GLEN WAVERLEY SECONDARY COLLEGE

YEAR 9 COURSE SELECTION INFORMATION 2015
THE YEAR 9 PROGRAM

In Year 9, the core curriculum program of Years 7 & 8 changes to a core and elective program. As well as compulsory core subjects, students will be given the opportunity to choose electives from a broad range of subjects covering all Key Learning Areas.

<table>
<thead>
<tr>
<th>CORE SUBJECTS</th>
<th>ELECTIVES</th>
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</thead>
<tbody>
<tr>
<td>English EAL*</td>
<td>5 electives (maximum)</td>
</tr>
<tr>
<td>5 ppw</td>
<td>Each semester-based elective is 3 ppw</td>
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<tr>
<td>Maths</td>
<td></td>
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<tr>
<td>5 ppw</td>
<td></td>
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<tr>
<td>Science</td>
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<tr>
<td>3 ppw</td>
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<td>Humanities</td>
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<tr>
<td>4 ppw</td>
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<tr>
<td>Health &amp; Physical Education</td>
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<tr>
<td>4 ppw</td>
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<tr>
<td>Food Technology (1 Semester only)</td>
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<tr>
<td>3 ppw</td>
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</table>

THE YEAR 9 CORE PROGRAM

Students will study core subjects comprising English, Mathematics, Humanities, Science, Health and Physical Education throughout the year. Food Technology is a semester length core subject which is timetabled within the elective block.

* English as an Additional Language (EAL)

This subject is for five periods a week and ONLY students who are eligible can take this. Students will be identified and assessed prior to being placed in an EAL class. Students will study this instead of English. The advantage of this course is that it makes it easier for students, who have been using the English language for only a limited period of time, to develop their language skills in a small class with targeted skill-building tasks.

THE 2020 PROGRAM

All Year 9 students participate in the 2020 Program for a four week period in Semester 2 in House Groups. During this time students spend all of their core subject time developing, undertaking and reporting on a research question that they have developed with guidance and direction from facilitating teachers. Students also meet experts in the field, participate in community service activities and successful applicants will have the opportunity to participate in a research camp. Throughout the 4 week program students continue to participate in their elective classes (9 lessons each week).

THE YEAR 9 ELECTIVE PROGRAM

Students will study a maximum of five electives. The number of electives will depend on students’ elective selection. A list of elective subjects on offer is attached.

Electives are subjects that students choose to do. They provide students with the opportunity to have ownership of areas of learning through the choices they make. Through the elective program students are able to explore individual areas of interest beyond the scope of core work and to further enhance their skills and understanding. Electives provide an opportunity for students to experience a range of subjects and have been designed for this purpose.

With the exception of Languages, Year 9 electives are not prerequisite studies for any Year 10 or VCE subjects.

INFORMATION AND GUIDELINES FOR ELECTIVE COURSE SELECTION

1. A planning sheet is attached. Students should use this to plan an elective program which best suits their particular needs and interests. Although every effort is made to accommodate students in the electives of their choice, this may not be possible where there are timetable clashes or if available places in electives fill up. Also, electives may not go ahead if there are insufficient numbers. For this reason we ask you to nominate two alternative electives in case any of your selections are unavailable to you.

2. Arts and Technology Elective Requirement

Students must do at least ONE elective from the Arts area and ONE elective from the Technology area (see list on page 3).
3. **Sequential elective units (1 & 2 units)**
These are units that must be taken in both semesters of a particular year. Language units are sequential and must be taken over both semesters.

4. **Languages**
Students who have demonstrated competence in studying a foreign language are strongly encouraged to continue LANGUAGE studies. Students should be aware that to study a Language in Year 11 & 12 they will usually need to continue language studies in Years 9 & 10.

**Note:** A Language study must be undertaken for the whole year (over two semesters).
Students can study a language outside of the school if the language is not offered at the Year 9 level.

5. **Enhancement Studies**
The elective subjects **Creative Expression, Maths Extension** and **Research Science**, which are regarded as enhancement subjects, are designed for students who have a passion and ability in these areas of study and a desire to further enhance their knowledge, understanding and skills in the area. These **subjects are not prescribed pathways or prerequisite subjects for any Year 10 subjects or VCE Units.** As the number of students gaining access to these subjects will be limited, students must meet the entry requirements described below:

**Creative Expression:** Students should have a demonstrated passion and interest in English, proficient writing skills and exemplary work practices.

**Maths Extension:** Students should have a demonstrated passion and aptitude for Mathematics. As places in this subject are limited, students should have achieved an average grade of excellent or above for assessment tasks in Years 7 and 8 and a recommendation from the Year 8 Mathematics teacher will be used to help with the selection of students.

**Research Science:** Students should have a demonstrated interest in Science, an average grade of excellent or above for all assessment tasks in Years 7 and 8 and exemplary work practices.

6. **Safety and Survival Skills (SASS)**
This practical subject provides students with the opportunity to complete qualifications in water safety/rescue and first aid. Both the Bronze Medallion and Level 1 First Aid (CPR) are nationally recognized certificates. Students participate in two compulsory day excursions involving beach safety and surfing. Students must turn 14 years of age by the completion of the SASS Course and MUST be a competent swimmer. As this subject employs specialist instructors there is an extra cost of approximately **$390-$450 per student**, dependent on the number of enrolments. This may be paid in instalments if necessary. **Students must collect an "Application to Enrol in SASS" form, available from Mr Maycock in the Middle School Office.**

7. **“Duke of Edinburgh’s Award” Elective:** [www.dukeofed.org.au](http://www.dukeofed.org.au)
This elective presents a balanced program of voluntary activities which encourage personal discovery and growth through self-reliance, perseverance, responsibility to themselves and service to the community. The “Expeditions” and “Community Service” components of the Bronze Level Award will/can be completed during organized school activities. The “Skills” and “Physical Recreation” will need to be completed in the student’s own time. The cost will be approx **$200. Students must collect an "Application to Enrol in Duke of Edinburgh" form, available from Mr Maycock in the Middle School Office.**

8. **Coaching, Leadership and Sport**
This elective provides students with the opportunity to complete the Community coaching: General Principles through the Australian Sports Commission. An interest in sport is beneficial; however the focus of this elective is on coaching and leadership. Students will receive general leadership training which attends to public speaking, development of time management, organization and communication skills. Students need to be aware that this is not a traditional PE or Sport class. While this course is practical in nature, there is a significant theoretical component. NB: Class size will be limited to **20** for each semester. **Students must write an “Expression of Interest” to enrol in CLAS, and deliver it to Mr Maycock in the Middle School Office by Friday 29th August.** Refer to course description for further details.
## YEAR 9 ELECTIVES 2015

<table>
<thead>
<tr>
<th>LEARNING AREAS</th>
<th>ELECTIVE</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>Creative Expression</td>
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<tr>
<td>Maths</td>
<td>Maths Extension</td>
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<tr>
<td>Science</td>
<td>Research Science</td>
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<tr>
<td>Science</td>
<td>Psychology - My World, Your World <em>(New elective 2015)</em></td>
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<tr>
<td>Humanities</td>
<td>History – Power, People and the Past</td>
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<td>Humanities</td>
<td>Small Business</td>
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<td>Humanities</td>
<td>Dollar$ and $ense</td>
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<td>Humanities</td>
<td>Sustainable Living</td>
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<td>Arts</td>
<td>Visual Communication Design</td>
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<tr>
<td>Arts</td>
<td>Art: Drawing and Painting</td>
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<td>Arts</td>
<td>Sculpture: Exploring 3D Design</td>
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<td>Arts</td>
<td>Film, Television and Advertising</td>
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<tr>
<td>Arts</td>
<td>Printmaking: Making an Image</td>
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<td>Arts</td>
<td>Digital Photography</td>
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<td>Arts</td>
<td>Music Performance</td>
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<tr>
<td>Arts</td>
<td>Music Solo Performance</td>
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<tr>
<td>Arts</td>
<td>Drama: Developing a Character</td>
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<tr>
<td>Technology</td>
<td>Information &amp; Communication Technology</td>
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<tr>
<td>Technology</td>
<td>Programming</td>
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<tr>
<td>Technology</td>
<td>Game Design</td>
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<td>Technology</td>
<td>Flash</td>
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<tr>
<td>Technology</td>
<td>Design, Creativity &amp; Technology</td>
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<td>Technology</td>
<td>Wood</td>
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<td>Technology</td>
<td>Textiles</td>
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<tr>
<td>Technology</td>
<td>Electronics</td>
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<tr>
<td>Technology</td>
<td>Design Engineering</td>
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<tr>
<td>LANGUAGE</td>
<td>Advanced Chinese I and 2 (2 semester sequence)</td>
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<tr>
<td>LANGUAGE</td>
<td>Chinese I &amp; 2 (2 semester sequence)</td>
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<tr>
<td>LANGUAGE</td>
<td>French I &amp; 2 (2 semester sequence)</td>
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<tr>
<td>LANGUAGE</td>
<td>Italian I &amp; 2 (2 semester sequence)</td>
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<tr>
<td>HEALTH &amp; PE</td>
<td>* Safety and Survival Skills</td>
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<tr>
<td>HEALTH &amp; PE</td>
<td>Coaching Leadership and Sport</td>
</tr>
<tr>
<td>HEALTH &amp; PE</td>
<td>* Duke of Edinburgh’s Award</td>
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</tbody>
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* This elective has a cost involved.
ONLINE ELECTIVE COURSE SELECTION PROCEDURE

1. Access Course Descriptions through (copy and paste the following link)
   intranet.gwsc.vic.edu.au/courses/index.cfm

   If you do not have the Internet at home, you may borrow a hard copy of the Course
   Descriptions from the Middle School Office.

2. Consider the various electives on offer. Read the subject outlines carefully.

3. Choose your electives in accordance with the guidelines outlined in this document.
   Students should make two additional Year 9 elective choices in case any of the chosen
   electives are not available.

4. Discuss your proposed elective program with your parents and consult with the Middle
   School House Leaders if necessary. Consult with class teachers for subject specific
   information. For general careers advice, see Mrs Tsalikis.

5. Enter your elective selection in order of preference ONLINE from Monday 18th August
   – Friday 29th August.

   Instructions for making online selections:-
   ➢Go to intranet.gwsc.vic.edu.au/selections/
   ➢Carefully read the instructions on screen and fill in the online form.

   If you have any difficulties with the online process please see Mr Maycock in the
   Middle School office.

   VERY IMPORTANT
   DO NOT enter your elective selection until you are absolutely certain about
   the electives you want to do. The selection you make will determine the
   subjects that will be offered in the elective program next year. You will not
   be able to make any changes to your course selection after
   4pm on Friday 29th August

If you are definitely not returning to GWSC in 2015, please indicate this on the online form,
and forward a note providing exit details to Ms. Coad. The note must be signed by a
parent/guardian.
Enter your elective choices in the table below in order of preference. You are to choose 5 electives to study.

Remember: - you must do at least one elective from the Arts area and one elective from the Technology area.

<table>
<thead>
<tr>
<th>Yr 9 ELECTIVE SELECTION PLAN</th>
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<tbody>
<tr>
<td>Enter electives in order of preference.</td>
</tr>
<tr>
<td>NB: Subjects which have a 2 Semester Sequence (any languages) should be listed twice.</td>
</tr>
</tbody>
</table>

| Arts Elective: |
| Technology Elective: |
| Elective 3: |
| Elective 4: |
| Elective 5: |

FOOD TECHNOLOGY
(Core subject which is timetabled in the elective block)

Please make two additional choices in case any of your chosen electives are not available (also in order of preference):

1. ________________________________

2. ________________________________

**KEEP THIS FORM FOR YOUR RECORDS**

Note: This is a planning document only. You will enter your Year 9 elective selection online.
Who: For parents/guardians of students currently in Year 8 and entering Year 9 in 2015

Where: Lecture Theatre, Science & Technology Building

Time: Parents are requested to attend the session allocated to their child’s house:
6.30 - 7.15pm parents of students in Bradman & Elliott Houses
7.30 – 8.15pm parents of students in Fraser & Goolagong Houses

What: The presentation will provide information about the Year 9 curriculum, including core subjects and electives.

To support students and parents in making informed decisions, Heads of Learning Areas and the Director of Pathways will also be present in the Foyer of the Science & Technology Centre from 7.00 – 9.00pm to answer any questions.

Yr 9 2015 Elective EXPO
Monday 11th August
Period 6 in MU 19-21

Current Year 9 students will be available to answer Year 8 student’s questions about each of the electives.
Year 9 Advanced Chinese

Course Description
This course outline describes TWO semester length elective subjects. Students choosing to study Advanced Chinese MUST take both Advanced Chinese 1 and Advanced Chinese 2 in Year 9. Therefore, they will study the language for 3 periods per week for the whole year. The course is provided as a continuation of language learned in Years 7 and 8. Students develop their skills as they are introduced to more complex structures. Pinyin (Romanised form) will still be widely used for written activities, but students will expand their knowledge of characters. Activities may include games, role plays and project work. Entry to the course is determined by consultation with, and recommendation by, LOTE staff. The course is suited to students who demonstrate advanced skills in Mandarin.

Frequently Asked Questions
What careers are available to students who study LOTE?
There are some obvious careers like that of translator or teacher but a LOTE is a useful second skill in a variety of professions which range from Law to Engineering.

How might the study of a LOTE benefit my university entrance?
LOTE is scaled up depending upon the actual language studied and carries a bonus which is applied to your ENTER score.

Are there any requirements for studying a LOTE?
You must have studied the LOTE either inside school or outside at, say, the VSL or be a native speaker.

How difficult is it?
We all vary in terms of what we find difficult. There is a lot of vocabulary, grammar and general content to remember. But you will be given lots of advice on the techniques for learning a language.

What kind of person does well at a LOTE?
Someone who likes to communicate with others. Someone who likes to use and play with words. Someone who is analytical and can see and apply patterns and rules. Someone who is interested in travelling and discovering other cultures.

When can a student study a LOTE outside the college?
A student can study a LOTE outside the college if the LOTE is not taught at the College.

In the case of a LOTE taught at the College, the general rule is that students should be studying the LOTE at the College if the LOTE is offered at the year level the student is in.

Examples: A year 10 student should not be studying VCE Chinese Second Language outside the school if VCE Chinese Second Language is on offer to Year 10 students. But it is possible for a Year 9 to study VCE Chinese Second Language outside the school if VCE Chinese Second Language is not on offer to Year 9 students.

When can a student study a LOTE outside the college?
A student can study a LOTE outside the college if the LOTE is not taught at the College.

In the case of a LOTE taught at the College, the general rule is that students should be studying the LOTE at the College if the LOTE is offered at the year level the student is in.
Examples: A year 10 student should not be studying VCE Chinese Second Language outside the school if VCE Chinese Second Language is on offer to Year 10 students. But it is possible for a Year 9 to study VCE Chinese Second Language outside the school if VCE Chinese Second Language is not on offer to Year 9 students.

Are there any exceptions to the above?

Exceptions may be made in the following situations.

In the middle school, where doing ESL, another LOTE or a VCE subject is limiting a student's elective choices.

In the senior school, where subject choices may be limited because of tertiary requirements or the College requirement to do a double Maths in Year 11.

Where LOTE class sizes in the College are at their maximum.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

**Assessment Tasks**
**Listening Skills:**
The student must demonstrate understanding of aural information.

**Speaking Skills:**
The student must be able to pronounce words and expressions correctly and engage in conversations to their level.

**Writing Skills:**
The student must be able to write in the language and manner appropriate to their level.

**Reading Skills:**
The student must be able to read and demonstrate an understanding of texts with vocabulary suited to their level.
Year 9 **Art - Drawing and Painting** (aka Art)

**Course Description**
Year nine art aims to build confidence through engaging students in imaginative, fun art projects that build on skills and techniques mastered in earlier years. Projects are sufficiently structured to provide students direction but also flexible enough to allow for individual self expression. The course aims to provide students with the greatest chance for success whilst encouraging independent learning.

**Frequently Asked Questions**

**What do you study in Art?**
To produce artworks you need special skills and knowledge and imaginative ideas. Year 9 art introduces you to many of the skills and techniques you will need if you want to improve the artworks you create. For instance, how to render drawings properly, mix skin tones with paint and trial different brushstrokes to create painting effects. You will use a variety of materials from two dimensional materials such as paint, pencils, charcoal, lino to three dimensional work with papier mache and wire. You will also look at styles of art made by people living in different times and perhaps take part in an excursion to an art gallery. Why do it? It’s fun, with new materials and techniques to learn.

**Is it hard?**
Anything that is worthwhile takes time and care, but if it is enjoyable then it won’t appear as difficult. Learning any new skill can seem hard at first but as you progress it will become easier.

**Are there any associated costs?**
Students are required to purchase basic art materials from the booklist (many will be retained from the previous years)

**What sorts of students are attracted to this subject?**
Students who enjoy the creation of art objects. If you draw pictures in the margins of your exercise books and draw a picture to explain an idea rather than talk about it then you will enjoy Art. Art can be important means for students to express their identity and worldview. The drawing and illustration skills would compliment studies of VCD or Media.

**Is there a lot of prac or is the subject mainly theory based?**
Art is mainly a practical hands on subject, but it is necessary to understand how other artists work by analysing their work you have the opportunity to learn from their experiences.

**Does Art & Design benefit any VCE subjects?**
If you have an interest in pursuing visual arts in senior school then the experience and skills learnt in Art & Design will be beneficial. Studies such as VCD and Media require the kinds of skills you will learn in Art & Design and there is a direct link to VCE Art.

**Do you have to study Art in year nine if you want to do it in year ten?**
No, but it is an advantage as the skills learnt lay a foundation for those students who wish to study any of the arts.
Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Creating and Making:
The Creating and Making dimension focuses on ideas, skills, techniques, processes, performances and presentations.

Exploring and Responding:
The Exploring and Responding dimension focuses on context, interpreting and responding, criticism and aesthetics.
Year 9 Chinese

Course Description
This course outline describes TWO semester length elective subjects. Students choosing to study Chinese MUST take both Chinese 1 and Chinese 2. Therefore, they will study the language for 3 periods per week for the whole year.
The course is provided as a continuation of language learned in Years 7 and 8. Students develop their skills as they are introduced to more complex structures and continue to develop an awareness of Chinese culture. Pinyin (Romanised form) will still be widely used for written activities, but students will expand their knowledge of characters. Activities may include games, role plays and project work.
Students entering the school in Year 9 may be permitted to study a language which they have not studied in Year 7 and 8, if after consultation with the relevant Head of School and LOTE teachers, it is determined that the student is competent to cope with LOTE at that level.

Frequently Asked Questions
What careers are available to students who study LOTE?
There are some obvious careers like that of translator or teacher but a LOTE is a useful second skill in a variety of professions which range from Law to Engineering.

How might the study of a LOTE benefit my university entrance?
LOTE is scaled up depending upon the actual language studied and carries a bonus which is applied to your ENTER score.

Are there any requirements for studying a LOTE?
You must have studied the LOTE either inside school or outside at, say, the VSL or be a native speaker.

How difficult is it?
We all vary in terms of what we find difficult. There is a lot of vocabulary, grammar and general content to remember. But you will be given lots of advice on the techniques for learning a language.

What kind of person does well at a LOTE?
Someone who likes to communicate with others. Someone who likes to use and play with words. Someone who is analytical and can see and apply patterns and rules. Someone who is interested in travelling and discovering other cultures.

When can a student study a LOTE outside the college?
A student can study a LOTE outside the college if the LOTE is not taught at the College.

In the case of a LOTE taught at the College, the general rule is that students should be studying the LOTE at the College if the LOTE is offered at the year level the student is in.

Examples: A year 10 student should not be studying VCE Chinese Second Language outside the school if VCE Chinese Second Language is on offer to Year 10 students.
But it is possible for a Year 9 to study VCE Chinese Second Language outside the school if VCE Chinese Second Language is not on offer to Year 9 students.

Are there any exceptions to the above?
Exceptions may be made in the following situations.
In the middle school, where doing ESL, another LOTE or a VCE subject is limiting a student’s elective choices.

In the senior school, where subject choices may be limited because of tertiary requirements or the College requirement to do a double Maths in Year 11.

Where LOTE class sizes in the College are at their maximum.

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*Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.*

**Assessment Tasks**

**Listening Skills:**
The student must demonstrate understanding of aural information.

**Speaking Skills:**
The student must be able to pronounce words and expressions correctly and engage in conversations suitable to their level.

**Writing Skills:**
The students must be able to write in the language in a manner appropriate to their level.

**Reading Skills:**
The student must be able to read and demonstrate an understanding of texts with vocabulary suited to their level.
Year 9 Coaching, Leadership, and Sport (aka Coaching, Leadership & Sport)

Course Description
This elective subject provides students with the opportunity to complete the General Principles of Coaching Course which is a recognized qualification. While this course is practical in nature, there is a significant theoretical component. Students will also receive general leadership training which attends to public speaking, development of time management, organization and communication skills. The aim of this course is to extend those students who have excelled in Physical Education by further developing their leadership and coaching skills.

Students will consider the characteristics of leadership, set goals and implement an action plan to achieve improved leadership skills. Whilst this course is practical in nature there is a significant theoretical component.

** The Coaching qualification is recognized by the Australian Sports Commission and Victorian Institution of Sport and is an excellent additions to any student’s resume.

PRE-REQUISITES:
LEADERSHIP: Students need to be interested in developing their leadership skills as this IS NOT a PE or sport class. Student Health & Physical Education reports should reflect excellent social competencies, together with very good organisation, communication and initiative.

BEHAVIOUR: As students will be taking on leadership roles within the school community they are required to model appropriate behaviour at all times. This includes wearing the correct PE uniform to all classes, training sessions and interschool school sports days.

CLASS SIZE: Limit of 20 students for each semester.

EXPRESSION OF INTEREST: Each applicant is to provide a half page document outlining why they wish to be considered for this course. This should include any previous coaching/leadership experience or skills they hold in these areas. This should be counter signed by 2 people (referee, coach, employer, teacher). One of these referee’s must be your PE teacher.

NB: Lack of experience will not preclude students from participating in this course.

This must be submitted to the Middle School by the end of online subject selection deadline.

Frequently Asked Questions

How long is the subject?

It is a semester-length study.

How many lessons per week?

3 Classes per week- one single lesson focusing on theory, and a double session focusing on applying knowledge learnt during the course to practical situations. For example practicing their coaching styles on their peers and year 7 students.

What is the uniform required for practical classes?

Normal PE uniform is required to complete practical classes. Students are
highly encouraged to purchase the college rugby top and jacket, and have long navy tracksuit pants (as per the college PE uniform policy) to ensure they are warm enough during winter months as students may be out of the classroom for longer periods of time to enable the double practical lesson to proceed. In Terms 1 and 4, it is compulsory to wear the college cap when participating outdoors, as per the college PE uniform requirement.

Who would benefit from taking this study?

This study would benefit students who are active in and outside of the college, and want to develop their leadership, communication and instruction skills. Student will be interested in learning coaching principles and complete a General Principles Coaching Course, and be prepared to assume a coaching role during their semester of the course*. Students will be actively encouraging other students to participate in Sport and Physical Activity, and possibly possess the desire to become Sports Captains, Music Captains, Form Captains, Student Council members and assume other student leadership positions within the College.

* The student's coaching role can be within the college by coaching a Year 7 or 8 sports team. In semester 1, students can coach Volleyball, Baseball, Softball, Cricket, Swimming, Cross Country, Soccer, Football, Netball and Badminton. Students can coach community-based sports teams in sports that may be conducted during semester 1.
In semester 2, students can coach Table Tennis, Squash, Basketball, Hockey, Athletics, Touch Football and Volleyball. Again, students can coach community-based sports teams in sports that may be conducted during semester 2. This community-based role may be more tightly defined under direction from the class teacher.

Students should consider completing the coaching task in pairs for an activity with which they are currently familiar. This aspect of the course is to be completed outside class time.

What is the Coaching Course?

The coaching course is the General Principles of Coaching course. It is part of the NCAS (National Coaches Accreditation Scheme) governed by the Australian Sports Commission (ASC) and is recognised by the Victorian Institute of Sport (VIS). HOWEVER, it is not sufficient to gain a Level 1 coaching accreditation in a specific National Sporting Association Organisation (NSO*). NSOs have to meet the minimum competencies outlined in the General Principles of Coaching course. However, NSOs deliver and approve specific Level 1 Coaching accreditations for THEIR OWN SPORT.

* Any local Sports Club could be an NSO. Students will need to check this with the club concerned.

To check the course more closely, check the ASC website:

Why would this course be worthwhile?

Apart from the specific teaching of leadership, communication and instruction skills, the coaching course is a recognised course that meets the minimum required competencies for a beginning coach. Students studying this course are able to attain Level 1 Coaching qualifications within their specific sport more easily, and are better placed to take on coaching roles at their clubs. The study will specifically address aspects of Leadership required to be developed by leaders.

This is the only study designed for this development within the College.

Are there any excursions?

There may be opportunities for students to participate in learning experiences off school grounds. This is dependant on the availability of external resources. Such excursions may include visits to coach students at local Primary
Schools, elite-level training facilities and possibly team building adventure based challenges. These excursions would assist students to evaluate coaching styles, training regimes and session plans, as well as extending students to understand the opportunities within the field.

Is there a cost?

If an excursion requiring payment is planned parents will be notified well in advance.

*Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.*

**Assessment Tasks**

**General Principles Coaching Course (Theory):**
Students will complete various tasks to demonstrate their understanding of the theories and principles involved when coaching.

**Practical application of coaching:**
All students will actively coach their peers. They may also coach a year 7 or 8 sports round robin team and a year 7 class. This will include theoretical preparation as well as the practical delivery as a coach.
Year 9 Creative Expression

Course Description
This course concentrates on expanding the student’s ability to use language creatively, drawing on textual material, including films and digital texts as stimulus material. This subject would particularly suit students who have a passion for writing and reading and wish to further these skills in preparation for English in the senior years. Student will be introduced to a range of writing styles, becoming aware of some of the techniques employed by writers. There will be particular emphasis on short stories and exploring variations between genres, allowing the student to imitate various modes and engage textual material creatively. Ultimately, the student will gain a sense of audience and voice, recognising the importance of figures of speech and appropriate vocabulary in the craft of writing.

Students will participate in a range of learning activities which include the following:
> engaging textual material through activities;
> participating in creative exercises;
> writing and responding to short stories;
> presenting ideas in oral form;
> editing and reviewing their own and others writing;
> co-operating with other students on a set task;
> publishing crafted pieces of work.

Frequently Asked Questions
Who should do this subject?

Creative Expression is aimed at students who love English. In particular, this subject would suit students who enjoy creative writing and expressing their thoughts and ideas. Creative Expression caters for students who wish to experiment further with their writing and extend both their written and oral communication skills. It will give students the freedom to explore their own personal writing style and is a great way to extend confident English students leading into their senior school experience.

Creative Expression is an ‘Enhancement Subject’, what does this mean?

‘Enhancement’ subjects allow students to extend the skills that they have developed within core subjects. Enhancement subjects suit students who have an aptitude and passion for a particular core subject (in this case English). It can also prepare students who are really confident to move into units 1 and 2 Literature. This is an extension subject which will help to prepare students for their VCE English experience.

What sort of assessment tasks will I be asked to complete in this subject?

The main assessment for this subject is to compose a number of original writing pieces. Students may also be required to create digital and/or multi-modal texts. There is also an oral communication component to the assessment.

Do I need a textbook or any other materials for this subject?

No. You will engage with a range of texts, however, you do not need to purchase an individual copy of these texts.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.
Assessment Tasks
Published Work:
The student must complete a number of creative tasks, engaging prose writing imaginatively and also as stimulus material.

Oral Tasks:
The student must complete a number of recitals, dramatic responses or present critical reviews to an audience.
Year 9 Design Engineering

Course Description
Design Engineering aims to involve students in the concepts of engineering and mechanical design. The unit will allow students to examine and design models and systems which include both mechanical and electronic components. Students will be working in a small team to design and manufacture a small unique model vehicle and a machine that incorporates a programmable microcontroller. Students will be using a range of powered and unpowered tools and equipment, as well as developing skills in problem solving and collaborative work. They may also enhance their skills with computer aided design, and simulation software. Assessment for the unit will take the form of a functional models, investigative reports and a design folio documenting the team’s work for the semester. This unit leads to Design Engineering at year 10 and to further study at VCE level in Design Technology and Systems Technology.

Frequently Asked Questions
What will you do?
You will work in groups to design and construct models containing both mechanical and electrical/electronic components. You will learn about and investigate both mechanic and electronic systems involved in its construction. Some process control will be investigated through the programming of Picaxe microcontrollers.

Who should do it?
If you are interested in Engineering either mechanical or electrical, or perhaps enjoy working with your hands then you will have the opportunity to develop a practical understanding of important construction principles.

Why should I do it?
Its hands on, its fun and rewarding to produce a product that works. It will develop important practical skills and for those of you heading for the maths/science stream it gives you important insights into the application of the science and mathematics. It also is useful in developing analytical thinking and problem-solving skills.

Where does it lead next year?
Design Engineering leads directly to Design and Technology Units 1&2 or Systems Engineering Units 1&2 or the Design Engineering Year 10 Elective and the Year 10 Electronics elective.

What does it prepare me for?
It prepares you for courses in various types of Engineering, Product and Interior Design, Electronics and further study in vocational education and training.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Investigating and Designing:
Students will provide evidence of their skill development in flexible thinking, design skills, and planning. Students will investigate and research a range of factors relevant to enhancing a design brief. They develop evaluation criteria from the design brief to evaluate their final product.

Producing:
Students will provide evidence of the development of their practical skills to convert designs into a functional product that meets the goals and objectives as identified in the design brief.

Analysing and Evaluating:
Students will provide evidence of appropriate techniques to safely test and evaluate the performance of their products/systems and make suggestions for modifications to improve their products/systems. Students will also describe and analyse the social and environmental impacts of their products and technological systems.
Year 9 Digital Photography

Course Description
The digital camera is the starting point in this study and the course will focus on
students acquiring a sound understanding of camera basics. Initially
photography is about capturing and preserving what we see. What we choose
to capture and how best to do it is the basis for Digital Photography. Good
photography is initially about making choices based on the Art Elements and
Principles and creating interesting compositions, as well as looking at lighting
effects. It is also about processing our images to maximise the quality of the
print. The images generated by the camera can then be manipulated to create
a variety of digital artworks.

Frequently Asked Questions
WHAT DO WE STUDY IN DIGITAL ART
Students use digital cameras, scanners, imaging software (Photoshop), printers
and computers to explore the artistic potential of new imaging technology and
solve visual problems. What will you learn? Students will learn how to plan and
produce digital images that demonstrate an understanding of composition, light,
colour, visual impact and art history. Hands-on projects include digital painting,
digital photography, image capture, image manipulation and graphic design
problems.

ARE THERE ANY PRE-REQUISITES?
No.

WHAT SORT OF STUDENTS ARE ATTRACTED TO THIS STUDY?
Anyone who is independent and motivated.

ARE THERE ANY ASSOCIATED COSTS?
There is no set text for this subject but students MUST have net balance for
each lesson. Students must also have print balance for printing final folio
pieces.

DO WE GET TO GO ON EXCURSIONS?
Excursions to art/photographic galleries and/or field trips to take photos is a part
of this subject.

IS THERE A LOT OF PRACTICAL WORK, HOW MUCH THEORY?
This subject is heavily prac based with minimal theory involved.

DOES IT BENEFIT ANY VCE STUDIES I MAY WISH TO DO LATER?
The skills learnt in this subject can be applied to all visual arts subjects
especially Media Studies, VCD, Art and Studio Arts.

WHAT SORT OF CAREERS MAY DEVELOP FROM THIS STUDY?
Students who are fascinated with the idea of capturing and manipulating
images might choose to become a photographer. While some study
photography for personal amusement, others do so because they hope to make
a living at it. There are a number of different areas in which you can practice
photography. You can become, for instance, a photojournalist, industrial
photographer, medical, or portrait photographer. Some work for firms or other
organizations while others are entirely self employed. While not all
photographers earn degrees, all have some sort of training. You must learn
how to capture, manipulate, and finalise images, understand the dynamics of
light and angles, and be able to use all equipment properly.
Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Creating and Making:
The Creating and making dimension focuses on ideas, skills, techniques, processes, performances and presentations.

Exploring and Responding:
The Exploring and Responding dimension focuses on context, interpreting and responding, criticism and aesthetics.
Year 9 Dollars and Sense

Course Description
Knowing how to manage personal finances is one of the most important and challenging features of everyday life. It is a core skill in today’s world. It affects quality of life, the opportunities individuals and families can pursue, their sense of security and the overall economic health of Australian society. Dollar$ and $ense provides an opportunity for GWSC students to enhance their personal finance and consumer literacy to become informed and smart citizens when it comes to managing their money. Topics studied in this course include earning money, spending and saving money, investing money, debt and credit, taxation, superannuation, budgeting and consumer rights and responsibilities.
Students will participate in a range of learning activities, which include undertaking a variety of theoretical and practical exercises and case studies, as well as completing various assessment tasks where students can develop their understanding of the content further. The course provides a valuable introduction of some topics studied in VCE Accounting, Business Management, Legal Studies and Economics, but more importantly, provides students with a valuable life skill for their future financial success.

Frequently Asked Questions
What do we study in Dollar$ and $ense?
We look at how an individual can manage their personal finances and the factors that influence decisions they make. We look at ways to maximise income earning potential, the benefits of saving and compound interest, investing options and smart spending decisions. We discover the importance of budgets and develop strategies to achieve short and long term financial goals.
We investigate the role taxation and superannuation plays in the lives of everyday Australians and the wider economy. We will also study consumer rights and responsibilities such as refunds, warranties, scams and other hot consumer topics.

Are there practical aspects to Dollar$ and $ense?
Absolutely! We will apply our knowledge and skills in simulated and real working environments to test our understanding and enhance engagement.

Do I need to be good at maths?
Can you add, subtract, multiply and divide on a calculator? Yes?!! Then you have the maths skills for Dollar$ and $ense!

Will we be using ICT in this subject?
ICT will be an essential learning tool that will incorporated as part of the learning program. Students will also gain exposure to the effective use of spreadsheets in Microsoft Excel.

How will I be assessed?
There is a variety of types of assessment around three different areas. Student’s Knowledge and Understanding is assessed through a series of worksheets, learning activities and topic tests. Skills are also assessed through a variety of analysis tasks, as well as real life and simulated application activities including the ESSI Money Game. Communication is also assessed through activities such as presentations, posters and the development of a consumer information product using ICT.

What sort of students would find this subject appealing?
Students who have an interest in being a financially smart citizen and consumer now, and into their adult life, will find this subject appealing. It appeals to students that have a keen interest in money, the world around them, want to know how systems work and have a curiosity in current affairs.

Will this subject help me for VCE?
Enrolling and completing Dollar$ and $ense will give students an introduction to some content areas in the VCE subjects of Accounting, Business Management,
Legal Studies and Economics. Students can then make decisions about which of this subject they might like to continue to study in their VCE years, or possibly select one to study in Year 10 if they have some strong academic results.

*Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.*

**Assessment Tasks**

**SKILLS:**
Learning activities that assess student's acquisition and application of skills pertinent to personal finance and consumer literacy

**KNOWLEDGE AND UNDERSTANDING:**
Learning activities that relate to the acquiring and exploring of knowledge within the Economics sub-domain
Year 9 Drama: Developing a Character (aka Drama)

Course Description
The focus of this course is the development of the individuals ability to interact socially and to become a more competent and confident communicator. Communication skills are developed through a sequence of technique based workshops where they can develop a better understanding of themselves and the society that they live in. Drama workshop activities will include dramatic and production skills such as improvisation, role plays, mime, dance, stunt work, scripted performance, movement and communication exercises. Written work will include production reviews, self evaluation and assessments of their own work and that of others, through discussion journals and assignments. The emphasis of the course is however practical.

Frequently Asked Questions
WHAT DO WE STUDY IN DRAMA?

You learn to be ‘dramatic’ to do ‘real’ pretending. You work with other students through role-plays and workshops that allow you to communicate as an actor. Throughout the course role-plays and improvisations will focus on the development of voice and movement skills. These two things are the tools of trade for performance.

Movement for example is explored through:
Mime
Stunt work
Voice.
Role-play
Script work

Used to improve the quality, clarity, and volume of the voice through performance.

Are there any associated costs?

There is no text required but in recognition of the importance of expanding students understanding they attend a professional theatrical performance. Students may also be asked to contribute for workshops by professional actors aimed at enhancing skills such as movement or voice.

IS THERE A LOT OF PRAC OR IS THE SUBJECT MAINLY THEORY?

Drama classes are predominantly practical but this process by its nature is informed by ongoing theory work that assists improvement in acting and performance.

IS IT HARD?

Anything that is valuable requires commitment, it also requires you to meet some personal challenges to get up there and put yourself on line with the quality of your work to an audience. You also need to do some writing because you need to be able demonstrate understanding of your own work and the work of others.

WHAT SORT OF STUDENT IS ATTRACTED TO THIS SUBJECT?

Students whose most effective way of communicating is verbal and physical and who would enjoy the ‘buzz’ of being in front of an audience. Students who enjoy expressing themselves through physical activity. Then there are those who recognise the importance of effective communication in the modern work environment who need or want to improve their personal interactive skills as well as improving their confidence level.
DOES IT BENEFIT ANY VCE STUDY I MIGHT UNDERTAKE?

Studying Drama has a lot of personal benefits for students. It helps with building self-confidence, speaking in public, and developing interpersonal skills. Drama will help you to be more aware of how your physical presentation can affect the way people see you. Ethically, it provides the motivation to start to evaluate your own values and beliefs.

WHAT SORT OF EMPLOYMENT OPPORTUNITIES MIGHT I HAVE AS A RESULT OF DOING DRAMA?

Whilst there are obvious jobs in theatre, film and media, the communication skills that are the focus of Year 9 Drama are transferable to all aspects of modern workforce areas such as marketing, public relations and advertising require effective and persuasive communication. The confidence you gain through developing your presentation skills will transfer to most roles in the work force and the wider community.

Many of Australia’s Medical schools conduct course selection interviews that focus on effective communication and inter-personal skills.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Creating and Making:
The Creating and Making dimension focuses on ideas, skills, techniques, processes, performances and presentations.

Exploring and Responding:
The Exploring and Responding dimension focuses on context, interpreting and responding, criticism and aesthetics.
Year 9 Duke of Edinburgh's Award (aka DE Award)

Course Description
The Duke of Edinburgh's Award program elective involves students in a range of outdoor and indoor experiences and allows students the opportunity to complete the Duke of Edinburgh's Bronze Award. The Bronze Award consists of four sections: 'Skill', 'Physical Recreation', 'Community Service' and 'Adventurous Journey'. During the elective students will be guided through all processes and will have the opportunity to complete the 'Community Service' and 'Adventurous Journey' components during the Semester whilst completing the 'Skill' and 'Physical Recreation' in their own time.

Frequently Asked Questions
What do we do in the Duke of Edinburgh’s Award program?

- Students participate in two overnight bushwalking expeditions to locations in Victoria.
- To prepare for these trips students complete classwork and tutorials to develop skills and safe usage of equipment in the areas of:
  - navigation,
  - mapping,
  - first aid,
  - tent pitching,
  - trangia stove cooking
  - provisioning

Students also participate in a range of community service activities provided by the college.

How much does this program cost?

The cost of this elective is partially funded externally. Students are required to pay approximately $100 per camp. This is a guide only and may be subjected to change.

How much equipment do I need to provide?

The majority of the bushwalking equipment such as packs, tents, water-proof rainwear and cooking stoves are supplied by the school. Students only need to supply personal clothing and are not required to purchase expensive items such as walking boots.

What locations have the expeditions visited recently?

Recent locations have been the Great Ocean Walk at Cape Otway, Mt Stirling Alpine Resort, Yarra Ranges National Park, Mt Cole State Park and the Mornington Peninsula National Park.

Class size

Due to transport constraints this elective is capped at twenty students per semester.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Trip Report:
Students complete an assessment task documenting one of their two expeditions.
Participation:
Students receive a grading based on their contributions to each of the expeditions they participate in.
Year 9 Environmental Studies

Course Description
Environmental Studies provides students with the opportunity to study the structure and function of different ecosystems and how humans are having an impact on them. They will also study sustainable development and environmental management techniques and look at ways of modifying people's attitudes and behaviours to gain positive environmental outcomes. The students will also gain skills in conducting investigations, environmental fieldwork techniques, report writing, research and analysis.

Frequently Asked Questions
There is currently no information available in response to Frequently Asked Questions. Please contact the College to ask your question, and request to be directed to the Head of Learning Area for Society and Environment.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Set Exercises/Analysis Tasks:
The student must complete short activities in class and for homework which are designed to assess knowledge, skills and values.

Group/Individual Research and Investigative Tasks:
The student must prepare written reports which are the product of individual and/or group research.

Group/Individual Presentations:
The student must orally present his/her findings from research activities.
Year 9 French

Course Description
This course outline describes TWO semester length elective subjects. Students choosing to study French MUST take both French 1 and French 2. Therefore, they will study the language for 3 periods per week for the whole year. The course is provided as a continuation of language learned in Years 7 and 8. Students develop their skills as they are introduced to more complex structures and continue to develop an awareness of French culture. Activities may include games, role plays and project work. Students entering the school in Year 9 may be permitted to study a language which they have not studied in Year 7 and 8, if after consultation with the relevant Head of School and LOTE teachers, it is determined that the student is competent to cope with LOTE at that level.

Frequently Asked Questions
Frequently asked questions

What careers are available to students who study LOTE?
There are some obvious careers like that of translator or teacher but a LOTE is a useful second skill in a variety of professions which range from Law to Engineering.

How might the study of a LOTE benefit my university entrance?
LOTE is scaled up depending upon the actual language studied and carries a bonus which is applied to your ENTER score.

Are there any requirements for studying a LOTE?
You must have studied the LOTE either inside school or outside at, say, the VSL or be a native speaker.

How difficult is it?
We all vary in terms of what we find difficult. There is a lot of vocabulary, grammar and general content to remember. But you will be given lots of advice on the techniques for learning a language.

What kind of person does well at a LOTE?
Someone who likes to communicate with others, someone who likes to use and play with words, someone who is analytical and can see and apply patterns and rules, someone who is interested in travelling and discovering other cultures.

When can a student study a LOTE outside the college?
A student can study a LOTE outside the college if the LOTE is not taught at the College.

In the case of a LOTE taught at the College, the general rule is that students should be studying the LOTE at the College if the LOTE is offered at the year level the student is in.

Examples: A year 10 student should not be studying VCE Chinese Second Language outside the school if VCE Chinese Second Language is on offer to Year 10 students.
But it is possible for a Year 9 to study VCE Chinese Second Language outside the school if VCE Chinese Second Language is not on offer to Year 9 students.

Are there any exceptions to the above?
Exceptions may be made in the following situations.

In the middle school, where doing ESL, another LOTE or a VCE subject is
limiting a student’s elective choices.

In the senior school, where subject choices may be limited because of tertiary requirements or the College requirement to do a double Maths in Year 11.

Where LOTE class sizes in the College are at their maximum.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Listening Skills:
The student must demonstrate understanding of aural information.

Speaking Skills:
The student must be able to pronounce words and expressions correctly and engage in conversations suitable to their level.

Writing Skills:
The students must be able to write in the language in a manner appropriate to their level.

Reading Skills:
The student must be able to read and demonstrate an understanding of texts with vocabulary suited to their level.
Year 9 Game Design and Creation

Course Description
The course is designed to introduce students to the world of game design through the use of the software Gamemaker and to extend their knowledge and understanding of the use of computers to solve problems. Students will use Gamemaker to design and construct a range of computer games. The emphasis of the course is on practical activities; however, one component of the course requires the students to complete a Learning Enquiry to research the impact of ICT on society.

Frequently Asked Questions
What will you do?
You will investigate the various genre of games and develop and apply skills in Gamemaker to produce various computer games. You will work through a number of exercises to develop your skills and then produce a Shooter game and a Platform game by applying the skills developed. You don't need to know programming or even very much about computers to do Gamemaker. Most of the games created are produced by dragging and dropping events and actions to the characters and objects that you have created. Gamemaker is a shareware program and is downloadable free from the internet.

Who should do it?
If you enjoy interacting with computers and playing computer games then this is the elective for you. If you are not sure what programming involves but are interested in a job in ICT, then this introduction into programming will give you a chance to decide if this is an area for you to pursue. There is certainly plenty of money out there for programming skills.

Why should I do it?
You will develop your skills in designing and developing games, and in the process learn about efficient coding and program structuring. It is fun, engaging and rewarding when you and others play the games that you have developed.

Where does it lead next year?
Game Design and Creation is an ideal lead into doing Units 1 & 2 Information Technology or the Information Programming and Systems elective at Year 10. It is a great introduction into game design and creation and could lead you into an exciting career in this area.

What does it prepare me for?
Students doing Game Design and Creation are usually interested in careers in ICT and the skills developed in this subject such as problem solving and the use of graphic organisers to represent their thinking are invaluable. It could lead to a career in ICT in the Gaming or Programming areas.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Folio:
Students have completed a selection of tasks to develop their skills in using Gamemaker software.

Design Project:
Students have designed and constructed a computer game using Gamemaker.

Research Project:
Students have completed a Learning Enquiry into the impact of ICT on society.
Year 9 History - Power, People and the Past (aka History)

Course Description
In this elective, students learn about key events, ideologies and social and cultural movements that have shaped the ancient, medieval, modern and contemporary worlds.
Students analyse and compare and contrast the contributions of key participants and leaders from throughout History.
Students study the broad concepts of cause, effect, continuity and change and the impact of competing historical interpretations of events on the people and institutions of the ancient, medieval and modern worlds. They make links from these studies to the world today.
Students learn to use historical language and historical conventions.

Frequently Asked Questions
1. What topics will I be able to study and what methods will be used to do this?

This subject aims to let students study all the major periods of World History, [but not any Australian History topics covered in Year 9 Humanities.] This is done by completing several individual minor research projects, one major research project, by teacher led tutorials and / or class group projects.

2. Will I be able to choose the topics that I want to research?

Yes, particularly in minor research projects.

However in the major research projects students will be encouraged to investigate and compare and contrast the same themes across the ancient, medieval and modern world e.g. leadership.

3. Will I be able to learn how to improve and practice my research skills?

Yes, this subject has two main goals; to broaden students’ knowledge of as many periods of World History as is possible in the time allocated and to improve and perfect the skills needed to research, analyse and record these studies.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
KNOWLEDGE AND UNDERSTANDING:
Learning activities that relate to the acquiring and exploring of history knowledge.

SKILLS:
Learning activities that assess student’s acquisition and application of skills pertinent to the study of history.

COMMUNICATION:
Assessment of presentations made by students, as well as, listening, viewing and responding to history material.
Year 9 Film, Television and Advertising (aka Introduction to iMac)

Course Description
This unit introduces students to Art Departments' iMAC computers. Throughout the semester students will be given the opportunity to explore a variety of Apple programs such as iMovie, iPhoto, iWeb, iTunes, Photoshop CS and Garage Band. As a class we will also explore new media technology such as iPods, MP3's, mobile phones and Bluetooth and use these within the classroom environment. Students will also be given the opportunity to use desktop publishing software to create a newspaper, magazine or promotional posters. They will experiment with a variety of animation techniques ranging from clay models photographed with a digital still camera to computer generated animations. Students may also have make a short film using iMovie, compose various sound tracks using Garage Band and design webpages using iWeb. This subject will also give students the opportunity to experiment and develop skills using the Art Departments newly purchased 'green screen'.

Frequently Asked Questions
What do you study in Media Studies?
You will see in the Course outline that you study various computer programmes to create finished animations or posters. You learn how to use a video camera. You will also have the opportunity to produce a short film, a series of photographs, a sound track using Garage Band, and an animation build out of plasticine. You will study the mass media and the role of the media in our lives. You look at the role of advertising and marketing and learn about the 'hooks' employed to manipulate consumers. It's a lot of fun!

Is it hard?
You are expected to be creative and original. Some students find this subject challenging because it is student centred. You are given opportunity to create animated artworks and you will need to think about exciting ideas for the topics to produce work using the software.

Do you have to study Media in year nine if you want to do it in year ten?
No, you don’t but you will learn lots of useful skills.

What sort of employment opportunities might I have as a result of doing Media?
Film maker, journalist, lawyer, teacher, camera operator, photographer, editor, sound recording, radio announcer are some of the possibilities in which Media is useful.

Are there any associated costs?
Not many. You need a mini DV tape, and a folio to keep your work in. But more importantly you must keep both your net and print balance up to date. This is necessary for printing your work and working on line with the various projects.

Is there a lot of prac or is the subject mainly theory based?
There is an emphasis on Practical areas and a lot of computer work but we will view some motion pictures and advertising films to get ideas and to analyse techniques and subject matter.

What sorts of students are attracted to this subject?
Students who enjoy practical subjects will like Media because you get to do a lot of 'hands on' work. Students who love using the computers to build complex animations and sound tracks using programmes like: 3D Studio Max, Flash, Garage Band and Power Point will also enjoy this subject. Students who like enjoy watching films and being critical of them will appreciate the analysis area of the subject. Students who enjoy Art will like Media because it's creative. You get to write mini scripts, draw, sculpt figures for animation, shoot films and
Do we get to go on an excursion, or do we get to listen to a guest speaker/artist-in-residence or watch a performance?
Yes! It changes every year but could include a visit to a gallery, a trip to the cinema, or the opportunity to shoot on location somewhere interesting.

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**Assessment Tasks**

**Exploring and Responding:**
Students research animation techniques, examining the impact of animation on film making. They discuss and analyse newspaper layout and complete written work on print media. Students also complete a written report on an animated film.

**Creating and Making:**
Students may create and lay out a newspaper or magazine front cover using computers, digital cameras and scanners. They utilise a variety of animation approaches to create a final presentation to the class. Students are also introduced to digital video and may have the opportunity to make a short film in a group. If there is time students will be given the opportunity to produce a project of their choice. It may be a short film, animation or sound track.
Year 9 Italian

Course Description
This course outline describes TWO semester length elective subjects. Students choosing to study Italian MUST take both Italian 1 and Italian 2. Therefore, they will study the language for 3 periods per week for the whole year. The course is provided as a continuation of language learned in Years 7 and 8. Students develop their skills as they are introduced to more complex structures and continue to develop an awareness of Italian culture. Activities may include dialogues, role plays, grammar exercises and project work. Students entering the school in Year 9 may be permitted to study a language which they have not studied in Year 7 and 8, if after consultation with the relevant Head of School and LOTE teachers, it is determined that the student is competent to cope with LOTE at that level.

Frequently Asked Questions
Frequently asked questions

What careers are available to students who study LOTE?
There are some obvious careers like that of translator or teacher but a LOTE is a useful second skill in a variety of professions which range from Law to Engineering.

How might the study of a LOTE benefit my university entrance?
LOTE is scaled up depending upon the actual language studied and carries a bonus which is applied to your ENTER score.

Are there any requirements for studying a LOTE?
You must have studied the LOTE either inside school or outside at, say, the VSL or be a native speaker.

How difficult is it?
We all vary in terms of what we find difficult. There is a lot of vocabulary, grammar and general content to remember. But you will be given lots of advice on the techniques for learning a language.

What kind of person does well at a LOTE?
Someone who likes to communicate with others. Someone who likes to use and play with words. Someone who is analytical and can see and apply patterns and rules. Someone who is interested in travelling and discovering other cultures.

When can a student study a LOTE outside the college?
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Are there any exceptions to the above?
Exceptions may be made in the following situations.

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limiting a student's elective choices.

In the senior school, where subject choices may be limited because of tertiary requirements or the College requirement to do a double Maths in Year 11.

Where LOTE class sizes in the College are at their maximum.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Listening Skills:
The student must demonstrate understanding of aural information.

Speaking Skills:
The student must be able to pronounce words and expressions correctly and engage in conversations suitable to his/her level.

Writing Skills:
The student must be able to write in the language in a manner appropriate to his/her level.

Reading Skills:
The student must be able to read and demonstrate an understanding of texts with vocabulary suited to his/her level.
Year 9 Maths Extension

Course Description
Mathematics is older than recorded history. Through the ages, it has developed into a sophisticated, complex body of knowledge. Mathematics pervades all aspects of our lives – as citizens, in our homes and in the workplace. It has applications in all human activities, crossing cultural and linguistic boundaries to provide a universal way of solving problems in such diverse areas as science and engineering, business and finance, technology, arts and crafts and many everyday activities. The Year 9 Extension Mathematics elective provides capable and interested students with an opportunity to study mathematics in greater depth and breadth. Much of the content is drawn from areas of study that students are unlikely to encounter in the Year 9 core mathematics course.

Frequently Asked Questions
Yr 9 Maths Extension FAQs

1. Who should choose Maths Extensions as an elective?

Maths Extensions at Yr 9 is designed for students who really enjoy studying mathematics and respond positively to the challenge of problem solving. Students should be attaining at least an EX in all 3 assessment tasks in Year 8.

2. Do I have to select Maths Extensions to be chosen for VCE Mathematical Methods (CAS) in Year 10?

No, Maths Extensions is not a prerequisite for VCE MAM in Year 10. Students are chosen for VCE MAM in Year 10 on the basis of their CORE Mathematics results in Years 7, 8 and 9. However, if a student has undertaken Maths Extensions in Yr 9, a recommendation from their Maths Extension teacher may be a consideration in securing a place in Yr 10 VCE MAM.

3. Will undertaking Maths Extensions improve my maths?

Maths Extensions is not designed as a remediation or catch up course so students who are experiencing difficulty with the CORE Maths course will find that this course will not assist in improving their basic maths skills and they will experience even more difficulty with this course.

However, students who have strong mathematics skills will find that the challenge of problem solving and the exposure to mathematics not covered in a CORE mathematics course will help to improve their mathematical thinking and develop mathematical techniques that will assist in future mathematical study.

4. Why are there only 2 classes offered at Yr 9?

This course is designed for highly performing Yr 9 maths students so entry is limited to those who have demonstrated excellent maths ability and sound work habits in both Yr 7 and Yr 8. The content is quite challenging and, if students who are not performing at a high level in their core work undertake this subject, they may not derive any benefit at all from this subject and it can, in fact, damage their confidence in their mathematical ability.

5. Will I need a textbook or any other equipment for this course?

No textbook is required for this course. Notes and handout will be supplied by the class teacher. A small levy is imposed in the booklist to cover this cost.

6. What assessment tasks are there in Maths Extensions?

Each topic taught is assessed with a test or assignment. Problem solving tasks may be solved in groups or individually and written solutions submitted for assessment.
There is no end of semester cumulative test.
7. What topics are taught in Extension Maths?

The teachers of this subject choose topics of interest that do not need prior knowledge or that will not be covered in later years. The topics may change from year to year and from teacher to teacher. Some areas covered in the past have been geometrical transformations using matrices, some basic work with matrices, other number systems, CAS calculator investigations, as well as problem solving tasks designed to promote interest and higher order thinking.

*Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.*

**Assessment Tasks**

**Skills and Applications:**
The student must complete a variety of assessment tasks including topic tests, assignments and other class work.

**Problem Solving and Mathematical Investigations:**
The student must complete a number of problem solving activities and mathematical investigations.
Year 9 Moving with Flash

Course Description
"Moving with Flash" aims to extend students' skills in using computers and broadening the range of software that they can use. Students will develop skills in the design processes and will be introduced to CS3 Flash, a powerful animation software. Using it they will produce entertaining animations and shape morphings. They will use and manage the software independently to solve information processing problems relating to the production of animations and movies. Students will also be introduced to ActionScripting, the language behind Flash and use it to create interactive animations.

Frequently Asked Questions
What will you do?
You will learn to develop entertaining animations in Flash using Motion tweens, shape tweens and keyframe animation. Some action scripting will also be taught to increase your control of the animations.

Who should do it?
Students that are interested in design skills and wish to apply these skills to the creation of animations. Or students who just want to broaden their computer skills by developing skills that can be applied across the curriculum, from assignments and presentations, to representing their knowledge and understanding in the form of an animation.

Why should I do it?
You will extend your skills in using computers and develop new skills, as well as having fun in designing and developing animations with Flash.

Where does it lead next year?
The Flash and design skills learned lead directly into doing Units 1 & 2 Information Technology or the Information Technology elective at Year 10. Multimedia is a growth area in employment and offers a wide range of jobs to those skilled in the area.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Folio:
Students will complete a selection of tasks to develop skills in using Flash.

Investigation:
Students will in a group complete a Learning Enquiry into the impact of ICT on society.

Design Projects:
Students will investigate, design and produce solutions to information problems using Flash.
Year 9 **Music Group Performance**

**Course Description**
Music Group Performance is designed so that it may be taken as an individual unit, however, for students intending to follow this subject through to senior levels it is recommended that it is taken sequentially with Music Performance.

Students develop skills in music performance in group work using prepared and unprepared work. The associated areas of creative organisation, perspectives on performance and aural comprehension contribute to musicianship. Students develop awareness of style and form of the works being prepared for performance and experiment with interpretation.

**AREAS of STUDY.**
Group performance:
Rehearse regularly as part of a group, preparing a wide range of repertoire for performance.

Perspectives on performance:
Analyse and make critical response to works currently being prepared for performance. This includes an understanding of historical, social and cultural contexts.

Creative organisation:
Students compose and arrange using traditional notation and technology.

Aural Comprehension
Develop aural skills, including interval and chord recognition, chord progressions, rhythmic and melodic dictation.

**Frequently Asked Questions**
What do you study in Music Group and Solo Performance?
The courses are both built around aspects of performance - specialising in developing skills in the area of ensemble and of solo performance.

Do I need to be of a certain standard?
The short answer is no, but if you intend to follow these studies through to VCE, you should speak with your Instrumental Music Teacher or Music Coordinator to discuss this issue.
There is no requirement to be currently learning an instrument, either privately or through the school Instrumental Program, to study Music: Group Performance, however, you must have had previous experience and basic competency on an instrument. Students will not be taught how to play their instrument in this class.

You are EXPECTED to be learning an instrument, either privately or through the school Instrumental Program, to study Music: Solo Performance.

Is it hard?
Not if you keep up to date with tasks and are prepared to put in regular practice on your instrument.

Do I require a high standard of theory knowledge?
No. The level of theory required follows on from the work covered in year 8 Music.

Are there any pre requisites? For example, must I study both Music Group and Solo Performance?
There are no prerequisites (other than what is mentioned above) and either Music Group and Solo Performance may be taken as an individual study.

What sort of student is attracted to this subject?
Students who would be learning a Music Instrument find it very worthwhile gaining credit for something they really enjoy. It also opens up many more performance and practice opportunities for the student.

Are there any associated costs?
For Music Performance there is, as you must be having lessons on your instrument – either privately or through school.

Do we get to go on an excursion, or are there any guest speakers or performances?
Yes, at least one excursion per year and the students must complete performances in either elective.

Is there a lot of prac or is the subject mainly theory based?
There are components of both, but the focus is in developing skills that directly impact on the student’s performance ability. The written area covers some general knowledge, listening, aural, composition and theory work.

Does it benefit any VCE units 3 and 4 subject I wish to take?
It is really quite a vital step in preparing for Music Performance Units 3 and 4. We prefer students to complete at least two semesters of music across years 9 and 10 prior to undertaking VCE studies in Music.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Exploring and Responding: Musicianship:
Students develop knowledge of theoretical elements through the completion of workbooks and interpreting relevant musical symbols. They participate in informed listening activities and develop an understanding of musical styles. This may include managing events, composing and arranging selected works, written assignments and/or research.

Creating and Making: Performance:
Students work independently and collaboratively to perform both as soloist and within ensembles.
Year 9 Music Solo Performance

Course Description
Music - Solo Performance is designed so that it may be taken as an individual unit, however for students intending to follow this subject through to senior levels it is recommended that it is taken sequentially with Music - Group Performance. A prerequisite for this subject is that you must be undertaking, or intend to commence instrumental lessons; either privately or through the School Instrumental Music Program.

Students develop skills in solo music performance using prepared and unprepared work. The associated areas of creative organisation, perspectives on performance and aural comprehension contribute to musicianship. Students develop awareness of style and form of the works being prepared for performance and experiment with interpretation.

AREAS OF STUDY
Solo performance:
Develop skills in prepared and unprepared performance. Prepare and perform a solo program demonstrating a range of styles and techniques

Perspectives on performance:
Analyse and make critical response to works currently being prepared for performance. This includes an understanding of historical, social and cultural contexts

Creative organisation:
Students compose and arrange using traditional notation and technology.

Aural Comprehension
Develop aural skills, including interval and chord recognition, chord progressions, rhythmic and melodic dictation.

Frequently Asked Questions
What do you study in Music Group and Solo Performance?
The courses are both built around aspects of performance - specialising in developing skills in the area of ensemble and solo performance.

Do I need to be of a certain standard?
The short answer is no, but if you intend to follow these studies through to VCE, you should speak with your Instrumental Music Teacher or Music Coordinator to discuss this issue.
There is no requirement to be learning an instrument, either privately or through the school Instrumental Program, to study Music A (Group Performance).
You are expected to be learning an instrument, either privately or through the school Instrumental Program, to study Music B (Solo Performance).

Is it hard?
Not if you keep up to date with tasks and are prepared to put in regular practice on your instrument.

Do I require a high standard of theory knowledge?
No. The level of theory required follows on from the work covered in year 8 Music.

Are there any pre requisites? For example, must I study both Music A and B?
There are no prerequisites (other than what is mentioned above) and either Music A or B may be taken as an individual study.

What sort of student is attracted to this subject?
Students who would be learning a Music Instrument find it very worthwhile gaining credit for something they really enjoy. It also opens up many more performance and practice opportunities for the student.
Are there any associated costs?  
For Music B there is, as you must be having lessons on your instrument – either privately or through school.

Do we get to go on an excursion, or are there any guest speakers or performances?  
Yes, at least one excursion per year and the students must complete performances in either elective.

Is there a lot of prac or is the subject mainly theory based?  
There are components of both, but the focus is in developing skills that directly impact on the student’s performance ability. The written area covers some general knowledge, listening, aural, composition and theory work.

Does it benefit any VCE units 3 and 4 subject I wish to take?  
It is really quite a vital step in preparing for Music Performance Units 3 and 4. We prefer students to complete at least two semesters of music across years 9 and 10 prior to undertaking VCE studies in Music.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Creating and Making: Performance:
Students work independently and collaboratively to perform both as a soloist and sometimes within ensembles. The focus is on becoming a more confident performer.

Exploring and responding: Musicianship:
Students develop their knowledge of the theoretical elements through the completion of written and oral work using the Deborah Smith course book Level 2. They participate in informed listening activities and develop an understanding of musical styles. This may include managing events, composing and arranging selected works, written assignments and/or research.
Year 9 Printmaking: Making an Image (aka Printmaking)

Course Description
Students electing this study will be able to develop skills and produce art works using printmaking techniques. These may include lino cuts, stencil, screen printing, etching techniques and computer manipulated images presented on fabric. The print process can be very exciting and students will be able to repeat simple and complicated designs using single or multi colours onto different surfaces including paper, card and fabrics. Any art process uses drawing as its foundation and students will be taught and supported to improve their individual drawing and sketching skills. It is these drawings which they will develop further into finished prints. Art appreciation of famous printmakers’ works will assist students to understand how artists work and why certain art styles were created.

Frequently Asked Questions
WHAT DO YOU STUDY IN PRINTMAKING?
It involves marking prints which may involve the following techniques;
- A. Found object printing, which is experimental work to see how prints are simply made and to give basic techniques.
- B. Small lino print to develop an understanding of the techniques and practice getting good print quality. Single colour print.
- C. Large lino print – multi coloured 30x 30 cm. This is the application of the technique learned from the small print.
- D. Silk screen print to teach the techniques and print on paper or fabric.
- E. Etching on perspex. To demonstrate the etching technique.

IS THERE A LOT OF PRACTICAL WORK IN THIS SUBJECT?
Because it is very hands on students enjoy printmaking and are pleased with the images they are able to produce. Very little homework is required. Perhaps collecting pictures to help with ideas for the practical work and some researching of artists.

DOES IT BENEFIT ANY VCE SUBJECT I WANT TO TAKE?
This type of work can be used in Units 1, 2, 3, 4 of Art, Studio Arts and Design Technology. It is also a general interest subject and the techniques can be applied to home decoration, hobbies etc.

IS IT HARD?
Printmaking involves developing suitable and appropriate designs for the printing technique and producing good quality prints from your designs and developing an understanding of where and how to use the techniques. If you enjoy it then it will seem easy to learn.

ARE THERE ANY PRE-REQUISITES?
None other than an interest art and learning about other art techniques.

ARE THERE ANY ASSOCIATED COSTS?
There is no set text but students are required to purchase a sketch book.

WHAT SORT OF EMPLOYMENT OPPORTUNITIES MIGHT I HAVE AS A RESULT OF THIS SUBJECT?
Printing is a recognised trade but the kinds of printmaking done in this class is more associated with graphic design or illustration. For example wine labels and packaging often use lino printing as a technique.

Students considering pursuing graphic design at a tertiary level may benefit from the skills learnt in Printmaking.
Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Creating and Making:
The Creating and Making dimension focuses on ideas, skills, techniques, processes, performances and presentations.

Exploring and Responding:
The Exploring and Responding dimension focuses on context, interpreting and responding, criticism and aesthetics.
Year 9 Programming

Course Description
Programming enables students to acquire knowledge and understanding of the use of computers to solve problems through computer programming. Students will use a graphical programming environment to create simulations and generated art. They will investigate algorithms and how to model problems. The course is designed to extend the skills of students who are interested in learning programming.

Frequently Asked Questions
What will you do?
You will learn how computers can be used to simulate real life situations and use these simulations to make predictions. Secondly, you will learn how computers can be used to automate drawing tasks and generate art work. These will be undertaken within a framework of learning how to model problems and describe solutions.

Who should do it?
Programming is designed for students who wish to experience an introduction to computer programming.

Where does it lead next year?
Programming is an ideal lead into doing Units 1 & 2 Information Technology – Programming or the Information Programming and Systems elective at Year 10.

What does it prepare me for?
Students doing Programming are usually interested in careers in ICT and the skills developed in this subject such as problem solving and the use of graphic organisers to represent their thinking are invaluable skills.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Folio:
Student will complete a selection of programming tasks and investigate the description and comparison of solutions.

Design Projects:
Students will design and construct programs to solve information problems.

Investigation:
Students will investigate the impact of developments of ICT on individuals and society.
Year 9 Psychology - My World, Your World (aka Psychology)

Course Description
Psychology: my world, your world is designed to give you an insight into the discipline of Psychology so that you can make an informed decision about what you might like to study in your final years at school. This elective will explore the science behind our social relationships, our behaviour and the way we communicate, giving you a taste of some of the exciting concepts studied in Units 1 – 4. You will have the opportunity to explore how Psychology explains human behaviour by participating in interesting in-class experiments and studying those that have formed the basis for different Psychological perspectives and theories.

Frequently Asked Questions
WHAT IS THE PSYCHOLOGY: MY WORLD, YOUR WORLD ELECTIVE?
This is a 3 period PSYCHOLOGY elective.

WHAT SORT OF STUDENTS SHOULD TAKE PSYCHOLOGY: MY WORLD, YOUR WORLD?

Psychology: my world, your world is a Science subject, which is aimed at students with an interest in Psychology. The subject focuses on the exploration of psychological theories and your ability to apply this understanding to your own world. This requires you to be able to read and interpret information and to communicate your understanding in clear written responses, including scientific reports. Therefore you will need to have strong literacy and writing skills and an ability to work cooperatively with your peers. This elective will require you to have a strong work ethic that can cope with learning and applying exciting new information at a relatively fast pace.

WHAT WILL I LEARN IN PSYCHOLOGY: MY WORLD, YOUR WORLD?

In Psychology you will learn the basis of the scientific method. This includes developing and evaluating hypotheses, designing investigations, performing practical work in a safe and responsible manner and interpretation of results. You will also develop problem solving, and group work skills. Topics will include positive psychology, emotions, neurons and the nervous system.

WHAT SORT OF GRADES SHOULD I HAVE GOT FOR SCIENCE IN YEAR 8?

While there is no specific pre-requisite grades for taking Psychology, the nature of the subject suggests that students selecting the elective should have a genuine interest in scientific investigation and should have achieved satisfactory results in Year 8 Science. You should be motivated to learn, with a diligent approach to your studies which includes following a homework schedule and taking responsibility for your learning. If you have difficulty with reading material and applying your knowledge to situations then you will probably find this subject challenging.

DOES THIS PSYCHOLOGY ELECTIVE HELP WITH THE CORE SCIENCE SUBJECT?

The experience with conducting practical activities should enhance your ability to evaluate and interpret the practical work done in your core Science subject. An understanding of scientific method can help in putting various scientific theories and concepts into perspective.

IS PSYCHOLOGY: MY WORLD, YOUR WORLD REQUIRED FOR ANY FUTURE SUBJECT CHOICES?

No, it is not a pre-requisite for any VCE Science subject. Some students may
find, however, that the extra experience in experimental design and interpretation can enhance their ability to evaluate and interpret experimental results in VCE science subjects, especially Psychology. It will give you a really good idea about the Psychology at a VCE level.

AREAS OF ASSESSMENT

Students will be assessed on the following tasks that reflect the assessment encountered in VCE Psychology. At least two different tasks selected from:

- Evaluation of research
- Media response
- Folio of practical activities
- Oral presentation using two or more data types
- Report of a student investigation
- Test
- Visual presentation
Year 9 Research Science

Course Description
Research Science is designed to extend students who have an interest in Science. Research Science is the application of scientific knowledge and skills to conduct research into practical everyday problems. It encourages originality and creativity and enables students to understand how scientists conduct scientific research. Students acquire this knowledge and skills whilst participating in a wide range of activities including:
> Experimental design and interpretation
> Space Research and Technology;
> The CSIRO student research program CREST involving individually negotiated research projects and extended investigations of a scientific field of study. Activities may include entry into the science talent search or various competitions.

Frequently Asked Questions
WHAT IS THE RESEARCH SCIENCE ELECTIVE?

Research Science is a study of the principles and practice of the scientific method. After some introductory work of experimental design, it has a major focus of a scientific investigation which is devised, designed and carried out by a small group of students.

WHAT SORT OF STUDENTS SHOULD TAKE RESEARCH SCIENCE?

Research Science is an extension Science subject, which is aimed at students with demonstrated interest and talent in scientific investigations and practical activities. The subject focuses on appropriate design and interpretation of scientific experiments so students will be expected to work with a large degree of independence. You therefore, need to be able to work autonomously, either by yourself or in a small group.

WHAT WILL I LEARN IN RESEARCH SCIENCE?

In Research Science, you will learn the basis of the scientific method. This includes developing and evaluating hypotheses, designing investigations, performing practical work in a safe and responsible manner and interpretation of results. You will also develop problem solving, and group work skills.

WHAT SORT OF GRADES SHOULD I HAVE GOT FOR SCIENCE IN YEAR 8?

While there is no specific pre-requisite grades for taking Research Science, the nature of the subject suggests that students selecting the elective should have a genuine interest in scientific investigation, and at least grades of 'excellent' in year 8 Science. If your results are less than this, you will probably find Research Science difficult and not particularly rewarding.

HOW MUCH PRACTICAL WORK IS INVOLVED?

Practical work is a particular focus of Research Science. In the initial stages, several practical activities will be undertaken with varying degrees of student design. However, for a significant portion of the semester, it will be expected that a larger practical activity will be undertaken. You will be expected to identify, devise, plan and carry out this practical investigation with a high degree of autonomy.

DOES RESEARCH SCIENCE HELP WITH THE CORE SCIENCE SUBJECT?

The experience with designing practical activities should enhance your ability to evaluate and interpret the practical work done in your core Science subject. An understanding of scientific method can help in putting various scientific theories
and concepts into perspective.

IS RESEARCH SCIENCE REQUIRED FOR ANY FUTURE SUBJECT CHOICES?

No, it is not a pre-requisite for any VCE Science subject. Some students may find, however, that the extra experience in experimental design and interpretation can enhance their ability to evaluate and interpret experimental results in VCE science subjects.

WHAT IS CREST?

CREST is an award made by the Commonwealth Scientific and Industrial Research Organisation (CSIRO). CREST stands for CREativity in Science and Technology. It is awarded to secondary school students who demonstrate the ability to plan and conduct a scientific investigation, by meet specific documentation requirements. In Research Science, you will undertake an investigation which leads to the award of a CREST certificate.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Knowledge and Understanding:
Students complete tasks and practical exercises that demonstrate the understanding and application of scientific methods.

Crest Project:
Students complete an individual research task; designing and conducting an experiment then presenting findings orally and in written form.

Research and Communication:
Students complete a series of activities and projects that use a variety of different approaches to research and communication.
Year 9 Safety and Survival Skills (aka SASS)

Course Description
This elective subject provides students with the opportunity to complete formal qualifications in water safety and first aid. When completing the Bronze Medallion (water safety-swimming), students will train and prepare over 8 weeks at the Monash Aquatic and Recreation Centre. Students will also complete a Level 1 First Aid course and a CPR qualification over 4 weeks. All of these qualifications are nationally recognized and are exceptional additions to any student's resume. The class will participate in two day excursions with a focus on beach safety and surfing.

Frequently Asked Questions
How long does the elective run?

Safety and Survival Skills is a semester-length elective for Year 9.

Who is this course suitable for?

This course requires a high level of swimming competency. The course is not a learn-to-swim program. All students must be competent swimmers. Students without high levels of swimming competency are placing their chances of success in this course at risk. The course requires students to complete some of the course components in their own time, and extra fees are required. Please see the pre-requisites below.

What skills will my child gain?

Safety and Survival Skills provides students with the opportunity to complete formal qualifications in water safety and first aid. Students will complete the Bronze Medallion (water safety-swimming), a Level 1 First Aid course and a CPR qualification. All of these qualifications are nationally recognized and exceptional additions to any student's resume. The aim of the Bronze Medallion award is to develop the knowledge, judgment, technique and physical ability to carry out safe water rescues. A cardio-pulmonary resuscitation award is included in the First Aid course, in addition to first aid procedures for allergic reactions, anaphylaxis, asthma, cardiac arrest, stroke, choking, airway blockage, severe bleeding, shock, skeletal and muscular injuries etc.

PRE-REQUISITES:

Class size: Will be limited to 20 for each semester.

Swimming ability: Students must be able to competently swim 400 metres continuously in under 13 minutes. 100 metres each of freestyle, breaststroke, sidestroke and survival backstroke.

Age: Students must turn 14 years of age by the completion of the SASS course

COST: There will be financial costs involved for all students undertaking this elective. The approximate cost is $390-450 (specific details will be provided at the start of the Semester).

Attendance: All students must attend all Monday classes to ensure they complete all aspects of the course to receive their qualification. Failure to attend may result in the student not receiving their award.
Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Level 1 First Aid Certificate:
The First Aid certificate will be taught and assessed by external providers therefore students will only be assessed with an S or an N. A cardio-pulmonary resuscitation award is included in this task.

Bronze Medallion Award:
The Royal Life-Saving Society of Australia – Bronze Medallion Award will be taught and assessed by external providers, therefore students will be graded with an S or an N.

Theory:
Students will be required to complete a test to assess their First Aid knowledge, an inquiry research task which includes an oral presentation to the class, and other theory based tasks. The theory component will be assessed according to the GWSC reporting guidelines.
Year 9 **Sculpture - Exploring 3D Design** (aka Sculpture)

**Course Description**
Students electing this subject will explore the basic principles of sculpture using a variety of media, as well as everyday objects as sources of inspiration. A variety of techniques such as moulding, carving, twisting, embedding, paper mache, waxwork and basic mould making may be taught. Students will be assisted to develop their understanding of three dimensional art forms. Students will study sculptors both as inspiration and in the written, or responding to the Arts outcome. Excursion may be run to venues such as: William Rickett’s Sanctuary, The National Gallery of Victoria, The McLellan Sculpture Park in Langwarrin, and Heide Sculpture Park.

If you are interested in exploring elements of three-dimensional sculpture this unit is for you. This fun new elective will encourage you to develop your individual skills using interesting three-dimensional sculpture as the medium.

**Frequently Asked Questions**

**WHAT DO WE STUDY IN SCULPTURE?**
Students produce a range of sculpture using a variety of media and techniques. Students will be encouraged to experiment with and investigate the various properties of materials. Students will keep a written and visual diary to reflect on the processes undertaken and will study a variety of artists from different cultures throughout the semester.

**WHAT SORT OF STUDENT IS ATTRACTED TO THIS STUDY?**
Students who enjoy art in general and who would like the experience of a tactile subject designed to produce three-dimensional work of a very individual and exciting nature. This subject would suit kinetic learners and students who like to create through constructing, carving and modelling materials.

**IS THE STUDY MAINLY PRACTICAL? HOW MUCH THEORY IS THERE?**
This is definitely a practical subject but students will be expected to expand their knowledge of sculpture through responding to the work of other artists.

**Are there any associated costs?**
The school supplies most of the materials used although students may choose to bring in extra materials to enhance the sculpture they are working on.

**Do we get to go on an excursion?**
Yes! Students will be encouraged to attend an excursion to gain an appreciation of the work of other artists. The destination for this excursion will vary depending on what exhibitions are available. Students then are then better able to reflect on the work they have studied and incorporate these artistic and cultural influences into their own creations.

**WHAT SORT OF EMPLOYMENT OPPORTUNITIES CAN BE DEVELOPED FROM THIS STUDY?**
One of the reasons sculpture was introduced into the curriculum was to give students a practical understanding of three-dimensional forms which they had otherwise struggled to visualise in the study of mathematical theory. Sculpture gives students the opportunity to experiment with the properties of different materials. They can use materials to construct, carve and model forms all of which relates. Future career paths would relate to work requiring the manipulation of materials, building, carpentry, and metalworking.
Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

**Assessment Tasks**
**CREATING AND MAKING:**
During the unit students will explore the following:

- Basic elements of sculpture such as mass, scale, line, texture, movement, balance and colour,
- Experimentation with a variety of media,
- Development of individual sculptures.

**EXPLORING AND RESPONDING:**
A folio of sketches and digital images will be presented depicting the stages of sculpture making including notations and observations. A written or multimedia investigation into sculpture will also be researched and presented.

Where possible students will have the opportunity to respond to sculptural works observed as part of a visit to an exhibition.
Year 9 Small Business

Course Description
Small Business provides a general introduction to what is a small business and how to make it successful. Topics studied include developing a business plan and successful marketing strategies. It also includes a study of the economic environment in which businesses operate and the many factors that will influence small business. Also included is the study of the financial management of small business, including many of the basic accounting practices needed to successfully operate your own business.
Students will participate in a range of learning activities which include undertaking a variety of practical exercises and case studies and completing a project where students develop, present and where possible, implement a business plan for their own product idea.
The course provides a valuable preparation for studies in VCE Accounting, Business Management and Economics.

Frequently Asked Questions
What do we study in small business?
We look at the economy and the factors that influence how it operates and how small business operates within it. We then take some time to look at small business and factors that affect it. We look at how a small business operates, what resources it needs, what decisions need to be made and factors that influence its success. We also spend some time looking at some of the recording and reporting aspects needed for small business.

Is there some practical aspects?
We finish the semester with a group activity where students set up a small business, develop a ‘real life’ Business Plan and either present their ideas in the form of a presentation or participate in the more practical ‘hands on’ development of their product idea.

How will I be assessed?
There is a variety of different types of assessment around three different areas. Students Knowledge and Understanding is assessed through a series of worksheets, tasks and a topic test. Skills are also assessed through a variety of analysis tasks including looking at government policy, ecological sustainability and some cost/benefit analysis. Communication is also assessed through activities such as mind maps, posters and the development of a business plan.

What sort of students would find this subject appealing?
Students, who have an interest in the world around them, want to know how systems work and have an interest in current affairs. Many students like to do this subject in case they are involved in operating a small business later in life.

Will this subject help me for VCE?
Doing Small Business will give students and introduction to the VCE subjects of Economics, Business Management and Accounting. Students can then make decisions about which of this subject they might like to continue to study in their VCE years, or possibly select one to study in Year 10 if they have some strong academic results.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
KNOWLEDGE AND UNDERSTANDING:
Learning activities that relate to the acquiring and exploring of knowledge within the Humanities Domain.

SKILLS:
Learning activities that assess student’s acquisition and application of skills
pertinent to the study of Humanities.
Year 9 Sustainable Living

Course Description
The Sustainable Living elective involves students designing, planning and developing a sustainable fruit and vegetable garden at Glen Waverley Secondary College. Students will:
• develop knowledge and understanding of how to construct a sustainable vegetable garden which meets the community needs.
• design and landscape a vegetable garden
• propagate, plant and harvest the fruit and vegetables grown
• construct garden beds, water features and a billabong to improve sustainability of the area.

Frequently Asked Questions
What do we do in the Sustainable Gardening Elective?
• Name and identify a range of fruit and vegetables
• work as a member of a team constructing garden features
• Construct a kitchen garden
• Plant propagation
• Seed collection
• Construct garden water features
• Assemble irrigation systems
• Build garden furniture
• Landscape construction

What do we wear?
• To work in the garden gumboots over winter and leather shoes over summer
• Gloves when gardening

Do we get to eat what we produce?
• Yes!

Will there be excursions?
• Day excursions. If any of the excursion involve an additional cost then parents will be informed well ahead of time.

Is there any Theory involved?
Yes. Students will be researching the correct species and varieties of fruit and vegetables to plant for the temperature and climate zone.

*Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.*

Assessment Tasks
Sustainable Garden Investigation:
Students will carry out an individual investigation into an aspect of interest in the sustainable garden

Practical Garden activities:
Students will be assessed with respect to their participation in the practical activities offered in the garden
Year 9 **Systems Engineering** (aka Electronics)

**Course Description**
Students will use their creativity and production skills to design and produce Electronic Robots. Students apply technology design processes that are common place in industry. Students will communicate their ideas verbally and through 2-D and 3-D modelling using Computer-Aided Design and simulation. The systems approach is used in studying the operation of circuits. Students will produce circuit boards and develop construction and troubleshooting skills.

**Frequently Asked Questions**
What will you do?
You will do Practical work involving the construction, testing and evaluation of a small Robotic Vehicle that responds to light.
You will learn about the technology design process and use software packages to aid your design.
There are number of small investigative assignments on circuits and electrical components.

Who should do it?
Anyone interested in wanting to know about electronics and mechanisms. If you like learning by doing and like to make things then this elective is for you.

Why should you do it?
It will give you a wider experience from which to make decisions about your career path. You learn valuable skills in problem solving and applying the Design Process.

Where does it lead me next year?
If you are considering doing Year 11 System Engineering at year 10 you should complete this subject as a minimum requirement. It also leads to the Year 10 System Engineering - Electronics elective.

What does it prepare me for?
It will really help in completing the electrical theory in the Physics course. It is a pathway to Year 11 and 12 Systems Engineering and this leads to a wide range of university courses in Electronics, Electrical Engineering, Robotics, Industrial Design and education. It would also prepare you for TAFE and vocational training courses in Electronics and Electrotechnology.

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*Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.*

**Assessment Tasks**

**Investigating and Designing:**
Students will provide evidence of their skill development in flexible thinking, design skills, and planning. Students will investigate and research a range of factors relevant to enhancing a design brief. They develop evaluation criteria from the design brief to evaluate their final product.

**Producing:**
Students will provide evidence of the development of their practical skills to convert designs into a functional product that meets the goals and objectives as identified in the design brief.

**Analysing and Evaluating:**
Students will provide evidence of appropriate techniques to safely test and evaluate the performance of their products/systems and make suggestions for modifications to improve their products/systems. Students will also describe
and analyse the social and environmental impacts of their products and technological systems.
Year 9 Textiles

Course Description
Through the use of modern technology students will design and develop fashion garments and/or articles which cater for their individual and social needs. The course is designed to broaden the base of understanding of the construction of garments and textile items. Students will develop a knowledge of:
> the design process
> equipment/machines
> fabric selection
> cutting and marking
> understanding patterns
> production techniques.

Frequently Asked Questions
What will you do?
You will design and make various garments and in the process develop your skills in Textiles. You will investigate a textiles related topic and learn the fundamentals of sewing and garment construction.

Who should do it?
If you have an interest in making things from material, learning how to design, plan and produce products then textiles is for you. If you are creative and enjoy hands on activities or just want to broaden your knowledge base then this elective is ideal.

Why should I do it?
To develop your basic life skills in sewing for yourself and family, to further develop an area of interest or develop a hobby. It will prepare you for a career in fashion or design and give you an introduction into the skills need to complete Design and Technology at VCE.

Where does it lead next year?
Year 9 Textiles leads directly into Unit 1&2 Design and Technology-Textiles at Year 10 or into the Year 10 Textiles elective. Students have achieved excellent results and high ENTERs by choosing to do this subject in Year 12.

What does it prepare me for?
Studies in Textiles can lead to careers in Fashion and Design, various engineering pathways and into garment making. An understanding of the Design process and its application can provide opportunities to study in related fields of vocational education and training.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Investigating and Designing:
Students will provide evidence of their skill development in flexible thinking, design skills, and planning. Students will investigate and research a range of factors relevant to enhancing a design brief. They develop evaluation criteria from the design brief to evaluate their final product.

Producing:
Students will provide evidence of the development of their practical skills to convert designs into a functional product that meets the goals and objectives as identified in the design brief.

Analysing and Evaluating:
Students will provide evidence of appropriate techniques to safely test and
evaluate the performance of their products/systems and make suggestions for modifications to improve their products/systems. Students will also describe and analyse the social and environmental impacts of their products and technological systems.
Year 9 Visual Communication Design (aka Vis Comm Design)

Course Description
In Visual Communication and Design students use visual language to improve learning and communication skills. Students cover the basics of design using the Design Process to develop ideas and solve problems, and manipulate the Design Elements and Principles to produce visual solutions. Tasks covered can include Architecture, Typography, Product Design; such as T Shirts, watches or package Design. Students will use freehand and instrumental drawing, and improve rendering skills using a range of materials such as the Copic Markers. Students learn to extend drawing techniques and are given the opportunity to gain skills in computer programs such as Illustrator and Photoshop. They apply this knowledge to produce a folio of creative visual communications.

Frequently Asked Questions
What do you study in VCD?
Visual Communication and Design is a practical creative subject concerned with making images and understanding messages that can be conveyed using pictures and text.

We may study a range of Visual Communications including; Product design, Architecture, Multimedia, Drawing and Rendering and even Fashion Design. Students in Year 9 have made 3d models of buildings, looked at floor plans, designed T-shirts and noodle boxes and learnt to draw and shade more accurately to name a few examples.

What sorts of students are attracted to this subject?
You should study Visual Communication and Design if you enjoy experimenting with new ideas and devising creative solutions. Students who are interested in image making, visual messages, building design, interactivity, trends in clothing, etc. It would be a good idea for anyone who is considering a career in any area of design to study Visual Communication and Design because we learn about the different areas of design. You should gain a greater understanding of design in industry and how to approach and solve design problems through studying the subject.

Is there a lot of prac or is the subject mainly theory based?
You will be involved in the practical area a lot more than the theory side, although there is always some theory associated with every subject. We will explore practical image making, use visual manipulation computer software, learn traditional drawing techniques, analyse examples of the work of other designers, think about your work, and challenge your own ideas and opinions.

Does Visual Communication and Design benefit any VCE subjects?
Visual Communication and Design is a VCE subject as well. It is offered at GWSC as an elective in the Visual Arts from years 9-12. The practical skills and creative thinking skills that you learn in each year level will contribute to the following years cumulatively as you build an understanding and a solid background in the subject area. This subject can be a prerequisite for Architecture and Design Courses at various Tertiary institutions.

Do I need good marks in Art and Design to do VCD?
Not necessarily. You may find that there are aspects of Visual Communication and Design that really excite you in a new way. As you get older, your sense of personal identity develops and you may start to develop new interests.
What sort of employment opportunities might I have as a result of doing this subject?

Graphic design, Product design, Interior Architecture, Architecture, Multimedia and Fashion design are all university degree courses, which may lead directly to professional employment within those industries.

Most visual arts and design courses at university require a **folio** and **interview** for entrance. This folio should be a range of your best work. Work that you feel best demonstrates your interests and skills. You may include work that you have produced at any time. As a result you may want to include some of your year 9 Visual Communication and Design work in your folio.

**Is it hard?**

If you enjoyed Art and Design in years 7 & 8 it is likely that you will find some aspects of Visual Communication and Design that you are interested in and enjoy.

Visual Communication and Design encompasses many different aspects of design in industry. Students often find areas within the subject they enjoy more than others these may differ widely from student to student.

*Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.*

**Assessment Tasks**

*Creating and Making:*
The Creating and Making dimension focuses on ideas, skills, techniques, processes, performances and presentations.

*Exploring and Responding:*
The Exploring and Responding dimension focuses on context, interpreting and responding, criticism and aesthetics.
Year 9 Wood

Course Description
This elective aims to extend students skills in designing, making and evaluating when working from a design brief. Students will work with wood and/or metal and/or plastic to design and develop products such as coffee tables and bookends.
Students participate in a range of learning activities which include the following:-
> learning how to use computer aided drawing software;
> learning practical skills to make products;
> investigating issues and needs.
> safe working with tools and equipment.

Frequently Asked Questions
What will you do?
You will design your products using Prodesktop and construct coffee tables, and make book ends. You will learn some basic woodwork skills and get to use a wide range of tools and equipment.

Who should do it?
If you enjoy making things in timber, like working with your hands and want to develop some useful life skills. Maybe you have an interest in construction or engineering then this elective is for you.

Why should I do it?
To improve skills in producing a mortice and tenon joint and in using a range of tools. To develop problem solving skills and learn construction techniques. To widen the range of subjects that you have experienced at school.

Where does it lead next year?
This elective leads on to Year 10 Wood or directly to Unit 1&2 Design and Technology which can choose at Year 10 or Year 11

What does it prepare me for?
The skills learned would lead into Architecture, Design, Engineering, Building and construction, and teaching, to name just a few.

Note that the assessed items for this subject can change from year to year. The items shown below are those currently being assessed in this subject, and for prospective students these should be taken as a guide only.

Assessment Tasks
Investigating and Designing:
Students will provide evidence of their skill development in flexible thinking, design skills, and planning. Students will investigate and research a range of factors relevant to enhancing a design brief. They develop evaluation criteria from the design brief to evaluate their final product

Producing:
Students will provide evidence of the development of their practical skills to convert designs into a functional product that meets the goals and objectives as identified in the design brief.

Analysing and Evaluating:
Students will provide evidence of appropriate techniques to safely test and evaluate the performance of their products/systems and make suggestions for modifications to improve their products/systems. Students will also describe and analyse the social and environmental impacts of their products and technological systems.