 students will complete a 6 period a cycle structured program (completed in a 3 period block per week). This program will contain 4 modules which students will rotate through during the year. The modules include:

Community	Careers & Life	Challenge	Critical Thinking
Understanding others, the impact of the individual and how to improve the local community. Students will develop valuable skills that can be translated to workplace situations while broadening their outlook on the world. During this module students will either volunteer or complete a community placement at school.	To assist students in developing skills that will enable them to strike out on their own and be successful after school. This incorporate current PEF curriculum. Students will access various careers activities through local providers. During this module students will complete Mock Interviews.	Develop a sense of self and pushing beyond self-imposed limits. Students will take part in a camp/hike or for those unable to participate they will excursions encompassing similar skills such as indoor rock climbing.	To develop students organisational and planning skills. Students will undertake a project which will have clear aims and outcomes. The project is up to students but they must work in small groups to achieve their goal. They must have something to present to their classmates at the completion of the unit. This module will incorporate the Community Day & the whole cohort will complete during Term 3

Pathway Subject Descriptions

In addition to the core subjects on offer in year 9, all students (with the exception of students completing a special program) will be enrolled in 2 semester based Pathway subjects. Below are the subject descriptions to assist with your decision making.

Ceramics \$TBC

In this Unit, students design and create a Ceramic Vessel following the creative process. They build a functional or decorative vessel using coil-building and surface decoration techniques. Students consider the basic art elements focusing on line and texture and the art principles of pattern, movement and colour.

Content:

Students will create a vessel in relation to a culture of their own choosing. It can be functional or a decorative piece, so they have to observe the constraints and considerations of the design brief. Students may also have the opportunity to create a slab building ceramic vessel using earthenware clay.

Assessment:

- Build own coil building technique ceramic vessel using terracotta clay.
- Build own slab building technique ceramic vessel using earthenware clay.

Dance \$TBC

This unit will take students on a 'stay in the school' world trip as we develop and extend Students ability and knowledge in a range of cultural dance styles. Students will understand how Dance has evolved into the art form we see today through the social, religious and theatrical sphere.

In addition, students will have the opportunity to choreograph their own routine based on one's personal movement vocabulary along with participating in workshops with industry professionals.

You do not need to have prior experience, just a passion for dance!

Assessment:

- Choreography
- Learnt work from external choreographer
- Performance
- Research assignment

Digital Technology **\$100.00**

With the increase in the use and variety of technologies, it is important to be equipped with skills and understanding of safe and ethical use of technologies. This Year 9 elective is designed to offer students the opportunity to follow creative pathways whilst allowing students the chance to develop programming skills. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical users of information conveyed by digital systems.

Content:

- The role of hardware and software in digital systems
- How data is managed
- Analysing existing digital systems
- Designing, creating, evaluating and managing digital solutions

Assessment:

- Written documentation
- Creative solutions
- Visual Diagrams/ Posters

Drama **\$50.00**

Throughout their semester of Drama, students will explore the different theatre styles through the ages, with a focus on Realism in the first term and Non-Naturalism in the second term.

Students will be immersed in the history, develop skills and create performances based on these theatre styles. In addition, students will learn about Stagecraft Elements such as Costume, Set Design, Props, Lighting and Sound and will work towards honing their skills in two of the above elements. Students will develop their skills through a variety of activities and workshops, culminating in both an ensemble performance and stagecraft design for a particular scene of a play.

Assessment:

- Theatre Styles research task
- Stagecraft research project
- Theatre Styles Performance
- Stagecraft design

Food Technology **\$100.00**

This unit of study is an extension of the Year 8 Food Technology course but the focus is now on adolescent food intake and health.

Students will look at the nutritional requirements for the development of a healthy adolescent body and how to achieve this for themselves by making the right decisions in regards to eating and lifestyle choices.

Students will evaluate the various eating models available and will use one of these to assess the suitability of the food on offer at our canteen. They will further develop their culinary skills by learning how to cook a variety of quick and easy meal solutions that relate to the topic they are studying.

Content:

- The Australian Dietary Guidelines
- Nutrition throughout the Lifespan
- Application of the Design Process

Assessment:

- Design Brief Assessment
- Research Task
- Evaluation Portfolio

LOTE (Mandarin)

Mandarin is one of and the first of the four second languages that Australian government is giving special importance to promote. Learning another language will prepare students to live and work as citizens and future leaders in an inter-connected global community.

In Year 9 LOTE, students are learning about Chinese food, Chinese legends and festivals. Unit 1 is focussed on dining in a Chinese restaurant, where students revise the food unit learnt from Year 8, design a menu, research Chinese table manners and etiquette and may get a chance to go to a real Chinese restaurant in Chinatown to discover Chinese cuisine. The focus of Unit 2 is Chinese myths, legends and festivals. Students will be learning about the Chinese Zodiac animals, Giant panda, Chinese dragon, Monkey King's story and how Chinese people celebrate their traditional festivals.

Content:

- At the Restaurant
- Chinese Myths, Legends and Festivals

Assessment:

- Role-play
- Culture newspaper design

Media \$50.00

Media Studies is a subject which attempts to explain what impact The Media (Movies, Games, Radio, the News etc.) has on you as a human being. It is a philosophy subject where there is no right\wrong answer. There are practical elements which include learning how to use photoshop and podcasting. Various media issues will be explored with topics including Conspiracy Theories, Internet Piracy and Violence in The Media.

Content:

- Beginner Photoshop
- Podcasting
- Film Analysis
- Media Issues

Assessment:

- Magazine Front Cover
- Media Issues Podcast
- Film Review
- Book work

Music \$40.00

This subject is an opportunity for students to create an image within a group and present their hard work in concert. You do not need to necessarily need to have played an instrument previously to be part of this class, but you do need to be willing to learn if you haven't. Students can also choose to focus on DJing, where they will mix music together using different programs. Students will need to have the guts and the creativity to work hard and have fun!

Students will form bands/ensembles within the class and—after a bunch of rehearsals and hard work— will have the chance to get your music out there for performances.

Content:

A focus on learning about what is required to create a promotional kit to present to a Music Promoter, for them to want to support your group. They will create an image for their band which will be used in promotional poster, album artwork, band photos and also a cover letter to present themselves to the promoter and a review on their one of their performances.

Students will learn about rhythm, melody, scales, triads and intervals of music theory to help with creating their performances. They will learn about how to rehearse, interpret music and present their chosen music to the wider community as a concert. As well as learn how to mix this music and understanding the elements that are required and need to be considered to make a mix work, so that it flows and entertains an audience.

Assessment:

- Promotional kit
- Music language work
- Creating mixes of music using different music programs
- Performance

Product Design (wood/metal/plastics) \$80.00

This unit of study will engage students in the design processes used to produce solutions to various Design Tasks (Briefs). This subject may incorporate all of the following materials; timbers, metals, plastics. These materials will be manipulated in the workshop to produce models to solve design tasks. The students will use hand tools and some power tools.

Content:

- Application of the Design Process
- Project Management
- Manufacturing of a product

Assessment:

- Participation and attendance
- Folio that provides evidence supporting the design process
- Completed Model

Systems Electronics \$80.00

Systems Electronics Technology involves both electrical and mechanical systems. It is one of the fastest growing areas of Technology today. Students will learn to work safely in a workshop and become competent in the safe use and care of tools. They will learn to research, design, construct, modify and evaluate working models of basic electronic circuits on printed circuit boards. Such models will combine electrical, electronic and mechanical principles.

Content:

- Application of the Design Process
- Project management
- Component identification
- Component function
- Manufacturing of a product

Assessment:

- Class participation and attendance
- Folio that provides evidence supporting the Design Process
- Completed Printed Circuit boards

Visual Arts **\$50.00**

This unit of work focuses on Australian Indigenous Art. Students follow the creative process and compile a portfolio of work, prior to presenting a final art piece that demonstrates unit specific knowledge and skills.

Content:

Students will create their own version of an Australian Indigenous artwork. They focus on visually communicating a story (similar to Aboriginal dreamtime paintings). They use symbols and symbolism, along with various art elements and principles to achieve this.

Students will experiment with mediums, materials, techniques and processes, in an attempt to emulate the stylistic qualities associated with a specific Aboriginal artist. They then apply the knowledge and skills learnt, and create an artwork of their own (in the style of).

Students carryout theoretical based tasks (including research) in reference to specific Aboriginal artists, and analyse/discuss artworks using subject specific language.

Assessment:

- Written assessment using arts language (including extended responses)
- Cohesive portfolio, showing exploratory work and a progression of ideas
- Presentation of a final artwork

Visual Communication **\$55.00**

In Visual Communication Design, students develop the skills and practice to communicate ideas and messages in visual communications. Visual communication design practice includes the use of design thinking skills and design as a process. Drawing conventions and the use of design elements and principles are the primary components of the visual language that students use to represent concepts, in relation to a specific purpose and audience.

Students investigate the work and practices of a range of Australian and international designers, from different times, places and cultures.

Content:

- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience.
- Use manual and digital drawing methods to create visual communications in the specific design field of Communication Design.

Assessment:

- Communication Design (Graphic Poster Unit)
- Communication Design (Typography Unit)
- Finished Art Work/Folio