
# Junior Subject Handbook 2025

## *Yr7-Yr8-Yr9 Subject Offerings*

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## Gisborne Secondary College

*Respect – Achievement – Innovation - Diversity*

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# Acknowledgement of Country

Gisborne Secondary College acknowledges the Wurundjeri people as the traditional owners of the country upon which we learn and work. We recognise their continuing connection to land, water and community and pay respect to Elders past, present and emerging.

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# Foreword

## A message from our Principal

I'm pleased to present the Course Selection Handbook for the coming year. This handbook has been carefully developed to provide students and their families with key information about transition processes, program options, and subject choices.

We are proud of the breadth of opportunities available to students at Gisborne Secondary College, and develop our programs for the following year based on student interest and choice at each year level. This allows students to tailor their learning to their individual interests, skills and future aspirations.

This handbook is one part of our comprehensive course selection process, which includes our Course Information and Subject Expo evening, and individual Course Advising sessions.

I wish our students and families all the best as you embark on this process, and encourage you to take up all the support offered by the college throughout Course Selection.

**Sarah Rose**

Principal

# Structure of Junior School

## *Engagement and Wellbeing*

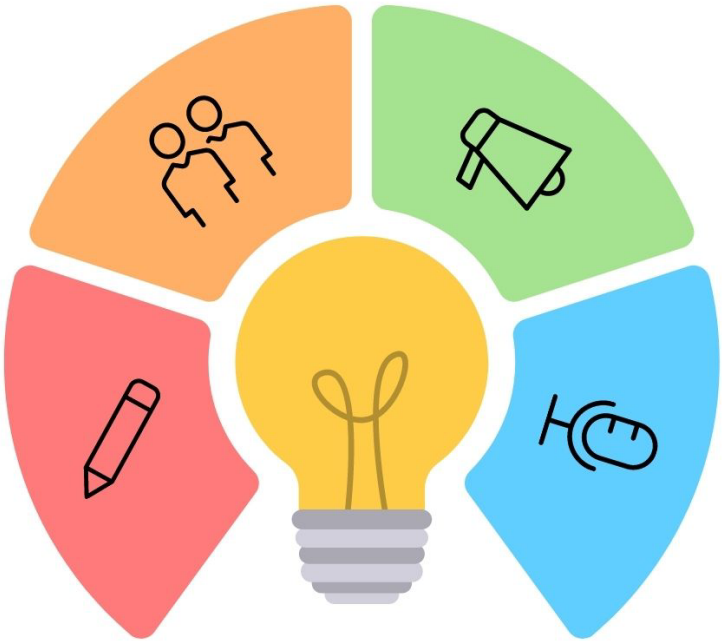
Welcome to Junior School!
We pride ourselves on providing a supportive and inclusive education at Gisborne Secondary College. Junior School students experience a comprehensive curriculum that equips them with the key knowledge, skills and attributes for on-going academic and personal growth. Students are well supported by our collaborative approach to teaching and learning, with classroom teachers, Education Support staff, Year Level Leaders and Junior School Leaders working together with our Inclusion and Wellbeing teams to foster individual student engagement, achievement and wellbeing. In addition, our GSC LEARN (Learning Intention & Success Criteria, Engage & Explore, Apply, Review, Next Lesson) Instructional Model and our SWPBS (School Wide Positive Behaviour Support) framework set the foundations for a consistent and positive approach to student learning and wellbeing.

Junior School student life is a full one, with a variety of programs and activities that complement and enhance the teaching and learning program, and that provide an opportunity for all students to explore and demonstrate the school values of Respect, Achievement, Innovation and Diversity.

Year 7 students commence Junior School life with a structured and engaging Welcome Week to ease their transition from primary school to secondary college. This is followed by the Year 7 Adventure Camp that builds social connections and provides students with personal challenges that aim to build their resilience and self-efficacy.
In the subject Connect we focus on the teaching and learning of the Victorian Curriculum F-10 Capabilities. As part of this, the Year 7 Peer Support Program ensures that students are mentored by senior school students early in areas such as respectful relationships and team-building skills. This focus on cross-curricular learning continues throughout Years 7-9 with a range of programs offered such as Live4Life - Teen Mental Health Program, Gisborne Men's Shed Workshop, School for Student Leadership Camp, Brainstorm cyber-safety theatre performances and Medieval and Ancient Day incursions.

In Year 9, students participate in our signature experiential engagement program, RAID, with fortnightly full day activities at school, in our local area, Melbourne CBD and Bendigo. As part of the program, students are offered the opportunity to participate in a two-day city camp that aims to build cultural awareness, teamwork and independence.

At the end of each academic year, Junior School students prepare for and gain insight into their following year of study with a two-week Step-Up program.



## 7 Year 7

In Year 7 students engage with all learning areas as part of a set learning program designed to support their transition to secondary education.

## 8 Year 8

At Year 8 the learning program continues to build breadth of knowledge, with students completing a set program of subjects that foster capabilities and growth.

## 9 Year 9

In Year 9 students undertake a core learning program alongside personalised elements to consolidate their skills and knowledge and explore pathways.

## 10-12 Senior School

At Senior School (Years 10, 11 and 12) students are able to design an individualised learning program based on pathway preferences and requirements of The Victorian Certificate of Education (VCE).

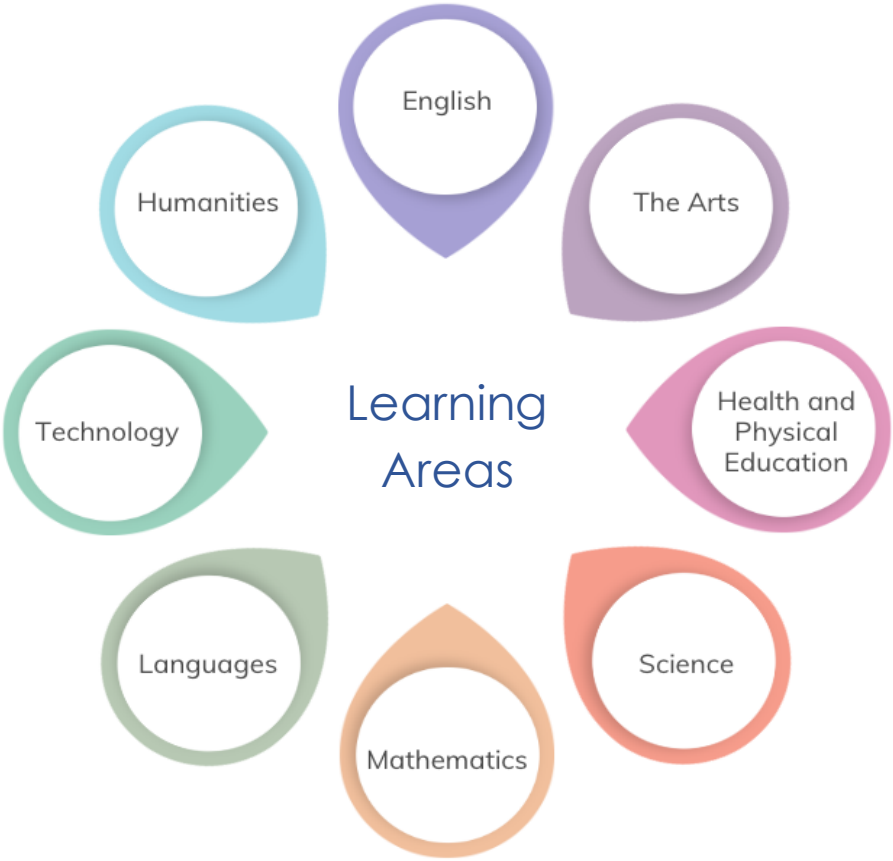
# Year 7

# At Year 7...

## An Overview

In Year 7, students are offered a breadth of subjects that both engage and challenge. Students explore all learning areas and capabilities within the Victorian Curriculum F-10, with a strong focus on learning opportunities that support a successful transition to secondary college. From the start, we encourage students to be proactive in their learning, by setting and reflecting on personal goals. Students complete 6 core subjects over the year: English, Maths, Science, Humanities, Health & P.E. and a Language, with each subject varying in the number of periods of study. Some students will undertake Literacy Support in place of a Language, and these placements are based on teacher recommendation and learning growth and achievement data gained during the Transition process. Also embedded within the learning program are semester-based Arts and Technology subjects that develop a range of practical and creative skills and provide insight into future pathways. In the subject Connect, students further their understanding of respectful relationships and build on their personal, social and intercultural knowledge and skills.

Each Year 7 subject is scaffolded by a range of diagnostic, formative and key assessment tasks that develop and assess key knowledge and skills. Key Assessment Tasks are generally graded as A-E based on a percentage grade or as Satisfactory (S) or Not Satisfactory (N).



# Yr7 English and LEAP

*Curriculum Area: English*

## *Subject Description*

In Year 7 English, students will explore a diverse range of texts to deepen their appreciation of different perspectives and narratives. They will interpret, evaluate and discuss literary, persuasive, and informative works, while developing their skills in creating such texts themselves. Emphasis will be placed on refining their understanding of grammar, punctuation, and structural elements at the levels of words, sentences and paragraphs.

Students will be encouraged to enrich their vocabulary with specialist and technical terms, and to experiment with language techniques and literary devices encountered in texts. Collaborative group work will foster opportunities for presenting ideas through authentic speaking and listening activities.

Subject Length: Whole Year  8 Periods Per Cycle

## *Key Knowledge*

- Key ideas and literary devices across various texts.
- Persuasive language in nonfiction and multimodal texts.
- Parts of speech, grammar, punctuation, and text structure.
- Exploration of historical, cultural, and social contexts through works by Aboriginal and Torres Strait Islander authors as well as world authors.
- Spelling rules, base words, suffixes, prefixes, spelling patterns, and word origins.

## *Key Skills*

Students will have the opportunity to:

- Present effectively both individually and in groups.
- Engage in collaborative discussion and debate, demonstrating active listening and respectful communication.
- Craft narrative, descriptive, persuasive, informative, and analytical pieces.
- Utilise multimodal and digital elements purposefully for specific audiences.
- Use effective reading comprehension strategies, such as summarising, predicting, and making connections.
- Develop critical thinking skills to evaluate texts and arguments.
- Enhance vocabulary acquisition and use in diverse contexts.
- Apply editing and revising techniques to improve clarity, coherence, and effectiveness of written work.
- Demonstrate understanding of media literacy by critically evaluating digital and print media sources.

## *Key Assessment Tasks*

- Descriptive Text (graded)
- Persuasive Text (graded)
- Writer's Craft Folio: Things a Map Won't Show You (graded)
- -Film Review: The Sapphires (graded)
- Participation in Reading Program (S/N)
- Education Perfect Tasks (S/N)
- Workbook (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Prue Jones and Ms Lauren Simpson

# Yr7 Literacy Support

*Curriculum Area: English*

## *Subject Description*

In Literacy Support students focus on specific literacy components including reading, writing, vocabulary, speaking, listening and overall organisational skills.

Focused literacy concepts are embedded within units with a real-world connection or theme, to capture student interest and build their understanding about themselves and their world.

Subject Length: Whole Year  5 Periods Per Cycle

Literacy Support is timetabled in place of Languages subjects.

## *Key Knowledge*

- Teaching and learning activities build student independence in applying reading comprehension skills as a means of learning, researching topics and broadening their knowledge base.
- Students learn the traits of writing, spelling strategies, and building their vocabulary and understanding of different genres of writing.

## *Key Skills*

Students will have the opportunity to:

- Complete entries in their Writer's journal
- Read and view a range of short texts about important social issues
- Plan, draft and refine their work
- Develop the ability to write for sustained periods of time
- Improve their speaking and listening skills
- Improve their spelling and punctuation

## *Key Assessment Tasks*

- Information Poster (graded)
- Oral presentation (S/N)
- Design & Mapping Task (graded)
- Writing Tasks (graded)
- Workbook (S/N)

## Additional Information

Please note that Literacy Support is not an elective class. Students are identified through the transition process and PAT-Reading testing.

## Who do I contact about this subject?

Mr Gavin Waterson and Ms Lauren Simpson

# Yr7 Maths and STEPS

*Curriculum Area: Mathematics*

## Subject Description

The purpose of Year 7 Mathematics is to develop the fundamental skills and knowledge required to be numerate individuals. Students participate in a variety of activities that develop understanding of key knowledge and skills across Number, Algebra, Space, Measurement and Statistics.
As part of Year 7 Maths, students undertake STEPS (Skills To Explore and Problem Solving) lessons to explicitly teach and use the mathematicians toolbox to problem solve and also explore a range of key skills in differentiated data driven groups.

Subject Length: Whole Year  8 Periods Per Cycle

## Key Knowledge

Semester One covers key knowledge in most of the Year 7 strands, with units on:

- Number Skills
- Index Laws
- Decimals
- Measurement
- Space
- Statistics

Semester Two covers key knowledge in a focused manner with units on:

- Patterns and Algebra
- Statistics

## Key Skills

Mathematical Skills including but not limited to:

- Communicative and distributive laws
- Problem solving strategies.
- Applying mathematical operations to fractions
- Classifying and identifying elements of geometric shapes and parallel lines.
- Introductory algebraic and linear relation skills
- Calculating summary statistics

## Key Assessment Tasks

- Hand-written tests (graded)
- Computer program-based quizzes (graded)
- Number Skills (graded)
- Problem Solving (graded)
- Index Laws (graded)
- Decimals (graded)
- Geometry (graded)
- Data Displays (S/N)
- Statistics Assessment (graded)
- Workbook (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Ash Bishop and Mr Tim Waters

# Yr7 Connect

*Curriculum Area: Cross-Curricula*

## *Subject Description*

Students explore personal identity, by identifying their strengths, goals and values. Participation in the Peer Support Program builds key social skills and self-awareness, as well as developing an understanding of respectful relationships and collaborative group work/partnerships.
Students develop effective problem-solving skills and critical and creative thinking through the use of a Growth Mindset, culminating in the presentation of a new learned skill. Students will develop their awareness and understanding of the history of Aboriginal and Torres Strait Islander peoples through activities related to Reconciliation and NAIDOC weeks. Students develop their concept of community connection and responsibility by working in a team to micro-volunteer. Each term, students work with the College's wellbeing team to learn strategies for building resilience, self-regulation and positive mental health.
Throughout the year, students reflect on their learning, personal growth and learning strategies by completing and presenting their Learning Jigsaw.

Subject Length: Whole Year  2 Periods Per Cycle

## *Key Knowledge*

- Growth Mindset
- Resilience, Rights and Respectful Relationships
- Wellbeing strategies
- Learning strategies
- Goal setting techniques
- Aboriginal and Torres Strait Islander peoples history and culture

## *Key Skills*

- Develop organisational & time-management skills
- Develop problem-solving skills and critical and creative thinking
- Work effectively and collaboratively in teams
- Set goals and reflect on their learning, challenges and achievements
- Contribute to the school and local community
- Build and apply a range of learning, social, emotional & personal strategies
- Apply different learning strategies

## *Key Assessment Tasks*

- Workbook (S/N)
- Peer Support Reflective Folio (S/N)
- Learning Jigsaw (S/N)
- Group Community Engagement Project (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Ashley Bishop and Mr Nathaniel Alexopoulos

# Yr7 Health

*Curriculum Area: Health and Physical Education*

## *Subject Description*

In Health, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. Students use critical inquiry skills to research and understand the influences on their own and others' health, safety and wellbeing.

Subject Length: Whole Year  1 Period Per Cycle

## *Key Knowledge*

Food and Nutrition:
- Students learn about the five different food groups
- Students learn about healthy eating practices

Alcohol and Tobacco:
- Students learn about the short and long term effects of alcohol and tobacco use
- Students learn about peer pressure and strategies to overcome this

Relationships and Sexuality:
- Students learn about what makes a healthy and respectful relationship
- Students learn about the changes in the human body during youth
- Students learn about strategies that can minimise harm to themselves and others

Personal Health and Safety:
- Students learn about looking out for youth health and safety
- Students learn about basic first aid
- Students learn about harm minimisation strategies

## *Key Skills*

Food and Nutrition:
- identify and explain the five different food groups
- a weekly food diary to gather and analyse health information

Alcohol and Tobacco:
- identify the short and long term effects of alcohol and tobacco use
- investigate scenarios and strategies that enhance their own and others' health, safety and wellbeing

Relationships and Sexuality
- list and explain what a healthy and respectful relationship looks like
- identify the physical, mental, social and emotional changes that happen during puberty

Personal Health and Safety
- practise basic first aid
- investigate scenarios and strategies that enhance their own and others' health, safety and wellbeing

## *Key Assessment Tasks*

- Workbook (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Brigid McClusky and Mr Nathan Mills

# Yr7 Physical Education

*Curriculum Area: Physical Education*

## *Subject Description*

Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves.
In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport.

Subject Length: Whole Year  4 Periods Per Cycle

## *Key Knowledge*

- Participate in a variety of skill and health related fitness tests
- Develop an understanding of skill and health related fitness components
- Understand the role they play in a variety of sports and activities and can identify when they are used
- Reflect on their performance and set fitness specific goals
- Study and participate in track and field events
- Use feedback to improve body control and coordination when performing specialised movement skills

## *Key Skills*

- Participate in badminton, soccer, softball, netball, volleyball and AFL
- Practise the fundamental movement skills of these sports
- Perform skills and drills, practise, apply and transfer movement concepts and strategies from these sports and activities
- Gather and analyse health information
- Investigate strategies that enhance their own and others' health, safety and wellbeing

## *Key Assessment Tasks*

- SEPEP Reflection (S/N)
- Fitness Testing Profile (S/N)

## Additional Information

## Who do I contact about this subject?

Mr Nathan Mills

# Yr7 Humanities

*Curriculum Area: Humanities*

## *Subject Description*

In Semester One, students develop foundational historical skills and knowledge of democracy and the Australian legal system through a semester long unit focusing on the ancient world. Students will develop their ability to order events, investigate change, identify cause and effect, evaluate significance and analyse source material relating to ancient Rome, ancient China and ancient Australia.

In Semester Two, students will explore the geography of Australia and develop their foundational understanding of business economics. The unit will introduce students to geographic spatial concepts while investigating the topics of water in the world and liveability.

Subject Length: Whole Year  6 Periods Per Cycle

## *Key Knowledge*

Semester One:
- History and Civics
- Ancient Rome, ancient China and ancient Australia

Semester Two:
- Geography and Economics
- Spatial concepts and mapping, water in the world and liveability

## *Key Skills*

Semester One:
- Source Analysis
- Chronology
- Historical Significance
- Cause and Effect
- Continuity and Change

Semester Two:
- Mapping and Data Organisiation
- Place, Space and Interconnection
- Research and Recording of Data

## *Key Assessment Tasks*

Semester One:
- Ancient Rome- Source Analysis (S/N)
- Ancient China- Source Analysis (graded)
- Ancient China- Flow Chart (graded)
- Ancient Australia- Test (graded)

Semester Two:
- Mapping Task (graded)
- Water Assignment (graded)
- Liveability Research Task (graded)

## Additional Information

## Who do I contact about this subject?

Ms Chris Tate and Ms Angela Robinson

# Yr7 Indonesian

*Curriculum Area: Languages*

## Subject Description

Year 7 Indonesian focuses on students consolidating and expanding their knowledge of Indonesian people, culture and language. Through the Animals unit, students will explore Indonesia's geography and biodiversity, and compare aspects of the environment.

Students begin to develop confidence in writing and speaking in the Indonesian language. They begin to become familiar with Indonesia's base word system with prefixes and understand how verbs are formed in Indonesian. Students continue to broaden their vocabulary knowledge with a specific focus on language related to the selected topics of animals, transport and places.

In Indonesian, students learn to interact and exchange ideas, experiences and interests with teachers, peers and others.

Subject Length: Whole Year  5 Periods Per Cycle

## Key Knowledge

- Students interact using Indonesian in classroom routines and communicative tasks.
- Students extend their grammatical knowledge, such as how language structures and features are used in texts
- Students explore Indonesian cultural concepts and compare them to concepts in their own language and culture

## Key Skills

- Engage with others to exchange ideas, experiences and interests
- Interact with others by making requests, seeking clarification, checking understanding and expressing opinions
- Identify, summarise and evaluate factual information related to topics of interest
- Respond to aspects of imaginative texts by expressing opinions and feelings about them
- Translate and analyse a range of texts
- Participate in intercultural interactions with peers, comparing aspects of culture.
- Consider how own biography, including family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences
- Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences
- Develop knowledge of me- verb rules and how to link and extend ideas such, as by using adverbs and cohesive devices
- Recognise that Indonesian has formal and informal forms

## Key Assessment Tasks

- Reading and Listening (graded)
- Writing (graded)
- Speaking (graded)
- Cultural (graded)

## Additional Information

## Who do I contact about this subject?

Mr Cameron McNamara and Ms Kristeen Quarrier

# Yr7 Japanese

*Curriculum Area: Languages*

## *Subject Description*

Students will be introduced to the foundations of Japanese language and learn about various aspects of Japanese culture. This course is communicative, stressing the development of Japanese in a real context. The hiragana script is introduced along with basic Kanji characters. Students will complete listening activities, learn songs and chants, use online activities and practise writing in Japanese. Culture assessments are designed to foster curiosity and expand student's knowledge and understanding of Japanese people and culture.

Subject Length: Whole Year  5 Periods Per Cycle

## *Key Knowledge*

- Students focus on learning how to introduce themselves. They will study how to ask and respond to questions regarding name, age, phone number, nationality and where they live
- Students will also study how to read, write and say the numbers from 1 – 99, and to use appropriate greetings
- Students will be introduced to the hiragana script and will improve their proficiency in reading and writing

## *Key Skills*

Students will be able to:

- Greet the teacher in Japanese
- Develop pronunciation skills
- Respond to and create written texts to describe real and imagined events
- Develop appropriate Japanese spelling, grammar, and punctuation skills
- Develop simple translation skills

## *Key Assessment Tasks*

- Cultural Studies (S/N)
- Hiragana Tests (graded)
- Oral Assessment (graded)
- Listening, Reading & Responding (graded)
- Workbook (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Kristeen Quarrier

# Yr7 Science

*Curriculum Area: Science*

## *Subject Description*

In Semester 1, students investigate separating mixtures, classification, forces and food chains. They explore a range of techniques to separate mixtures, including solutions. They will learn the importance of classification in helping to organise the diversity within and between groups of organisms. Students discover how an object's motion is caused by unbalanced forces acting on it and how Earth's gravity pulls objects towards the centre of Earth. Finally, they will look at interactions between organisms which can be described in terms of food chains and food webs and how they can be affected by human activity.

In Semester 2, students investigate our Earth in Space, Renewable Resources, States of Matter and the Water Cycle. They explore predictable phenomena on Earth, including seasons and eclipses. Students will understand what the term 'renewable' refers to when considering the Earth's resources and consider the timescale in relation to 'renewable'. They will explain the properties of different states of matter in terms of the motion and arrangement of particles. Students investigate factors that influence the water cycle in nature and explore how human management of water impacts on the water cycle.
Throughout Year 7 Science, students also discover that science and technology contribute to finding solutions to a range of issues that impact on other areas of society and involve ethical considerations.

Subject Length: Whole Year  6 Periods Per Cycle

## *Key Knowledge*

- Separating Mixtures
- Classification
- Forces
- Ecological Relationships
- Earth in Space
- Renewable Resources
- States of Matter
- The Water Cycle

## *Key Skills*

- Identify questions that can be investigated scientifically and make predictions based on scientific knowledge
- Collaboratively and individually plan and conduct a range of investigation types, ensuring safety guidelines are followed
- Measure and control variables, and select equipment to collect data with accuracy appropriate to the task
- Construct and use a range of presentation formats including graphs, keys and models to record and summarise data
- Use scientific knowledge and findings from investigations to identify relationships and draw conclusions
- Reflect on the method used in an investigation, including evaluating the quality of the data collected, and identify improvements to the method
- Communicate ideas, findings and solutions to problems including identifying impacts and limitations of conclusions and using appropriate scientific language

## *Key Assessment Tasks*

- Topic Tests: Separating Mixtures, Ecological Relationships, Water Cycle (graded)
- Arthropod Model & Research Project (graded)
- Forces Rotorcoptor Practical Report (graded)
- Earth in Space Research Task (graded)
- Renewable Resources Wind Generator Practical Report (graded)
- States of Matter Assignment (graded)
- Workbook: Application tasks in LEARN booklets (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Samantha Norris

# Yr7 Drama

*Curriculum Area: The Arts – Preforming*

## *Subject Description*

In Year 7 Drama, students will explore Character Development, Physical Theatre, Fractured Fairytales and The Scary and the Spooky. Students will explore the four expressive skills, manipulating their body to create defined and sophisticated characters. Students experiment with devising and scripting small group performances, applying production areas of costume, lighting and sound to enhance the dramatic effect.

Subject Length: Semester  3 Periods Per Cycle

## *Key Knowledge*

- Expressive skills
- Production areas
- What makes a character
- Narrative arcs
- Script writing
- Performance styles

## *Key Skills*

- Use expressive skills
- Show rather than tell
- Collaboration skills
- Write scripts that follow narrative arc
- Perform devised work

## *Key Assessment Tasks*

- Character Development Performance (graded)
- Physical Theatre Performance (graded)
- Fractured Fairytales (graded)
- The Scary and the Spooky (graded)
- Workbook (S/N)

## Additional Information

Related Subjects

- Music
- Dance
- Media

## Who do I contact about this subject?

Ms Hayley Townsend and Ms Nadine Clarke

# Yr7 Music

*Curriculum Area: The Arts – Preforming*

## *Subject Description*

In Year 7 Music, students explore the basics of playing both keyboard and guitar. They undertake a range of different practical tasks to explore the different elements of music. Students also use their knowledge of the elements of music to research instruments of the symphony orchestra.

Subject Length: Semester  3 Periods Per Cycle

## *Key Knowledge*

- Introduction to the elements of music
- Instruments of the orchestra
- Rehearsal and performance skills
- Listening and responding to music
- The history of music

## *Key Skills*

- Guitar - reading tabs and chords
- Keyboard - reading treble and bass clef, using correct finger positions
- Knowing characteristics of the instruments of the orchestra and their families
- Recognition of the Elements of Music - Structure, Pitch, Rhythm, Dynamics, Timbre, Articulation, Texture
- Knowledge of music throughout history, including art music from the ancient world, indigenous music of Australia and current popular music

## *Key Assessment Tasks*

- Instruments of the Orchestra assignment (graded)
- Practical skills on Keyboard and Guitar (S/N)
- Listening Journal (S/N)
- Workbook (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Kitty Skeen and Ms Nadine Clarke

# Yr7 Visual Language

*Curriculum Area: The Arts - Visual*

## *Subject Description*

This subject introduces students to both Visual Art and Visual Communication. Students learn the language/vocabulary of art as they study the elements of art, undertaking teacher guided practical activities and appreciation tasks, using a range of different mediums and techniques. Students explore Indigenous art and undertake a research-based task on a famous artist and complete a variety of tasks creating a folio of 2D and 3D artworks. Students maintain a visual diary with recording reflections and a wide range of art activities.

Subject Length: Semester  3 Periods Per Cycle

## *Key Knowledge*

- Explore how artists use materials, techniques, technologies and processes to realise their intentions in art works.
- Create and display artworks, describing how ideas are expressed to an audience.
- Explore and apply methods, materials, media, design elements and design principles to create and present visual communications.
- Use manual and digital drawing methods and conventions to create a range of visual communications.
- Develop and present visual communications for different purposes, audiences and in response to specific needs.

## *Key Skills*

- Developing skills when writing and discussing artworks.
- Develop skills in planning and designing art works and documenting artistic practice.
- Experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks.

## *Key Assessment Tasks*

- Two research tasks (graded)
- Visual Diary (S/N)
- Folio of finished artworks (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Tracey Phillips

# Yr7 Engineering/Metal

*Curriculum Area: Technology*

## *Subject Description*

Students learn about workshop safety, how to draw plans and make various items out of steel & sheet metal. They learn how to correctly identify and use a range of hand tools and basic machines. Students explore the origin of materials used and evaluate their finished projects.

Subject Length: Semester  4 Periods Per Cycle

## *Key Knowledge*

- Tool identification
- Generating, developing, communicating and documenting design ideas and processes
- Workshop safety
- Material characteristics

## *Key Skills*

- Managing a project
- Measuring & marking
- Identifying hazards
- Problem solving
- Using hand tools
- Using some power tools
- Evaluating a finished product

## *Key Assessment Tasks*

- Iron Ore research task (graded)
- Practical Projects – Flip Lid Box & Candelabra (graded)
- Workbook - Design Folio – Safety, Design & Evaluation (S/N)

## Additional Information

- Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.
- Related Subjects:
  - Year 9 Metalwork
  - Year 9 & 10 Engineering

## Who do I contact about this subject?

Mr Nick Maxwell, Mr Chris Wilson and Mr James Woodward

# Yr7 Textiles

*Curriculum Area: Technology*

## *Subject Description*

In Year 7 Textiles, Students embark on their exploration of both hand and machine surface design techniques through two assessment projects. They plan and manage their design briefs, conducting thorough investigations into various materials and components. Through material testing and graphic representations, they generate a diverse array of ideas to produce textile products. Evaluation of their outcomes against defined criteria and analysis of sustainability factors are integral components. Students gain exposure to a variety of surface design techniques and textile-specific equipment, while also emphasising safety protocols. Theory is seamlessly integrated throughout their learning journey and embedded within projects, covering aspects such as fibers, social and ethical considerations, and sustainability.

Subject Length: Semester  3 Periods Per Cycle

## *Key Knowledge*

- Creating designed solutions
- Analysing fabric characteristics and properties
- Fabric joining techniques
- OH&S

## *Key Skills*

- Hand and machine sewing
- Surface pattern techniques
- Pattern construction
- Designing in response to a brief
- Analysis and Evaluation
- Problem Solving

## *Key Assessment Tasks*

- Practical Project: Supermarket Stitch (Food Replica) (S/N)
- Practical Brief: Sustainable Bag/Cushion (graded)
- Workbook: Design briefs, product designs and evaluations (S/N)

## Additional Information

- Equipment and materials are provided.
- Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.

Related Subjects:

- Year 9 & 10 Textiles
- VCE Product Design & Technology - Textiles

## Who do I contact about this subject?

Ms Adriana Tavares Green and Mr Nick Maxwell

# Yr7 Woodwork

*Curriculum Area: Technology*

## *Subject Description*

Students learn about safety in the woodwork workshop and how to recognise hazards. They learn how to correctly identify and use a range of hand tools and basic machines on practical projects. Students are introduced to the fundamentals of design and evaluate their completed projects.

Subject Length: Semester  3 Periods Per Cycle

## *Key Knowledge*

- Tool identification
- Generating, developing, communicating, and documenting design ideas and processes
- Workshop safety
- Material characteristics

## *Key Skills*

- Managing a project
- Measuring & marking
- Identifying hazards
- Problem solving
- Using hand tools
- Using some power tools
- Evaluating a finished product

## *Key Assessment Tasks*

- Pine & Plywood research task (graded)
- Practical Projects -Slide Top Box, Mobile Phone/iPad holder(graded)
- Workbook - Design Folio – Safety, Design & Evaluation (S/N)

## Additional Information

- Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.

Related Subjects:

- Year 9 & 10 Woodwork
- VCE Product, Design & Technology Wood

## Who do I contact about this subject?

Mr Nick Maxwell and Mr Chris Wilson

# Year 8

# At Year 8…

## An Overview

The Year 8 curriculum continues to build on the broad set of key knowledge and skills that equip students to develop socially and academically, becoming active and informed citizens and developing the habits and strategies of life-long learners. Students are given opportunities (in both Year 7 & 8) to explore Aboriginal and Torres Strait Islander histories and cultures and sustainability. The study of these cross-curriculum priorities enables students to better engage with and understand their world.

Students complete six core subjects over the year: English, Maths, Science, Humanities, Health & Physical Education and a Language, with each subject varying in the number of periods of study per the two-week cycle. Connect continues to build on the capabilities of the Victorian Curriculum F-10 with a focus on transferable social, learning and personal skills. Semester-based subjects continue to be offered in The Arts and Technology curriculum areas, different from the ones offered in Year 7, which encourages students to broaden their skill set and find their interests and strengths. Year 8 aims to provide a strong foundation for future, more specialised studies and the considered selection of semester-based Arts and Technology subjects in Year 9.

Each subject is scaffolded by a range of diagnostic, formative and key assessment tasks that develop and assess key knowledge and skills. Key Assessment Tasks are generally graded as A-E based on a percentage grade or as Satisfactory (S) or Not Satisfactory (N).

# Yr8 English and LEAP

*Curriculum Area: English*

## Subject Description

English focuses on students engaging with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, early adolescent novels, non-fiction and poetry. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and begin to create literary analyses and transformations of texts.

In Year 8, LEAP sessions form part of English studies.

Subject Length: Whole Year  8 Periods Per Cycle

## Key Knowledge

- Watch and analyse key events and ideas in selected clips
- Analyse and interpret events from a variety of multimodal texts
- Interpret data from a selection of texts
- Understand the different forms of writing in a selection of genres

## Key Skills

- Synthesise information into ordered paragraphs
- Develop persuasive essay writing skills
- Analyse features of text, such as setting, voice, characters, key ideas

## Key Assessment Tasks

- Folio of Written Tasks (graded)
- Persuasive Essay (graded)
- Reading Program (S/N)
- Education Perfect Online (S/N)
- Workbook (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Stephanie Matters and Ms Lauren Simpson

# Yr8 Literacy Support

*Curriculum Area: English*

## *Subject Description*

In Literacy Support students focus on specific literacy components including reading, writing, vocabulary, speaking, listening and overall organisational skills.

Focused literacy concepts are embedded within units with a real-world connection or theme, to capture student interest and build their understanding about themselves and their world.

Subject Length: Whole Year  5 Periods Per Cycle

Literacy Support is timetabled in place of Languages subjects.

## *Key Knowledge*

- Teaching and learning activities build student independence in applying reading comprehension skills as a means of learning, researching topics and broadening their knowledge base.
- Students learn the traits of writing, spelling strategies, build their vocabulary and understanding of different genres of writing.

## *Key Skills*

Students will have the opportunity to:

- Complete entries in their Writer's Journal
- Read and view a range of short texts about important social issues
- Plan, draft and refine their work
- Develop the ability to write for sustained periods of time
- Improve their speaking and listening skills
- Improve their spelling and punctuation

## *Key Assessment Tasks*

- Information Poster (graded)
- Oral presentation (S/N)
- Design & Mapping Task (graded)
- Writing Tasks (graded)
- Workbook (S/N)

## Additional Information

Please note that Literacy Support is not an elective class. Students are identified through the transition process and PAT-Reading testing.

## Who do I contact about this subject?

Mr Gavin Waterson and Ms Lauren Simpson

# Yr8 Maths and STEPS

*Curriculum Area: Mathematics*

## Subject Description

The purpose of Year 8 Mathematics is to build on the fundamental skills and knowledge learnt in Year 7 and required to be numerate individuals. Students participate in a variety of activities that develop understanding of key knowledge and skills across Number and Algebra, Measurement and Geometry as well as Statistics and Probability. The curriculum is designed to further their skills and knowledge for application in Year 9 Maths classes.
As part of Year 8 Maths, students undertake STEPS (Skills To Explore and Problem Solving) lessons to explicitly teach and use the problem-solving toolbox to problem solve and also explore a range of key skills and misconceptions in differentiated data-driven groups.

Subject Length: Whole Year  8 Periods Per Cycle

## Key Knowledge

Number and Algebra
- Integers
- Percentages, Fractions, Ratios
- Linear Graphs, Linear Equations

Statistics and Probability
- Probability

Measurement and Geometry
- Measurement
- Translations and Tessellations

## Key Skills

Semester one, students will have the opportunity to:
- Carry out the four operations
- Establish formula for areas of simple shapes
- Calculate volumes of prisms
- Calculate area and perimeter of a variety of shapes
- Investigate circles and the relationships between radius, diameter, area, perimeter and pi
- Create algebraic expressions and solve simple linear equations
- Compare, add, subtract, multiply and divide fractions
- Solve problems including ratios

Semester two, students will have the opportunity to:
- Solve problems involving the use of percentages, including percentage increases and decreases and percentage error, with and without digital technologies
- Plot linear relationships on the Cartesian plane with and without the use of digital technologies
- Identify complementary events and use the sum of probabilities to solve problems
- Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both)
- Represent events in two-way tables and Venn diagrams and solve related problem

## Key Assessment Tasks

- Handwritten tests (graded)
- Computer program-based quizzes (S/N)
- Workbook (S/N)

## Additional Information

## Who do I contact about this subject?

Mr Tim Waters

# Yr8 Connect

*Curriculum Area: Cross-Curricula*

## Subject Description

Students examine the various elements that make up their identity and present this information visually as a 3D Mask. They identify their values and explore how their behaviour and decisions reflect these values. Students are introduced to and use a range of learning tools, such as Lotus Diagrams, for organising research information and strategies for memorising information. Students examine their place in the broader community and our culturally diverse society, by learning about significant events such as The Apology Anniversary and Harmony Week. Students participate in the Live4Life Teen Mental Health Program, which aims to develop strategies for recognising mental health issues, knowing how to access support and promoting wellbeing.

Students explore career pathways and the personal attributes, strengths, skills and knowledge needed in a range of jobs and careers. They examine employability skills such as teamwork, problem-solving, time management and effective communication. Students build on their understanding of the Growth Mindset and ethical decision-making. Students set learning goals and reflect on their learning and development throughout the year.

Subject Length: Whole Year  2 Periods Per Cycle

## Key Knowledge

- Live4Life Teen Mental Health Program
- Cultural diversity
- Career Pathways & Bullseyes Charts
- Growth Mindset
- Learning Tools
- Teamwork roles & responsibilities

## Key Skills

- Apply skills to build positive mental health and self-image
- Explore and use different learning tools
- Build social, emotional and personal understanding and strategies
- Explore career options and pathways
- Work effectively & collaboratively in teams
- Set goals, apply feedback and reflect on their learning and school engagement

## Key Assessment Tasks

- Workbook (S/N)

## Additional Information

**Related Subject**

- RAID

## Who do I contact about this subject?

Ms Kelly Hall and Mr Richard Palmer

# Yr8 Health

*Curriculum Area: Health and Physical Education*

## Subject Description

In Health, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships.

The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation.

Students use critical inquiry skills to research and understand the influences on their own and others' health, safety and wellbeing.

Subject Length: Whole Year  1 Period Per Cycle

## Key Knowledge

- Benefits of physical activity and the National Physical Activity Guidelines
- Types and important aspects of relationships including gender and sexuality
- Mental health conditions and resilience activities to improve mental health
- Effects of legal and illegal drugs and the laws surrounding them

## Key Skills

- Develop inquiry skills while researching topics
- Further develop their sense of self
- Collaboration and team working skills
- Build social, emotional and personal skills
- Develop a better understanding of healthy and unhealthy practices

## Key Assessment Tasks

- Workbook (S/N)
- Mental Health case study (graded)
- Drug Research Task (graded)

## Additional Information

**Related Subject**

- Physical Education

## Who do I contact about this subject?

Mr Nathan Mills

# Yr8 Physical Education

*Curriculum Area: Physical Education*

## Subject Description

Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport.

Subject Length: Whole Year  4 Periods Per Cycle

## Key Knowledge

- Participate in a variety of skill and health related fitness tests
- Develop on their understanding of skill and health related fitness components
- Draw on their own participation in sports and activities to identify the most prevalent and dominant fitness components
- Students reflect on their performance and set fitness specific goals
- Students study and participate in track and field events
- Students compose and perform movement sequences in specific field events
- Use feedback to improve body control and coordination when performing specialised movement skills
- Students complete a physical activity journal. Students monitor weekly fitness levels over a 2 week period
- Students reflect on the National Physical Activity Guidelines and if they are meeting these recommendations
- Discuss the various health benefits of regular physical activity

## Key Skills

Students will have the opportunity to:

- Participate in badminton, tchoukball, korfball, AFL, basketball & handball
- Extend themselves beyond the fundamental movement skills of these sports
- Perform skills and drills, practise, apply and transfer movement concepts and strategies
- Develop, implement and evaluate movement concepts and strategies for successful outcomes

## Key Assessment Tasks

- Fitness Testing Profile (S/N)
- Physical Activity Journal (S/N)
- Cardio Respiratory Lab (S/N)

## Additional Information

**Related Subject**

- Health

## Who do I contact about this subject?

Mr Nathan Mills

# Yr8 Humanities

*Curriculum Area: Humanities*

## Subject Description

Humanities at Year 8 is taught across two semesters each with a focus area.

Semester 1 History and Civics

Students will develop knowledge and skills in History and Civics and Citizenship. They will investigate the structures of medieval societies and what daily life was like for the Vikings, for people in Europe and for people in Japan. Students will conclude their learning by examining how the world was changed by the ideas and inventions of the Renaissance.

Semester 2 Geography and Economics

Students will develop knowledge and skills in Geography and Economics. They will explore the natural and human-made processes that shape landscapes. Students will investigate the process of urbanisation and key concepts related to Economics.

Subject Length: Whole Year  6 Periods Per Cycle

## Key Knowledge

Semester One: History and Civics:

- Medieval Europe, Shogunate Japan and Renaissance

Semester Two: Geography and Economics:

- Spatial concepts and mapping, landscapes and landforms and urbanisation

## Key Skills

Semester One:

- Source Analysis
- Chronology
- Historical Significance
- Cause and Effect
- Continuity and Change

Semester Two:

- Mapping and data organisation
- Place, space and interconnection
- Research skills
- Recording of data

## Key Assessment Tasks

- Medieval Europe: Viking Source Analysis. (S/N)
- Medieval Europe: Test (Graded)
- Shogun Japan: Test (Graded)
- Renaissance: Assessment Task. (S/N)
- Mapping Assignment (graded)
- Landforms & Landscapes Assignment (graded)
- Urbanisation Assignment (graded)
- Workbook (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Kat Stewart and Ms Angela Robinson

# Yr8 Indonesian

*Curriculum Area: Languages*

## Subject Description

Year 8 Indonesian focuses on students consolidating and expanding their knowledge of Indonesian people, culture and language. Through the Animals unit, students will explore Indonesia's geography and biodiversity, and compare aspects of the environment.

Students begin to develop confidence in writing and speaking in the Indonesian language. They begin to become familiar with Indonesia's base word system with prefixes and understand how verbs are formed in Indonesian. Students continue to broaden their vocabulary knowledge with a specific focus on language related to the selected topics of animals, transport and places.

In Indonesian students learn to interact and exchange ideas, experiences and interests with teachers, peers and others.

Subject Length: Whole Year  5 Periods Per Cycle

## Key Knowledge

- Students interact using Indonesian in classroom routines and communicative tasks
- Students extend their grammatical knowledge, such as how language structures and features are used in texts
- Students explore Indonesian cultural concepts and compare them to concepts in their own language and culture

## Key Skills

- Engage with others to exchange ideas, experiences and interests
- Interact with others by making requests, seeking clarification, checking understanding and expressing opinions
- Identify, summarise and evaluate factual information related to topics of interest.
- Respond to aspects of imaginative texts by expressing opinions and feelings about them
- Translate and analyse a range of texts
- Participate in intercultural interactions with peers, comparing aspects of culture.
- Consider how own biography, including family origins, traditions and beliefs, impacts on identity and shapes own intercultural experiences
- Notice how stress works in polysyllabic words and the use of intonation in subject-focus sentences
- Develop knowledge of me- verb rules and how to link and extend ideas such as by using adverbs and cohesive devices
- Recognise that Indonesian has formal and informal forms

## Key Assessment Tasks

- Reading and Listening (graded)
- Writing (graded)
- Speaking (graded)
- Cultural (graded)

## Additional Information

## Who do I contact about this subject?

Mr Cameron McNamara and Ms Kristeen Quarrier

# Yr8 Japanese

*Curriculum Area: Languages*

## Subject Description

The course continues to focus on communication in a real context. Students continue to develop their speaking, listening, reading, writing and responding skills in Japanese. Students are introduced to the katakana script and further their learning of kanji characters. Students will also focus on aspects of Japanese culture.

Subject Length: Whole Year  5 Periods Per Cycle

## Key Knowledge

- Students focus on learning how to describe their hobbies and sports and their weekly activities with a focus on the days of the weeks, places and modes of transport. Their reading literacy is improving with the introduction of basic kanji for places and days of the week. They are also introduced to the katakana script and are improving their proficiency in reading and writing.

## Key Skills

Students will have the opportunity to:

- Interact with others orally in Japanese
- Refine pronunciation skills
- Respond to and create written texts to describe real and imagined events
- Use Japanese spelling, grammar and punctuation

## Key Assessment Tasks

- Cultural Studies (S/N)
- Oral Assessment (graded)
- Katakana Tests (graded)
- Writing Assessment (graded)
- Listening, Reading & Responding (graded)
- Workbook (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Kristeen Quarrier

# Yr8 Science

*Curriculum Area: Science*

## *Subject Description*

Year 8 Science focuses on explaining phenomena involving science and its applications. We consider how the classification of renewable and non-renewable resources depends on the timescale considered. Students classify different forms of energy, and can describe both energy transfer and energy transformations. Students investigate the properties of rocks and how different types can be changed through processes in the rock cycle. Students use and develop models including food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. Students link form and function at a cellular level and explore the organisation and interconnectedness of body systems. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. Students make accurate measurements and control variables in experiments to analyse relationships between system components and explore and explain these relationships using appropriate representations. They make predictions and propose explanations, drawing on evidence to support their views.

Subject Length: Whole Year  6 Periods Per Cycle

## *Key Knowledge*

- Cells are the basic units of living things and have specialised structures and functions
- Multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce
- Chemical change involves substances reacting to form new substances
- Some of Earth's resources are renewable, but others are non-renewable
- Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales
- Energy appears in different forms including movement (kinetic energy), heat, light, chemical energy and potential energy; devices can change energy from one form to another
- Light can form images using the reflective feature of curved mirrors and the refractive feature of lenses, and can disperse to produce a spectrum which is part of a larger spectrum of radiation
- The properties of sound can be explained by a wave model

## *Key Skills*

- Identify questions that can be investigated scientifically and make predictions based on scientific knowledge
- Collaboratively and individually plan and conduct a range of investigation types, ensuring safety guidelines are followed
- Measure and control variables, and select equipment to collect data with accuracy appropriate to the task
- Construct and use a range of presentation formats including graphs, keys and models to record and summarise data
- Use scientific knowledge and findings from investigations
- Reflect on the method used in an investigation, including evaluating the quality of the data collected, and identify improvements to the method
- Communicate ideas, findings and solutions to problems including identifying impacts and limitations of conclusions and using appropriate scientific language

## *Key Assessment Tasks*

- Topic Tests: Elements, Compounds & Mixtures, Organs for Survival & Rocks (graded)
- Energy Research Presentation (graded)
- Cell Model Assignment (graded)
- Chemical Change, and Light Practical Report (graded)
- Scientific Poster (graded)
- Workbook (S/N)

**Who do I contact about this subject?**

Ms Samantha Norris

# Yr8 Performing Arts

*Curriculum Area: The Arts - Preforming*

## Subject Description

Students are introduced to the fundamental skills for performing and develop an understanding of different performance styles. Performing Arts gives students the opportunity to continue to develop their Performance Skills in Drama and Music, whilst exploring an array of performance mediums including Dance and musical theatre.

Subject Length: Whole Year  4 Periods Per Cycle

## Key Knowledge

- Expressive skills
- Elements of music
- Choreographic principle
- Dance influences
- Stage management

## Key Skills

- Collaboration
- Performance skills
- Dance skills
- Drama skills
- Music skills

## Key Assessment Tasks

- Performance evaluation (graded)
- Dance assessment (graded)
- Drama assessment (graded)
- Workbook (S/N)

## Additional Information

**Related Subjects:**

- Music
- Dance
- Drama
- Media

## Who do I contact about this subject?

Ms Nadine Clarke

# Yr8 Visual Arts

*Curriculum Area: The Arts - Visual*

## Subject Description

In this subject students are introduced to Australian Art, including Contemporary Indigenous art, through the exploration of different artists and techniques. They develop their drawing, painting, sculpture and mixed media skills through a series of practical activities. Students revisit the Elements of Art and are introduced to the Principles of Art. Students complete a research task on the Archibald prize and complete a self portrait. Students maintain a Visual Diary complete with ideas, worksheets, finished artworks and reflections.

Subject Length: Whole Year  3 Periods Per Cycle

## Key Knowledge

- Explore Visual Arts practices as inspiration to explore and develop themes and ideas in artworks
- Explore how artists use materials, techniques, technologies and processes to realise their intentions in artworks
- Explore how ideas are expressed in artworks and how they are viewed by audiences
- Identify and connect specific features of visual artworks from different cultures, historical and contemporary times, including artworks by Aboriginal and Torres Strait Islander peoples

## Key Skills

- Develop a range of Visual Arts Practices as they experiment with materials, techniques, technologies and processes in a range of art forms to express ideas, concepts and themes in artworks.
- Develop skills in planning and designing artworks and documenting artistic practice.
- Present and perform artworks, describing how ideas are expressed to an audience.

## Key Assessment Tasks

- Folio of finished art works (graded)
- Research task (S/N)
- Workbook: Visual Diary (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Tracey Philips

# Yr8 Visual Language

*Curriculum Area: The Arts- Visual*

## Subject Description

Following a review of the Elements of Design, individual tasks are undertaken for each Principle of Design. Students are introduced to the design process and are given a brief to create a design for a surfboard or skateboard. Students explore and present a two-point perspective drawing and of a cityscape. A final design is rendered in coloured pencil and fineliner. Students record their process in their visual diary. Students are given a range of design challenges and follow the design process to develop a product..

Subject Length: Whole Year  4 Periods Per Cycle

## Key Knowledge

- Explore and apply methods, materials, media, design elements and design principles to create and present visual communications
- Develop and present visual communications for different purposes, audiences and in response to specific needs
- Identify and describe the purpose, intended audience and context in a range of visual communications from different historical, social and cultural contexts
- Identify and describe the use of methods, media, materials, design elements and design principles in visual communications from different historical, social and cultural contexts

## Key Skills

- Use manual and digital drawing methods and conventions to create a range of visual communications
- Document and record the design process in a visual diary
- Develop and practise a range of rendering skills

## Key Assessment Tasks

- Two point perspective drawing (graded)
- Design of a product (S/N)
- Workbook: Visual Diary (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Tracey Philips

# Yr8 Digital Technology

*Curriculum Area: Technology*

## Subject Description

Students explore what digital technology is: they acquire, analyse, validate, and evaluate various types of hardware and software components to gain familiarity within a digital environment and what makes up a computer. Students develop the knowledge of software packages, building a solid foundation of data management and software development, while navigating how to safely use a computer in the 21st century, including what does cyber security look like in the current digital climate.

Subject Length: Whole Year  4 Periods Per Cycle

## Key Knowledge

- Digital Technologies
- Cyber Safety
- Hardware and software
- Data and information
- Manipulation of data
- Digital languages

## Key Skills

- Identify components of a computer
- Recognise the difference between hardware and software and identify their use
- Collect, collate, manipulate, and present an array of data from different sources
- Develop practical skills using digital technology
- Use computers safely

## Key Assessment Tasks

- Topic 1 - Digital Technologies (S/N)
- Topic 2 - Understanding of Data (graded)
- Topic 3 - Digital Languages (graded)

## Additional Information

## Who do I contact about this subject?

Mr James Mifsud and Mr Nick Maxwell

# Yr8 Electronics

*Curriculum Area: Technology*

## Subject Description

Students are introduced to electronic, electrical, and mechatronic systems. Students learn about electronic symbols and the uses of common electronic components, such as resistors, capacitors, transistors, batteries and LEDs. Students research methods of generating electricity and are introduced to the design process as they design, plan, produce, test and evaluate an electronic system.

Subject Length: Whole Year  3 Periods Per Cycle

## Key Knowledge

- Electronic components, identification and uses
- How electricity is generated
- Safe working practices
- Design process

## Key Skills

- Identify safe working practices
- Use tools, equipment and power machinery correctly and safely
- Record, design, computer simulation, production, diagnostic testing and modification of each model
- Complete practical work

## Key Assessment Tasks

- Practical Project – LED Flasher (Graded)
- Electronics research tasks (Graded)
- Workbook (S/N)

## Additional Information

- Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.

**Related Subjects:**

- Year 9 Electronics
- Year 10 Electronics & Robotics
- VCE Systems Engineering

## Who do I contact about this subject?

Mr Dominic Tyley-Miller and Mr Nick Maxwell

# Yr8 Food Technology

*Curriculum Area: Technology*

## Subject Description

Year 8 Food Technology prepares students to explain factors that influence the design of solutions to meet present and future needs. Students independently and safely complete design tasks: experiencing the opportunities in designing food products, making considered decisions and evaluating their efforts. In addition, they explore safe and hygienic food handling skills and a range of cooking methods during practical sessions. Students are equipped with knowledge and understanding of food terminology and the need for healthy eating.

Subject Length: Whole Year  3 Periods Per Cycle

## Key Knowledge

- Kitchen safety & hygiene
- The design process
- Ecological footprint
- Food terminology
- Healthy eating

## Key Skills

- Identifying equipment & utensils
- Understanding weights, measures & recipes
- Sensory appreciation
- Understanding nutrition
- Cooking processes

## Key Assessment Tasks

- 2 course meal (graded)
- Production (S/N)
- Muffin Design Brief (graded)
- Workbook (S/N)

## Additional Information

- Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.
- Students will also be required to bring a food container for each cooking class.

**Related Subjects**

- Year 9 & 10 Food Technology
- VCE Food Studies

## Who do I contact about this subject?

Ms Carol Borg and Mr Nick Maxwell

# Year 9

# At Year 9…

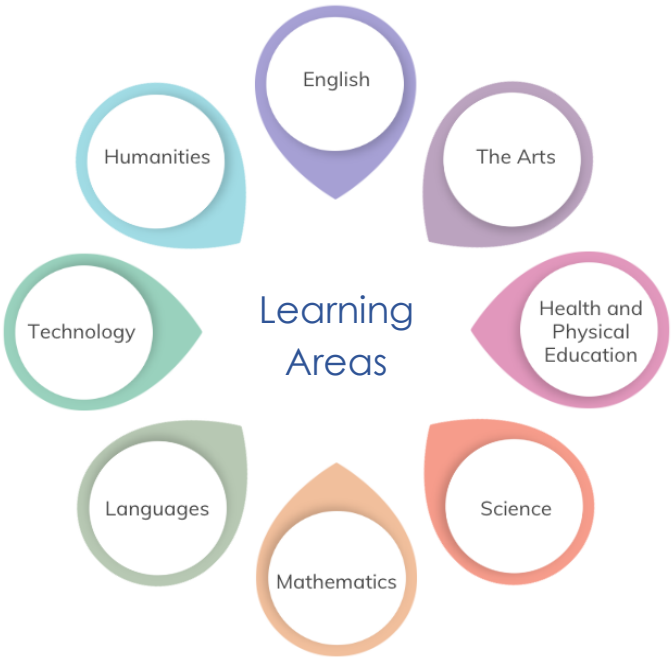
## An Overview

In Year 9, students will explore and deepen their understanding of the learning areas and capabilities within the Victorian Curriculum F-10. The Year 9 curriculum is designed to offer flexibility to pursue different interests and explore new subject areas. By doing so, students begin to plan and set goals for their senior secondary program of study.

In Year 9, students complete 5 core subjects over the year: English or English B, Mathematics or Numeracy, Health and Physical Education, Humanities and Science, with each subject varying in the number of periods of study per week. Our fortnightly RAID program aligns with our school values of Respect, Achievement, Innovation and Diversity. It aims to build independence and self-efficacy, and helps students to explore and plan future interests and pathways. Activities span a range of incursions at school, excursions in our local area, Melbourne CBD and Bendigo, and a two-day city camp.

Students choose from a broad range of semester-based subjects in The Arts and Technology curriculum areas, giving students the opportunity to expand their learning in their preferred areas. A Language is no longer compulsory at Year 9 but can be pursued as a year-long subject, taking the place of two semester subjects. A student's program at Year 9 must include one Art and one Technology subject over the year, and they are expected to study three semester-based subjects per semester.

Each subject, both core and semester-based, is scaffolded by a range of diagnostic, formative and key assessment tasks. Students experience a Year 9 learning program that is both comprehensive and individualised. Key Assessment Tasks are generally graded as A-E based on a percentage grade or as Satisfactory (S) or Not Satisfactory (N).



# Learning Program

## Year Subjects:

## Subject Descriptions

# Yr9 English

*Curriculum Area: English*

## *Subject Description*

In Year 9 English, students will explore the social, historical and political contexts of various written and visual text types.
They will plan and write creatively in the style of myths, legends and fairy-tales, and demonstrate their capacity to draft, edit and apply feedback.
Students will read, identify and analyse the key ideas and construction of texts.
Students will also identify the features of persuasive and oral text types and deliver a persuasive speech in the format of a debate. Finally, students will analyse, reflect and craft a personal response to a film.

Subject Length: Whole Year  8 Periods Per Cycle

## *Key Knowledge*

- Reading and understanding traditional myths, legends and fairy tales
- Identifying literary features of narrative, persuasive and oral text types
- Understanding the elements of debating
- Exploring the social, historical and political contexts of various written and visual text types

## *Key Skills*

- Analyse texts for literary features
- Plan, draft and create multiple narrative pieces, argumentative response and analytical essays
- Prepare and deliver a persuasive argument in a debate setting
- Incorporate feedback on draft versions of written work
- Develop the ability to write for sustained periods of time

## *Key Assessment Tasks*

- Creative writing- fairy-tale, myth or legend (graded)
- Analytical text response(graded)
- Debating (S/N)
- Persuasive writing (graded)
- Personal response- film (graded)
- Workbook (S/N)

## Additional Information

## Who do I contact about this subject?

Mr Gavin Waterson and Ms Lauren Simpson

# Yr9 English B

*Curriculum Area: English*

## Subject Description

In English B, students will engage with a variety of texts for enjoyment. They will interpret, create, evaluate and discuss a wide range of literary texts and texts designed to inform and persuade. Students will create a range of imaginative, informative, expository and persuasive texts.

Please note: Enrolment in English B is on teacher recommendation only.

Subject Length: Whole Year  8 Periods Per Cycle

## Key Knowledge

- Reading and understanding traditional myths, legends and fairy tales
- Identifying literary features of narrative, persuasive and oral text types
- Understanding the elements of persuasive writing and speaking
- Exploring the social, historical and political contexts of various texts.

## Key Skills

- Analyse texts for literary features
- Plan, draft and create narrative pieces, text response essays and persuasive essays
- Express an opinion on a topic, verbally and in writing
- Incorporate feedback on draft versions of written work
- Develop the ability to write for sustained periods of time

## Key Assessment Tasks

- Text Response Task
- Creative Writing Task
- Participation in Reading Program
- Persuasive Response Task
- Workbook

## Additional Information

## Who do I contact about this subject?

Mr Gavin Waterson and Ms Lauren Simpson

# Yr9 Maths and STEPS

*Curriculum Area: Mathematics*

## Subject Description

The purpose of Year 9 Mathematics is to build the skills and knowledge learned in Year 8 and required to be numerate individuals. Students engage in a range of approaches to the learning and doing of mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practise. Students participate in a variety of activities that develop understanding of key knowledge and skills across Number, Algebra, Measurement, Geometry, Statistics and Probability. The Maths 2.0 curriculum is designed to further their skills and knowledge for application in Year 10 Maths classes.
As part of Year 9 Maths, students undertake STEPS (Skills To Explore and Problem Solving) lessons to explicitly teach and use the problem-solving toolbox to problem solve and also explore a range of key skills and misconceptions in differentiated data-driven groups.

Subject Length: Whole Year  8 Periods Per Cycle

## Key Knowledge

Semester one covers key knowledge of:

- Pythagoras and Trigonometry
- Probability
- Linear
- Statistics

Semester two covers key knowledge of:

- Finance
- Measurement
- Index Laws

## Key Skills

- Investigate Pythagoras' Theorem and its application
- Apply trigonometry to solve right-angled triangle problems
- Solve and simplify linear equations and sketch linear graphs of equations in various algebraic forms
- Apply the distributive law to the expansion of algebraic expressions
- List all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays
- Assign probabilities to outcomes and determine probabilities for events
- Using ratios and percentages to calculate quantities, explore profit and loss and calculate interest
- Model to solve applied problems involving change, including financial contexts involving simple interest; formulate problems, choosing to use either linear or quadratic functions or other simple variations.
- Compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers.
- Apply formulas to solve problems involving the surface area and volume of right prisms, cylinders and composite shapes.
- Solve problems involving ratio, similarity and scale in two-dimensional situations
- Express small and large numbers in scientific notation.

## Key Assessment Tasks

- Written tests (graded)
- Computer program-based quizzes and / or project-based tasks (S/N)
- Semester 1 and 2 Examination (graded)
- Workbook (S/N)

## Additional Information

## Who do I contact about this subject?

Mr Tim Waters

# Yr9 Numeracy

*Curriculum Area: Mathematics*

## Subject Description

In Numeracy students develop the fundamental skills and knowledge required to be numerate individuals.

Subject Length: Whole Year  8 Periods Per Cycle

## Key Knowledge

Semester 1 covers key knowledge in:

- Number and Algebra with units including Algebra, Number Skills, Percentages and Financial Maths
- Measurement with a unit on Pythagoras Theorem
- Statistics and Probability with a unit on Probability

Semester 2 covers key knowledge in:

- Number and Algebra with a unit on Linear Equations and Graphs
- Measurement and Geometry with a unit on Trigonometry
- Statistics and Probability with a unit on Statistics

## Key Skills

- Investigate Pythagoras' Theorem and its application
- Create algebraic expressions and evaluate them by substituting a given value for each variable
- Extend and apply the laws and properties of arithmetic to algebraic terms and expression
- Connect fractions, decimals and percentages and carry out simple conversions
- Find percentages of quantities and express one quantity as a percentage of another
- Recognise and solve problems involving simple ratios
- Investigate and calculate 'best buys'
- Solve problems involving simple interest
- Assign probabilities to the outcomes of events and determine probabilities for events.
- Given coordinates, plot points on the Cartesian plane, and find coordinates for a given point
- Solve simple linear equations
- Plot linear relationships on the Cartesian plan
- Sketch linear graphs using the coordinates of two points
- Convert between common metric units of length
- Establish the formulas for area, perimeter and volume
- Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites
- Solve problems involving the surface area and volume of right prisms
- Apply trigonometry to solve right-angled triangle problems
- Construct and compare a range of data displays including stem-and-leaf plots and dot plots
- Calculate mean, median, mode and range for sets of data. Interpret these statistics in the context of data
- Describe and interpret data displays using median, mean and range
- Construct and interpret box plots and use them to compare data sets
- Classify triangles according to their side and angle properties and describe quadrilaterals
- Identify corresponding, alternate and co-interior angles when two straight lines are crossed by a transversal

## Key Assessment Tasks

Graded assessment tasks in the form of handwritten tests, computer program-based quizzes and / or project based tasks will take place for:

- Semester 1: Pythagoras' Theorem, Number Skills and Algebra, Financial Maths, Probability
- Semester 2: Linear Equations and Graphs, Measurement, Trigonometry, Statistics

## Additional Information

## Who do I contact about this subject?

Ms Kelly Hall and Mr Tim Waters

# Yr9 RAID

*Curriculum Area: Cross-Curricula*

## *Subject Description*

Through various experiences, students develop a deeper understanding of our school values of respect, achievement, innovation and diversity. Students are given the opportunity to travel into Melbourne, Bendigo and local areas, increasing their independence, problem solving skills and confidence. Students develop an understanding of their own skills, strengths, interests and values to make more informed decisions for their future pathways.

Subject Length: Whole Year  5 Periods Per Cycle

## *Key Knowledge*

Students will have the opportunity to:

- Participate in workshops provided by external providers
- Experience activities they may have never tried before
- Listen to motivational speakers from all walks of life

## *Key Skills*

Students will have the opportunity to:

- Think critically and creatively to make career enhancing decisions
- Travel into Melbourne and explore what our city has to offer
- Demonstrate and build on the values of respect, achievement, innovation and diversity
- Build problem-solving skills

## *Key Assessment Tasks*

- RAID activity reflections (S/N)
- RAID presentation (graded)

## Additional Information

## Who do I contact about this subject?

Ms Nadine Clarke and Ms Miranda Brown

# Yr9 Health

*Curriculum Area: Health and Physical Education*

## Subject Description

In Health, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. Students use critical inquiry skills to research and understand the influences on their own and others' health, safety and wellbeing.

Subject Length: Whole Year  1 Period Per Cycle

## Key Knowledge

- Benefits of physical activity and the National Physical Activity Guidelines
- Types and important aspects of relationships including gender and sexuality
- Mental health conditions and resilience activities to improve mental health
- Effects of legal and illegal drugs and the laws surrounding them
- Topics covered include:
  - nutrition
  - drugs
  - mental health
  - sexual health
  - the musculoskeletal system

## Key Skills

- Develop inquiry skills while researching topics
- Further develop their sense of self
- Collaboration and team working skills
- Build social, emotional and personal skills
- Develop a better understanding of healthy and unhealthy practices

## Key Assessment Tasks

- Workbook (S/N)
- Mental Health case study (graded)
- Drug Research Task (graded)

## Additional Information

## Who do I contact about this subject?

Mr Nathan Mills

# Yr9 Physical Education

*Curriculum Area: Physical Education*

## Subject Description

Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport.

Subject Length: Whole Year  4 Periods Per Cycle

## Key Knowledge

- Students engage in comprehensive skill and health-related fitness tests to assess their abilities
- Students actively participate in a diverse selection of sports and minor games, fostering the development of transferable skills
- Students apply their knowledge gained from previous movement experiences in various sports to solve movement-related challenges
- Students critically evaluate both their own and others' movement compositions, providing constructive feedback to enhance overall performance

## Key Skills

- Participate in a wide range of sports and physical activities including basketball, netball, AFL codes, minor games and many more
- Transfer their understanding from previous movement experiences in various sports to create solutions to movement challenge
- To apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances

## Key Assessment Tasks

- Students will partake in a range of physical and written tests used to assess student knowledge. Students will also be graded on their ability to participate and demonstrate key skills during physical education classes

## Additional Information

## Who do I contact about this subject?

Mr Nathaniel Alexopoulos and Mr Nathan Mills

# Yr9 Humanities

*Curriculum Area: Humanities*

## Subject Description

Humanities covers the study of History, Geography, Civic/Citizenship and Economics/Business. Students explore factors and systems that have and which continue to shape Australia's society. Students develop an understanding of why things in the modern world are 'the way they are', learning about Australia's role in global relationships and investigating human responses to different challenges including people's interconnections with the environment.

Subject Length: Whole Year  6 Periods Per Cycle

## Key Knowledge

Civics & Citizenship:
- Australian Political System
- Globalisation

Economics & Business:
- Australian economy and its relationships with Asia and the world
- Living standards and why they differ

Geography:
- Characteristics of places
- Spatial distributions and patterns and their implications
- Interconnections between and within places and changes resulting from these

History:
- Industrialisation
- Colonisation of Australia
- WWI and its significance

## Key Skills

- Develop research skills and participate in inquiry processes
- Learn by questioning and analysing a range of data and sources including artefacts, photographs, maps, stories, special events and electronic media
- Form conclusions supported by evidence and present information in a variety of ways
- Evaluate the historical significance of an event, idea, individual or place

## Key Assessment Tasks

- Source analysis on Industrial Revolution (graded)
- Geography: Research on Tourism (graded)
- Civics/Citizenship: Test on Federation and Australian Government (graded)
- Economics/Business: Portfolio of Exercises (S/N)
- Workbook (S/N)

## Additional Information

## Who do I contact about this subject?

Mr Lachlan Lean and Ms Angela Robinson

# Yr9 Science

*Curriculum Area: Science*

## *Subject Description*

In Semester 1, students will develop an understanding of and undertake experiments relating to ecosystems, the nervous & endocrine systems, chemical change and electric circuits.
In Semester 2, students develop knowledge and practical skills across a range of topics including the coordination of internal systems, atoms & nuclear radiation, heat transfer and plate tectonics.

Subject Length: Whole Year  6 Periods Per Cycle

## *Key Knowledge*

- Animal responses to a stimuli are coordinated by the central nervous system
- Neurons transmit electrical impulses and are connected by synapses
- Ecosystems consist of communities of organisms and abiotic components of the environment and how matter and energy flow through these systems
- Chemical reactions and the rearrangement of atoms to form new substances
- During a chemical reaction mass is not created or destroyed and chemical reactions involve energy transfer
- Electric circuits can be designed for diverse purposes using different components and the operation of circuits can be explained by the concepts of voltage and current
- Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment
- All matter is made of atoms which are composed of protons, neutrons and electrons; and that natural radioactivity arises from the decay of nuclei in atoms
- Natural radioactivity arises from the decay of nuclei in atoms, alpha and beta particles, and gamma radiation are released from unstable atoms
- The energy flow in the Earth's atmosphere by the processes of heat transfer, recognising the Law of Conservation of Energy and the difference between energy transfers and transformations
- The theory of plate tectonics explaining global patterns of geological activity and continental movement

## *Key Skills*

- Formulate questions and hypotheses that can be investigated scientifically, including identification of independent, dependent and controlled variables
- Plan, select and use appropriate investigation types to collect reliable data and assess risks
- Select and use appropriate equipment and technologies to collect and record accurate and reliable data
- Construct and use a range of presentation formats, including graphs, keys, models and formulas, to record and summarise data from students' own investigations, to represent qualitative and quantitative data or relationships
- Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence
- Use knowledge of scientific concepts to evaluate investigation conclusions, including assessing the approaches used to solve problems
- Communicate scientific ideas and information by using evidence-based arguments and appropriate scientific language

## *Key Assessment Tasks*

- Topic Tests:  Nervous & Endocrine Systems, Chemical Change, and Atoms (graded)
- Practical Reports:  Electric Circuits, and Heat Transfer & Conduction (graded)
- Ecosystems Anchor Chart (graded)
- Disease Research Assignment (graded)
- Research & Oral Presentation (graded)

## Additional Information

## Who do I contact about this subject?

Ms Samantha Norris

# Semester Subjects

The learning program at Year 9 must include 3 of the following subjects.
Each Year 9 semester subject runs for 4 periods per timetable cycle.

# Yr9 Literature

*Curriculum Area: English*

## *Subject Description*

Year 9 Literature is an introduction to the study of great works of literature. Students will learn how to write, think and speak analytically. They will broaden their understanding of literary texts, especially poetry, novels and film.

Subject Length: Semester  4 Periods Per Cycle

## *Key Knowledge*

- Reading and understanding texts
- Understanding how meaning transforms when texts are adapted
- Exploring the social, historical and political contexts of various written and visual text types
- Understanding the elements of form and construction

## *Key Skills*

- Students critically analyse features of a text, relating them to an interpretation of the text as a whole
- Students analyse how meaning changes when the form of a text changes. Students will learn how to discuss texts using the correct literary and cinematic terminology
- Students respond imaginatively to texts
- Students will read works of literature paying particular attention to the key ideas, characterisation and literary features

## *Key Assessment Tasks*

- Passage Analysis Essay (graded)
- Analysis of Literary Perspectives (graded)
- Creative Writing (graded)
- Discussion (S/N)

## Additional Information

## Who do I contact about this subject?

Mr Gavin Waterson and Ms Lauren Simpson

# Yr9 Renaissance History

*Curriculum Area: Humanities*

## Subject Description

History is the study of humanity, and analyses significant changes over time to better understand the world we live in today.

This subject is designed to build on skills and knowledge developed in Year 8 and lays the foundation for Senior School Humanities subjects.

Students will investigate significant events, individuals and discoveries during the Renaissance (1450-1560) to identify and evaluate the patterns of change and continuity and explain their significance. There will be an investigation into the most prominent minds of the Renaissance and how their ideas have laid the foundations of the modern world. Students will learn about social structure, art, literature, philosophy, science and religion during the Renaissance.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Renaissance City-States
- Art and Artists
- Exploration
- Scientific Discoveries
- Inventions
- Social Structure
- Humanism
- Reformation

## Key Skills

- Mapping
- Research
- Source Analysis
- Evaluating Historical Significance

## Key Assessment Tasks

- Research Project (Graded)
- Historical Inquiry (Graded)
- Workbook Tasks (S/N)

## Additional Information

## Who do I contact about this subject?

Ms Angela Robinson

# Yr9 Indonesian

*Curriculum Area: Languages*

## Subject Description

The Year 9 Indonesian course is designed to extend students' knowledge and appreciation of the Indonesian language. Students continue to develop the 5 macro skills of reading, writing, listening, speaking and viewing so that they can use the language to communicate in a variety of real-life scenarios. Through the language, students learn about levels of respect in different circumstances, thus reflecting the relationship between the speakers of the language. Students will continue to broaden their knowledge of Indonesian culture and differences between Australian and Indonesian lifestyles.

Students are encouraged to explore the benefits of studying Indonesian and consider how Indonesian might be of use to them in the future. Students will study the following topics: the weather, celebrations & traditions, travel and food; with opportunities to visit an Indonesian restaurant as part of the Year 9 Indonesian course.

Subject Length: Whole Year  4 Periods Per Cycle

## Key Knowledge

- Build relationships by sharing personal opinions, memories and feelings about aspects of childhood, teenage life and aspirations
- Take responsibility by initiating interactions, solving problems and encouraging others to act
- Engage in language learning tasks and experiences through discussion, justifying opinions and reflecting on own language learning
- Translate a range of informative, literary and personal texts, comparing interpretations and explaining how cultural perspectives and concepts have been represented
- Create parallel texts in Indonesian and in English for a range of purposes and audiences, for the wider community

## Key Skills

- Investigate, synthesise and evaluate information from a range of perspectives in relation to topical issues and concepts from a range of learning areas
- Construct and present a range of texts (such as presentations, reports and reviews) related to social issues and topics of interest
- Engage with a variety of imaginative texts, analysing ideas and values, discussing responses and altering key aspects
- Create a variety of imaginative texts to express ideas, attitudes and values, for a range of audiences
- Make choices while using Indonesian, recognising own assumptions and taking responsibility for modifying language for different cultural perspectives
- Engage in intercultural experiences, reflecting on how aspects of identity such as ethnicity and religion influence language use and understanding of the experience

## Key Assessment Tasks

- Oral Assessment (Graded)
- Listening, Reading and Responding (Graded)
- Writing Assessment (Graded)

## Additional Information

## Who do I contact about this subject?

Mr Cameron McNamara and Ms Kristeen Quarrier

# Yr9 Japanese

*Curriculum Area: Languages*

## Subject Description

The course continues to focus on communication in a real context. Students continue to develop their speaking, listening, reading, writing and responding skills in Japanese. Students further their learning of kanji characters and expand their vocabulary and grammar.
Students will also focus on aspects of Japanese culture.

Subject Length: Whole Year  4 Periods Per Cycle

## Key Knowledge

The Japanese course offered to Year 9 students builds on their Year 7 and Year 8 study of Japanese and provides a foundation for Year 10 and VCE studies. The major topics for the year are:

- Time, house & school
- Students use their dictionary to improve their current knowledge of adjectives, verbs, kanji, and particles
- Students will have the opportunity to study Japanese culture and enjoy strengthening their language skills using individual and group work, songs, games, cultural assignments and class work

## Key Skills

Students will have the opportunity to:

- Know the relevant vocabulary and the sentence structures from this semester
- Know how to use a dictionary
- Know the correct Japanese spelling, grammar and punctuation
- Respond to and create written texts to describe real and imagined events
- Interpret relevant information from written and spoken texts in Japanese

## Key Assessment Tasks

- Cultural Studies (S/N)
- Oral Assessment (graded)
- Listening, Reading & Responding (graded)
- Writing Assessment (graded)

## Additional Information

## Who do I contact about this subject?

Ms Kristeen Quarrier

# Yr9 Earth in Our Universe

*Curriculum Area Science:*

## Subject Description

Students will explore the origins of our universe and where our own planet fits. They will learn about the formation of planets, solar systems and galaxies. Students will also explore how our planet differs from others and what the requirements for life are. They will look at the biodiversity of planet Earth and how our climate/conditions supports it. Students will gain an appreciation for the uniqueness of Planet Earth, its position within the universe and the evolution and extinction of life-forms throughout history.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- The origin and evolution of our universe
- Life cycle of stars and development of planetary systems
- Planet formation, and conditions on different types of planets
- Understanding what the requirements for life are
- How conditions on Earth promote biodiversity
- How human activities impact the environment and threaten biodiversity
- Evolutionary theory, evidence for evolution
- Selection and adaptation of lifeforms, and mass extinctions throughout history

## Key Skills

- Use scientific knowledge and findings from investigations
- Construct and use a range of presentation formats including graphs, keys and models to record and summarise data
- Communicate ideas, findings and solutions to problems, using appropriate scientific language

## Key Assessment Tasks

- Poster Presentation (graded)
- Tests (graded)
- Workbook (S/N)

## Additional Information

**Related Subjects:**

- Maths
- Science
- Biology
- Physics
- Environmental Science

## Who do I contact about this subject?

Mr Christopher Norwood, Mr Russell Wigginton and Ms Samantha Norris

# Yr9 Ceramics

*Curriculum Area: The Arts - Visual*

## Subject Description

In Year 9 Ceramics students explore hand building techniques including coil, pinch and slab pot construction. They respond to a range of starting points and apply these techniques in making ceramic artworks. Students are also introduced to different techniques for glazing and decorating their work. They design and create objects in clay that are both functional and sculptural and produce a folio of ceramic pieces for assessment. In the theory component of ceramics, students look at the history of ceramics as well as contemporary Australian ceramicists. They maintain a workbook that showcases techniques, reflections and ideas for ceramic pieces.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- To develop and apply knowledge on the methods of hand building earthenware and terracotta clay
- To understand and analyse the importance of ceramics in different historical and cultural contexts
- To apply the elements and principles of art to the appreciation, design and creation of ceramic artworks

## Key Skills

- Annotation of workbook and designs applying art terminology
- Safe use of ceramic materials and tools
- modelling techniques including pinch pots, coil pots and slab construction
- Applying glazes and finishes to ceramic work
- Presenting and reflecting on finished pieces

## Key Assessment Tasks

- Folio of finished ceramic artworks (graded)
- Two research tasks (S/N)
- Workbook, Visual Diary (S/N)

## Additional Information

**Related Subject**

- Year 9 Art

## Who do I contact about this subject?

Mrs Tracey Phillips

# Yr9 Dance

*Curriculum Area: The Arts – Preforming*

## Subject Description

Year 9 Dance is designed for students who range in experience. Students who are new to dance will be introduced to key skills and knowledge that expand their understanding of dance as an art form.

For students who are more experienced, their existing skills and knowledge will be expanded on to prepare them for future studies in VCE VET Dance from Year 10 onwards.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Safe dance practices inclusive of anatomy
- Learning dance through a variety of styles
- Exploring choreography
- Dance influences and pioneers

## Key Skills

- Executing dance through a variety of styles
- Choreography and performance
- Safe dance practices
- Responding to feedback

## Key Assessment Tasks

- Learning Dance - Jazz Dance (graded)
- Creating Dance (graded)
- Safe Dance Video (graded)
- Dance Influences Report (graded)

## Additional Information

**Related Subjects:**

- VET Dance 1st Year (Year 10-Year 11)
- VET Dance 2nd Year (Year 11-Year 12)

## Who do I contact about this subject?

Mr Christopher Hewitt and Ms Nadine Clarke

# Yr9 Digital Art

*Curriculum Area: The Arts - Visual*

## Subject Description

This subject will take you through a variety of computer programs to create visual art and design. This will involve taking and manipulating photos, creating drawings on the computer and manipulating images on the computer. Although the final artworks will be digitally produced, there is still a solid grounding required in the use of drawing and the studio process.

This is an exciting course. With the recent introduction of 3D printing and negotiated curriculum. This is a great chance for students to get hands on with the design process.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Build a working understanding of the design process
- Understand the history of multiple art styles
- Build an understanding of the application of modern artistic mediums
- Build an understanding of design principles

## Key Skills

- The use of 3D modelling and printing and design software and hardware
- Use of ICT including drawing tablets, cameras and computers
- Use of software including Adobe Creative Suite
- Creation of individual artworks/designs using ICT
- Use of artists from the past and present to inspire your work

## Key Assessment Tasks

- Student folio (graded)
- 3D Print project (graded)
- Research project (graded)
- Individual artworks (S/N)

## Additional Information

**Related Subjects**

- Media Studies
- VCE Art Making and Exhibiting

Examples of student work from Digital Art can be found in E4.

## Who do I contact about this subject?

Mr John Woodlock and Ms Tracey Philips

# Yr9 Drama

*Curriculum Area: The Arts – Preforming*

## Subject Description

In Year 9 Drama, students begin to explore a wide variety of performance styles such as improvisation, verbatim theatre, Australian drama and early theatre. Students become familiar with the elements of improvisation and explore improvising character and scenes. Students also use stimuli to devise dramatic pieces working with their peers.

During the semester, students explore a range of theatrical styles and conventions which support their learning in Drama, including Verbatim Theatre, Commedia Del Arte and Ancient Greek Theatre.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Improvisation skills
- Performance styles and conventions
- Early theatre
- Scripting
- Devising work

## Key Skills

- Focus on expressive skills to create authentic characters
- Improvise characters and scenes
- Script and devise own works
- Perform works to an audience

## Key Assessment Tasks

- Improvisation Performance (graded)
- Verbatim Theatre Performance (graded)
- Early Theatre Performance (graded)
- Workbook (S/N)

## Additional Information

**Related Subjects:**

- Dance
- Music
- Media

## Who do I contact about this subject?

Ms Hayley Townsend and Ms Nadine Clarke

# Yr9 Media

*Curriculum Area: The Arts – Visual*

## Subject Description

Year 9 Media comprises two areas of study to be completed across the course of a single semester.

1 – Photo-Journalism

Students will learn the principles of photographic journalism and how these are used to express ideas in a visual style. Students will investigate examples of photo-journalism that have had an impact on social attitudes through the use of the codes and conventions of photography.
Students will use this knowledge to create products that investigate different ideas, themes and genres.

2 – Stop Motion Animation

Stop motion animation has become a major element of modern communication. This subject is intended to give students an understanding of the possibilities of this form of communication and the opportunity to understand and use the new technology available. Students work with stop motion techniques to create their own stories and group productions.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Construction of narrative codes and conventions
- Control of techniques and equipment
- Ability to plan and reach deadlines

## Key Skills

- Designing short stories for production
- Use of production equipment
- Working as production teams

## Key Assessment Tasks

- Folio and Production work - Photo Journalism (graded)
- Folio and Production work - Stop Motion Animation (graded)
- Workbook (S/N)

## Additional Information

Advances in digital technology mean increased use of graphics, visual imagery and media in many careers. By undertaking this subject you will increase your skills in visual literacy which is an important part of contemporary careers.

**Related Subjects:**

- Media Studies 10-12
- Digital Media
- Visual Communication
- Studio Art

## Who do I contact about this subject?

Mr Nick Mortensen and Ms Tracey Philips

# Yr9 Music

*Curriculum Area: The Arts – Preforming*

## *Subject Description*

In Music students study how music plays an essential part of our lives. In this subject students will cover different categories of music including: the music embedded into films, animation and video games comprising live and electronic compositions.

Students will explore how music can be highly creative and purposeful. It sets the scenes, embellishes emotional content, and supports character development.

Music composer is the in-depth study of creative composition and builds on existing music knowledge to create music for games, animation, cinema and radio.

Subject Length: Semester  4 Periods Per Cycle

## *Key Knowledge*

- Understanding the elements of music
- Techniques of composition used in game music, film and TV music
- Using instruments, keyboards, Apps Garage Band or Soundtrap, iMovie
- Rehearsing and performing solo or in groups

## *Key Skills*

- Compositional Techniques
- Application of the elements of music in composition and responding to music
- Basic music theory
- Rehearsal and performance skills

## *Key Assessment Tasks*

- Portfolio of compositions (graded)
- Research Assignment (graded)
- Performance (S/N)

## Additional Information

**Related Subjects**

- Year 10 Music
- VET Certificate III in Music

## Who do I contact about this subject?

Ms Kitty Skeen and Ms Nadine Clarke

# Yr9 Visual Art

*Curriculum Area: The Arts - Visual*

## Subject Description

Students are introduced to a range of Western art styles and analyse and interpret artworks. Students explore a range of artforms including drawing, painting, printmaking, and sculpture techniques. They develop a variety of skills as they explore materials and techniques and continue to apply the Elements & Principles of Art. Students complete two research tasks, one an investigation into an art material of their choosing, the second, research into an artist of their choice. They record and document their progress of creating and making artworks in their visual diary.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Research and record information relevant to the western art style history
- Explore the artforms of printmaking, drawing, painting and sculpture techniques
- Exploring and applying ideas inspired by the style of other artists in their own artworks appropriating a range of images
- Developing safe and sustainable practices to work as an artist when investigating their use of materials, technologies, techniques and processes
- How to read an artwork for meaning and write a response using the Feldman model

## Key Skills

- Research and recording of artistic practice
- Supportive written annotation with arts language
- Safe use of specialised equipment Printing Press and other equipment
- Media use and techniques
- Presenting and reflecting on final work production

## Key Assessment Tasks

- Artists Research (graded)
- Art Material annotated report (S/N)
- Artworks, Printmaking edition series, Still Life Drawing, Painting (graded)
- Workbook Visual Diary (S/N)

## Additional Information

**Related Subjects**

- Year 10 Art
- Year 10 Visual Communication and Design
- VCE Art Making and Exhibiting

## Who do I contact about this subject?

Ms Tracey Phillips

# Yr9 Visual Communication

*Curriculum Area: The Arts - Visual*

## Subject Description

Students complete a series of lessons on various drawing and rendering techniques, mostly unique to Visual Communication Design. Students follow the design process working from a design brief to create logos and packaging designs. The theory task involves translating the terminology of the Elements and Principles of Design into their own words. Students then apply the Elements and Principles to create an industrial design for the near future. However, many of the skills learned will transfer to Technology and Art.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Generate, develop and refine visual communication presentations in response to the brief.
- Develop and present visual communications that demonstrate the application of methods, materials, media, design elements and design principles that meet the requirements of a specific brief and target audience.
- Use manual and digital drawing methods to create visual communications in the specific design fields of Environmental, Industrial and Communication Design.
- Develop a brief that identifies a specific audience and needs, and present visual communications that meet the brief.
- Analyse and evaluate the factors that influence design decisions

## Key Skills

- Experiment with a variety of media, methods and materials
- Use the elements and principles of design to interpret the work of designers
- Work through the design process as a professional designer to
- Develop a visual language to communicate ideas

## Key Assessment Tasks

- Technical Drawing Folio (Graded)
- Packaging design (Graded)
- Album Cover Design (Graded)
- Elements and Principles task (Graded)
- Workbook Folio (S/N)

## Additional Information

**Related Subjects**

- Year 10 Art
- Year 10 Visual Communication and Design
- VCE Art Making and Exhibiting
- VCE Communication and Design

## Who do I contact about this subject?

Ms Tracey Philips

# Yr9 Automotive Technology

*Curriculum Area: Technology*

## Subject Description

Students have the opportunity to work on their own supplied projects by teacher consultation, learning hands-on skills by disassembling and assembling different types of motors. In this process they will identify components and learn their functions and also gain valuable diagnostic skills. Students learn to work safely in a workshop environment, using the wide range of tools and equipment required to diagnose and repair small motors.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Safety procedures
- Tool identification and functionality
- Operation of internal combustion engine
- Procedures for engine disassembly/assembly
- Operation of various automotive systems: suspension, braking, induction, etc.

## Key Skills

- Problem Solving
- Safe conduct in the workshop
- Identify formal name of tools
- Correct use of tools
- Describe the operation of an internal combustion engine
- Ability to correctly disassemble/assemble engines
- Describe processes associated with automotive systems

## Key Assessment Tasks

- Procedural report on Automotive concept(S/N)
- Workshop equipment test (graded)
- Completion of workbook (S/N)

## Additional Information

Students require hard shoes for workshop. Students need to supply a workbook, and are strongly encouraged to supply their own project (appropriateness to be discussed with teacher prior to bringing to school)

**Related Subjects**

- Year 10 Automotive Innovation

## Who do I contact about this subject?

Mr James Woodward and Mr Nick Maxwell

# Yr9 Design Technology

*Curriculum Area: Technology*

## Subject Description

In this subject, students function as designers. They will learn how to use the design process while developing skills in producing working drawings, specifications and plans to create projects. Students will work with a range of materials which may include plastics, metal, timber and recycled materials to create exciting products. Students will learn about the design process, safe and correct use of machines and material properties. Students are introduced to the concept of Sustainability in Design and how designers work. This subject contains both theory and practical work.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Sustainability in design
- Factors that influence design
- Tool Identification
- Material familiarisation
- Workshop safety

## Key Skills

- Use hand tools
- Identify hazards
- Problem solving
- Measuring & marking
- Using some power tools
- Using static machines
- Creating designed solutions
- Product evaluation

## Key Assessment Tasks

- Materials Research Task (graded)
- Sustainability product analysis (graded)
- Practical workshop activities (graded)
- Workbook: Design Folio – Safety, Design & Evaluation (S/N)

## Additional Information

This subject provides students with a good foundation for VCE Product, Design & Technology.

## Who do I contact about this subject?

Mr Nick Maxwell, Mr James Woodward and Mr James Mifsud

# Yr9 Digital Technology

*Curriculum Area: Technology*

## Subject Description

Students apply systems thinking skills to their developed understanding of what is digital technology. Building on their knowledge from the year 8 course, students further explore how a digital technology integrates into digital systems, through exploration, analysis and evaluation of networks. Students develop the understanding of how data can connect us around the world. Students explore how bias can impact the result and value of data collection methods and they use structured data to analyse, visualise, model and evaluate complex data arrays. Building on students digital languages and further developing these skills, students explore coding and software development to create basic games and simple script.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Digital technologies
- Cyber safety
- Hardware and software
- Networking and configurations
- Data and information – primary and secondary data
- Manipulation of data
- Digital languages

## Key Skills

- Identify components of a computer
- Recognise the difference between hardware and software and identify their use
- Understand networks and network configurations
- Collect, collate, manipulate, and present an array of data from different sources
- Develop practical skills using digital technology
- Use computers safely

## Key Assessment Tasks

- Topic 1 – Digital Technology (S/N),
- Topic 2 – Data and Information (graded)
- Topic 3 – Software Development (graded)

## Additional Information

**Related Subjects:**

- Year 10 Digital Technology
- VCE Systems Engineering

## Who do I contact about this subject?

Mr James Mifsud and Mr Nick Maxwell

# Yr9 Electronics

*Curriculum Area: Technology*

## Subject Description

Students develop their knowledge of electronic, electrical and mechanical components, and learn how to solve problems in DC circuits. They build general electronics projects of their choice from scratch, such as manually controlled vehicles, sirens, amplifiers, light displays, etc. TinkerCAD is used to simulate electronic circuits and create Computer Aided Design models that can be 3D printed.
Students continue to follow the design process to design, plan, produce, test and evaluate an electronic system.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Electronic systems
- Identification and uses of electronic components
- Safe working procedures
- Design process

## Key Skills

- Identify safe working practices
- Use tools, equipment and power machinery correctly and safely
- Record design, computer simulation, production, diagnostic testing and modification of each model
- Complete practical work

## Key Assessment Tasks

- Knowledge test on basic electronic components & circuit laws (graded)
- Practical projects (graded)
- Electronics research tasks (graded)
- Workbook (S/N)

## Additional Information

Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.

**Related Subject**

- Year 10 Electronics & Robotics
- VCE Systems Engineering

## Who do I contact about this subject?

Mr Dominic Tyley-Miller and Mr Nick Maxwell

# Yr9 Engineering

*Curriculum Area: Technology*

## Subject Description

Students discover how to create their own tools and equipment using engineering processes. They will learn to safely use machines and specialised tools such as metal lathe, drill press, mill, threading taps & dies to create useful products. Students plan a project's manufacture and use sketches to assist in producing quality work. They evaluate the success of their project with consideration given to materials, design and the manufacture processes.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Tool identification
- Generating, developing, communicating and testing design ideas and processes
- Workshop safety
- Material characteristics & properties

## Key Skills

- Managing a project
- Measuring and marking
- Identifying hazards
- Problem solving
- Using hand and power tools
- Using static machines
- Evaluating a finished product

## Key Assessment Tasks

- Research assignment- a metal used in industry (graded)
- Practical workshop activities (graded)
- Workbook: Design Folio – Safety, Design & Evaluation (S/N)

## Additional Information

Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.

**Related Subject**

- Year 10 Automotive Innovation
- Year 10 Engineering - Welding & Fabrication

## Who do I contact about this subject?

Mr Nick Maxwell and Mr James Woodward

# Yr9 Food Technology

*Curriculum Area: Technology*

## Subject Description

Food Technology students extend their knowledge of a variety of food preparation skills which will help them become more confident to follow recipes and produce their own meals and other food items. Students become more familiar with the importance of the nutrients in food and how these can enable them to make informed food choices. Personal and food safety are a focus in a range of practical activities and demonstrations which introduce more complex food preparation processes.

Investigations into the range of foods and flavourings used by Victoria's first peoples' prior to European settlement will be conducted and students will use some of these flavours and foods in practical sessions.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Food safety & hygiene
- Food preservation, preparation & presentation
- The role of the main ingredients in a recipe
- Sensory perceptions
- Indigenous foods and the influence of migration to Australia's cuisine

## Key Skills

- Familiarity with how food cooks
- Using kitchen equipment
- Reading recipes
- Understanding the functions of the main nutrients
- Applying nutritional understanding to food models for long term health

## Key Assessment Tasks

- Production (S/N)
- Diet related Disease Research Assignment (graded)
- Indigenous Burger Design Brief (graded)
- Workbook (S/N)

## Additional Information

Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.
Students are required to supply a container which will also be required for each cooking class.

**Related Subjects:**

- Year 10 Food Studies
- VCE Food Studies

## Who do I contact about this subject?

Ms Carol Borg and Mr Nick Maxwell

# Yr9 Metal Technology

*Curriculum Area: Technology*

## Subject Description

Students learn about safety in the workshop, including how to use a range of hand tools and basic static machines for working with sheet metal correctly. They develop ways of communicating their designs and explore existing designed solutions. Students evaluate the effectiveness of processes and equipment used along with their own ability to execute their skills during production of their project.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Creating designed solutions
- Factors that influence design
- Material properties and characteristics
- Tool identification
- Workshop safety

## Key Skills

- Ability to use tools
- Identifying hazards
- Problem solving
- Working with sheetmetal
- Planning & managing projects
- Problem solving
- Evaluating a finished product

## Key Assessment Tasks

- Investigation - Chest of Drawers Designed Solutions (S/N)
- Production - Chest of Drawers (graded)
- Workbook - Design Folio / Safety, Design & Evaluation (S/N)

## Additional Information

Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.

**Related Subject**

- Year 10 Engineering - Welding & Fabrication

## Who do I contact about this subject?

Mr Nick Maxwell

# Yr9 Textiles

*Curriculum Area: Technology*

## Subject Description

Students will expand their knowledge of hand and machine surface design techniques across two assessment projects. They will plan and manage their design briefs, exploring diverse materials and components, and generating ideas through techniques testing and graphical representations to create textile products. Evaluation of their outcomes against self-defined criteria and analysis of sustainability, product safety, manufacturing processes, and social considerations will be key components. Students will focus on garment construction methods alongside gain hands-on experience with some surface design techniques. Theory will be seamlessly integrated throughout their learning journey and embedded in their projects to explore fibres, industrial processes, and foster innovation skills for developing, modifying, and communicating design ideas.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Fast Fashion, moral and ethical issues in the textiles industry
- Creating various design solutions
- Analysing fabric characteristics and properties
- Fabric construction methods
- OH&S

## Key Skills

- Hand and machine sewing
- Surface pattern techniques
- Reading commercial patterns
- Pattern construction techniques
- Designing in response to a brief
- Analysis and evaluation
- Problem solving

## Key Assessment Tasks

- Practical Project: Shorts/Pants (Graded)
- Practical Brief: Coachella Bucket Hat (Graded)
- Workbook: Design briefs, product designs, evaluations (S/N)
- Moral and ethical issues within the Textiles Industry Assignment (S/N)

## Additional Information

Equipment and materials are provided, optional choice if students would like to provide their own fabric.
Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.

**Related Subjects**

- Year 10 Textiles
- VCE Product Design & Technology - Textiles

## Who do I contact about this subject?

Ms Adriana Tavares-Green and Mr Nick Maxwell

# Yr9 Wood Technology

*Curriculum Area: Technology*

## Subject Description

In Year 9 Woodwork, students continue to learn about safety in the workshop Including identifying hazards and safe workshop practices. They learn how to correctly use a range of hand tools and basic machines and portable power tools for working with wood. Students consolidate their knowledge of material properties and explore different career pathways for the Australian timber industry.
Students follow the technology process when designing and manufacturing projects.

Subject Length: Semester  4 Periods Per Cycle

## Key Knowledge

- Tool identification
- Generating, developing, communicating and testing design ideas and processes
- Workshop safety
- Joining methods
- Material characteristics & properties

## Key Skills

- Managing a project
- Measuring & marking
- Identifying hazards
- Problem solving
- Using hand & power tools
- Evaluating a finished product

## Key Assessment Tasks

- Australian Timber Industry jobs research task (graded)
- Production (graded)
- Breakfast Tray or Carry All, Storage unit / Shelving (graded)
- Workbook - Design Folio / Safety, Design & Evaluation (S/N)

## Additional Information

Students are required to supply their own pair of enclosed, hard leather shoes for compliance with work safe regulations.

**Related Subjects**

- Year 10 Woodwork
- VCE Product Design & Technology

## Who do I contact about this subject?

Mr Nick Maxwell and Mr Chris Wilson