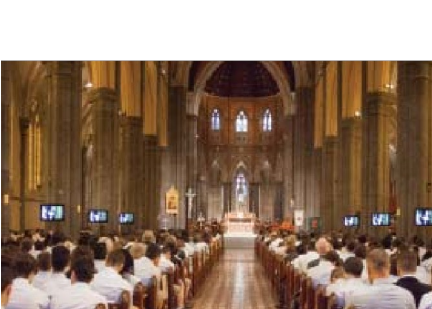




WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS



Curriculum Handbook 2021

Middle Years (Years 7 - 9)

Belong. Believe. Become.

Introduction

The Middle Years develops students to become independent and motivated learners who reflect on their progress, ask questions, seek feedback and collaborate with peers and teaching staff to improve learning. Students are encouraged to use a growth mindset to promote further learning opportunities in their quest for success in their studies.

Whitefriars College offers a comprehensive secondary curriculum that uses the Victorian Curriculum F - 10 in Years 7-10, to prepare students for learning in the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) in the Senior Years.

The Victorian Curriculum F - 10 sets out the core knowledge, understanding, skills and general capabilities important for all Victorian students. It is a foundation for future learning, growth and active participation in the world they now live in. It makes clear what all students should learn as they progress through schooling.

The Victorian Curriculum F - 10 is taught within a curriculum framework, which is specific to us as a school. This framework incorporates our values and mission statements and our Learning @Whitefriars definition; it is the basis for our learning and teaching.

Learning Areas

Subjects and associated enrichment activities are designed to stimulate and challenge our students whilst allowing them to have experiences based on interests and abilities. The curriculum is provided through the following Learning Areas:

Religious Education	Science	Performing Arts
English	Humanities	Visual Arts
Mathematics	Commerce	Technologies - Design
Health and Physical Education	Languages	- Digital
		- Food
		- Innovative

General Capabilities

Capabilities are a key dimension of the Victorian Curriculum F - 10. They encompass knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the future.

The Victorian Curriculum F - 10 includes four capabilities. These are:

- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

In addition to the Learning Area offerings and Capabilities, programs are provided through Pathways and Learning Diversity.

The Middle Years Curriculum Handbook is designed for Whitefriars College students who will be starting or continuing their Middle Years studies in Year 7, 8 or 9, and their parents.

The Curriculum Handbook contains details of all Year 7, 8 and 9 studies offered at Whitefriars College. It is an integral part of the process of subject selection and leads to the completion of the Careers program and Online Subject Selection Form which students use to select their subjects. Students are expected to draw upon the variety of resources and people who can assist them to select their subjects and program including their parents, teachers, careers staff, career-based resources and curriculum handbooks. College events are specially designed to assist students to make informed subject and program choices. Semester Academic Reports, Semester Examination results, assessment feedback and Student Parent Teacher Conferences are guides to assist students in making informed decisions about subjects and programs.

It is critical that students and parents carefully read the description of any subject in which a student is interested, to be clear of the subject content and expectations.

Any questions relating to the Years 7, 8 and 9 curriculums can be directed to the respective subject teacher, Learning Leader or Director Middle Years.

The Victorian Curriculum and Assessment Authority (VCAA) website at www.vcaa.vic.edu.au is a further source of information about VCE, VCAL and VET matters pertinent to the Senior Years.

Mr Mark Ashmore

Deputy Principal – Learning and Teaching

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Mission and Values Statement



Mission & Values

WHITEFRIARS

CATHOLIC COLLEGE FOR BOYS

Whitefriars is a Catholic College which reflects the tradition of the Carmelites who actively seek to live in God's presence by walking in the way of Jesus Christ.

The College provides a Catholic Education for boys where excellence is valued and all are challenged to achieve their best.

This education aims to empower young men to live with integrity through experiences of community and prayer and through a sensitivity to justice. It assists them to take their place in a contemporary, global society as valued individuals, alive with the wisdom of the Gospel.

Almae In Fide Parentis



We Belong to a
Whitefriars community that:

- embodies a belief in the Catholic faith that has Christ as its centre
- takes inspiration from Carmelite spirituality
- values and respects the richness of the land and the people who came before us
- develops skills for lifelong learning
- nurtures and celebrates the diverse gifts and unique contributions of each individual
- values collaboration and fosters positive, supportive relationships

We Believe in a
Whitefriars community that:

- celebrates God's presence through prayer and the Eucharist
- forms its students in the tradition of the Catholic and Carmelite ethos
- instils a sense of social justice, service and an understanding of the common good
- provides opportunities for spiritual, social, intellectual, emotional and physical growth
- acknowledges and fosters the faith and learning journey of each individual
- values excellence and encourages all to reach their potential
- provides a holistic education through a broad and vibrant curriculum
- challenges and develops all through diverse and enriching curricular and co-curricular pathways

We Become a
Whitefriars community that:

- forms 'Gentle men' of compassion, service and tolerance grounded in Catholic faith and Carmelite tradition
- develops young men with active and creative minds and with the courage to act on their beliefs
- challenges all to be active participants in the learning process
- fosters a sense of understanding and compassion for others
- encourages all to live with integrity and contribute positively to a global society
- engenders a sense of self-worth, confidence and wisdom in each individual
- contributes to the development of a just and sustainable world

Belong Believe Become

Belong. Believe. Become.

Learning @ Whitefriars

LEARNING @ WHITEFRIARS COLLEGE

Learners engage with the Carmelite tenets of *community, prayer and action* to acquire skills, knowledge and understanding as an active global citizen

Learning is holistic, providing opportunities for spiritual, intellectual, emotional, physical and social development

Learners use resources and develop their talents to achieve personal excellence

BELONG

Through the
COMMUNITY
Whitefriars College learners...

ENGAGE WITH THE
CATHOLIC FAITH
IN THE
CARMELITE TRADITION

FOSTER POSITIVE
RELATIONSHIPS

VALUE & UNDERSTAND
THE
INDIGENOUS STORY

DEVELOP CULTURAL
AWARENESS &
GLOBAL PERSPECTIVES

EMBRACE SUSTAINABLE
PRACTICES & OUR
NATURAL ENVIRONMENT

BELIEVE

Through
PRAYER
Whitefriars College learners...

REFLECT CRITICALLY

QUESTION, INQUIRE, IMAGINE

CONSTRUCT MEANING

ARE OPEN TO FEEDBACK
& A GROWTH MINDSET



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

BECOME

Through
ACTION
Whitefriars College learners...

TAKE RISKS, EXPERIMENT,
PRACTISE & PERSEVERE

COLLABORATE, COOPERATE
& COMMUNICATE

CRITICALLY THINK
& PROBLEM SOLVE

DEMONSTRATE ORIGINALITY
& CREATIVITY

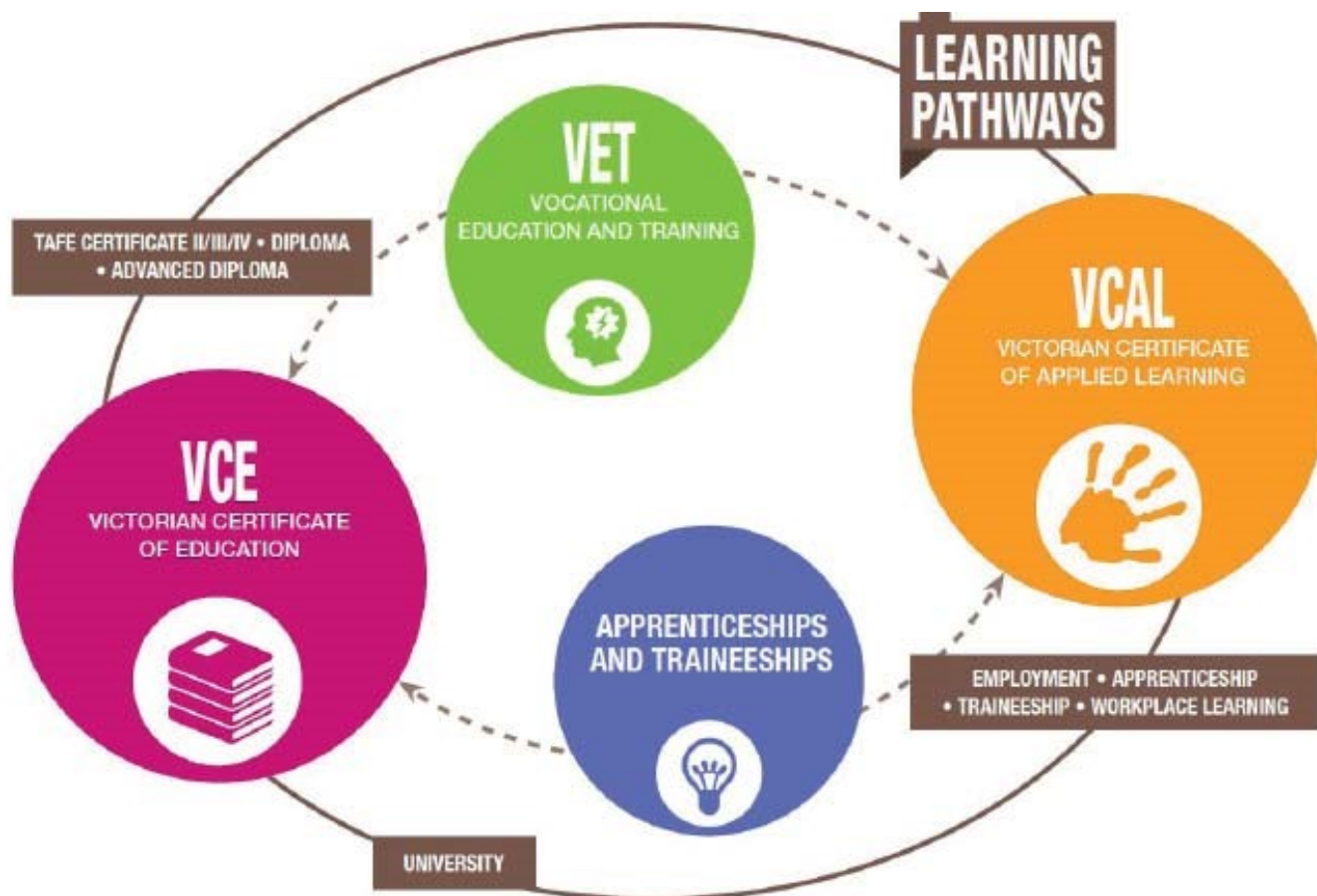
SERVE &
RESPECT OTHERS

ARE RESPONSIBLE FOR
THEIR LEARNING

Belong. Believe. Become.

Pathways and Transition

Students in Years 7, 8 and 9 study a number of core subjects that provide the foundation for further learning in the Senior Years. A number of electives provide choice for students based on their interests and learning style. Whilst this handbook focuses on the Middle Years, it is important for students in Years 7, 8 and 9 to develop goals and aspirations, as well as an understanding of studies offered in the Senior Years. Students in the Senior School choose different learning pathways; they can undertake VCE, VCE with VET, VCAL with VCE, or VCAL at Whitefriars College. All VCAL students do a VET subject



Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is offered at Whitefriars College as a three-year course that can be taken in Years 10, 11 and 12. Studies are made up of units numbered 1, 2, 3 or 4. To complete the Victorian Certificate of Education students must satisfactorily complete a minimum of 16 units of study which include a minimum of three units from the English group, with at least one unit at Units 3 and 4 level. The student's subject choice should be based on interest and ability in the study and should also take into account any requirements of tertiary courses and career interests.

Victorian Certificate of Applied Learning (VCAL)

As an alternate pathway to VCE, students have the option of selecting the Victorian Certificate of Applied Learning (VCAL) enabling them to pursue outcomes related to vocational pathways. The qualification aims to provide students with the skills, knowledge and attributes to empower them to make informed choices about pathways to work and further education. Upon completion of the College's VCAL program a number of pathways are available to our students including work, apprenticeships in their chosen vocational area, and/or further study.

Vocational Education and Training (VET)

VET programs are nationally recognized vocational certificates. The qualifications gained can provide the basis for further study in the vocational education sector and the units completed are credited to the student's VCE or VCAL Certificate. Whitefriars College offers VET subjects, however more courses are offered by accredited TAFE training institutions and students are able to enrol in VET studies off-site at nearby schools and TAFE institutes.

Curriculum Overview – Middle Years

Year 7	Year 8	Year 9
- Religious Education	- Religious Education	- Religious Education
- English	- English	- English - English Extension
- Mathematics	- Mathematics	- Mathematics - Mathematics Extension
- Science	- Science	- Science
- Geography - History	- Geography - History	- Colonial History - History - Geography - Interconnection and Global Wellbeing
- Health & Physical Education	- Health & Physical Education	- Health & Physical Education - Science of Sport - Sport for life - Science of Sport - Athlete Management - Outdoor and Environmental Science
- Art	- Visual Communication Design	- Media Studies - Studio Arts - Visual Communication Design - Digital Art
- Drama - Music - Instrumental Music	- Drama - Music - Instrumental Music	- Drama - Music Performance - Stagecraft - Digital Music - Instrumental Music
- Digital Technologies - Innovative Technologies	- Materials and Design Technology - Digital Technologies - Innovative Technologies	- Product Design Technology - Game Design & Development - Innovative Technologies - Robotics - Food Technology
- Chinese - Indonesian - Italian	- Chinese - Indonesian - Italian	- Chinese - Making Connections - Chinese - Indonesian - Making Connections - Indonesian - Italian - Making Connections - Italian
- ACC or House Sport	- ACC or House Sport	- ACC or House Sport
- Orientation Camp - Outdoor Learning Program	- Outdoor Learning Program	- Outdoor Learning Program
- Academic Enrichment	- Academic Enrichment	- Academic Enrichment
	- Year 8 Illuminate	- City Experience

Assessment and Reporting

Satisfactory Completion

Students must satisfactorily complete the requirements for each subject. Satisfactory completion will be based on the student's demonstrated achievement of learning outcomes. These outcomes are specified by the College so that the student can demonstrate knowledge and skills through assessment outcomes. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on class attendance, participation, as well as assessment tasks designed for the subject.

Additional information about levels of achievement based on graded school-based assessment tasks will be provided for students and parents in the Academic Reports.

Attendance

Students are expected to attend all classes for which they are timetabled. An unexplained absence constitutes a serious breach of the attendance policy. A student may be awarded a not satisfactory completion for a subject as a result of a substantial breach of the attendance policy and will appear on the student's Academic Reports.

At Whitefriars College an unexplained absence is where no documentation that explains the absence is provided, or documentation that is provided is not approved by the school. At Whitefriars College a substantial breach is defined as more than 10% unexplained absences from timetabled classes for the subject.

There is significant research which indicates students who miss 5-10% of days in any given year will have lower levels of performance in reading, writing and mathematics in future years and that the gaps in knowledge and skills are rarely made up. Strong attendance provides continuity in students' learning. Students give themselves their best chance to build on their learning of skills and knowledge by being present from one class to the next. Social connections within the school setting are also better maintained by students when they are present on each school day and participate in all school activities. Students will feel more strongly connected to a peer group and to the school community as a whole.

At times students or their families seek to take holidays during the school term. The school is not able to make allowances for students seeking to miss school for a family holiday or attendance at a single day non-school based activity.

School Assessment

Coursework assessment is part of the regular teaching and learning program and must be completed within a limited timeframe and mainly in class time. In most studies the teachers select from a range of tasks designated for the assessment of unit outcomes and the student learning style. As most work is to be completed mainly in class time, authentication problems will be minimized. Where work is completed out of class, teachers must be able to authenticate the work.

Student Absence from Assessment Tasks

Students are required to meet the deadlines set by the school for assessment tasks. Where a student is unable to meet a deadline because of illness or other special circumstances appropriate documentation and communication is required from home to the school. In all circumstances, the person providing the evidence must have specific knowledge of the illness, injury, personal trauma or serious intervening event; must not be related to or have a close personal relationship with the student, and must have been professionally associated with the student's situation.

Home Learning and Independent Study

Carefully structured home learning is an integral part of the learning experience in the Whitefriars College Middle Years. It provides students with opportunities for clarifying and consolidating new knowledge, skills and understandings, and for reflecting on their progress as well as their needs as independent learners. Students in Senior Years must dedicate time each week to the planning and organising of upcoming events, tasks and commitments. As a minimum, the following home learning and independent study commitment is expected of Middle Years students. At peak periods of the year students would be expected to spend more time on home learning including study days, and examination periods.

Year Level	Weekday (hours per night)	Weekend (hours)
7	1	1
8	1.5	2
9	2	3

Parents are encouraged to take an active interest in the way their child completes both school assigned and personal study tasks. This could involve helping to create a suitable learning environment, encouraging the disciplined use of time and minimising distractions.

Study Choice and Subject Selection

While the formal requirements for Senior Year and tertiary course selection should not be the only (or even the most important) element of a student's choice of studies in Years 7, 8 and 9, students will want to consider carefully the implications of their study choices for possible Senior Years courses.

Personal Interest/Ability

The most important factors for any student planning Year 7, 8 and 9 studies are personal interest and ability. You should think about the subjects you have enjoyed (or believe that you would enjoy) and those in which you perform well. It is likely that these will be the studies that will bring not only personal satisfaction and involvement but your best results. You should discuss subjects with current older students, perhaps in your House, and consider reviewing the text book and other references used, look at notes and folios developed.

Teacher Advice

Your subject teachers have a good idea of your ability and commitment in their subject and you should discuss your plans with them. Any recommendations they make should be carefully considered. You need to be aware of all the implications of study choices. For current Year 8 students, your teachers will be asked to comment on your likelihood of success in related studies at Year 9 level.

Throughout the whole process of selecting studies in the Middle Years of secondary schooling students should make as much use as possible of the very extensive resources of the Pastoral Care Teacher, House Leader and Careers Centre, Learning Leaders and others in the College can all offer valuable advice if students seek it.

Year 7 Subject Descriptions

Year 7 – Art

The Year 7 course is a full one-year Visual Arts program. It is a skills based practical program in which students broaden their two and three dimensional experiences. Students further develop their knowledge of equipment and mediums by creating artworks in the methods of Drawing, Painting, Media, Printmaking, 3D Modelling and Digital Artworks. They apply the techniques needed to produce their final artworks, incorporating elements of art and principles of design, exploring different tones, textures and colours. Students also analyse and interpret the content, structure, characteristics and the role of art in different cultural contexts.

Assessment

Students are assessed through the following areas:

- Creating and making
- Exploring and responding
- ICT for creating
- Thinking process - creativity

Pathway Opportunities

Year 8 Materials Design Technology, Year 8 Visual Communication Design

Year 9 Materials Design Technology, Year 9 Media Studies, Year 9 Studio Arts, Year 9 Visual Communication Design, Year 9 Digital Art

Year 10 Studio Arts, Year 10 Visual Communication Design, Year 10 Product Design Technology, Year 10 Digital Art, Year 10 Media Studies, Year 10 Architectural Studies

College Levies

NA

Year 7 - Digital Technologies

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem-solving. Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs. The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking. The curriculum also encourages students to be discerning decision-makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment

Assessment

Students will be required to complete a variety of assessment tasks related to the content throughout the semester.

Pathway Opportunities

Year 8: Digital Technologies

Year 9: Game Design and Development

Year 9: Robotics

Year 10: Introduction to VCE Applied Computing

VCE Applied Computing 1 & 2

VCE Applied Computing – Informatics 3 & 4

VCE Applied Computing – Software Development 3 & 4

Related Links

<https://victoriancurriculum.vcaa.vic.edu.au/technologies/digital-technologies/introduction/rationale-and-aims>

College Levies

NA

Year 7 – Drama

The study of Drama in Year 7 will establish students' skills and understanding within a variety of individual and group contexts. Students will begin to develop dramatic skills through the units of Physical Theatre, Mime, and Puppetry. They will learn preliminary performance and presentation skills, and develop an understanding of storytelling through Physical Theatre, using facial expression, gesture and movement. They will also explore the ways that different Puppetry forms tell stories in a variety of cultures, as well as gaining practical knowledge of the construction and manipulation of puppets. Through this exploration of Puppetry and Physical Theatre traditions, students will develop their written analytical skills to further their theatrical understanding.

Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas, Drama Practices, Present and Perform, Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Assessment across these domains will be drawn from in-class observation by teachers, live group performances, and digital/written work.

Pathway Opportunities

All students will progress into Year 8 Performing Arts. From there, students that are interested in continuing with drama studies in the classroom may enrol in the following elective subjects:

- Year 8, 9 and 10 Drama
- Year 9 and 10 Stagecraft

Leading to the following opportunities at VCE:

- VCE Drama Units 1 – 4
- VCE Theatre Studies Units 1 – 4

Related Links

NA

College Levies

NA

Year 7 - English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

The Victorian English Curriculum aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop an interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Students will complete the following learning activities: Australian Council of Educational Research [ACER] online PAT-R tests; close study of a film and literature, Literature circles, genre-based wider-reader program developed by College librarians, indigenous literature, creative and analytical responses to texts, online self-assessment tests, which provide immediate feedback on learning, creative, reflective and persuasive writing, oral presentations, group work and peer review, poetry study and composition.

Students will participate in the following competitions: The College Effective Speaking Competition and the College Creative Writing Competition.

Assessment

Level 7 of the Victorian English Curriculum set out what students are expected to learn and is designed as a continuum of learning.

Pathway Opportunities

Rotary and Legacy public speaking competitions; ACC/DAV debating and a diverse range of writing and short film competitions; Library Book Club; Years 8, 9 (core and extension) and 10 English; and Year 10 English electives.

English 1 & 2

English Language 1 & 2

Literature 1 & 2

Related Links

<http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/scope-and-sequence>

College Levies

NA

Year 7 - Health and Physical Education

The Year 7 course is the start of a 2-year sequential program that continues on into Year 8. It is a skills-based program rather than games based, catering for a range of ability levels. All students participate in minor games throughout the year to cover areas such as sportsmanship, co-operation and rules. Students are encouraged to have a bike (with gears) in good working order for Bike Education.

It is envisaged that a skills-based approach to Physical Education, in a team teaching format, will provide a suitable learning environment for all students.

- Fitness Education Testing
- Bike Education (Cycle on Program)
- Fundamental Motor Skills Program No 1 - throwing, catching, hitting
- Swimming - Aquasafe Swimming Program. (Levels 1-4, Victorian Water Certificate)
- Fitness Education Retest
- Fun and Fitness

Students will also be working through the Victorian curriculum in their theory classes on the following units:

- Healthy Lifestyles and safety
- Team Building
- Fit for Life

Assessment

Students are assessed in practical units in Participation in all units, Skills assessed tests according to the level they are participating, workbook with all notes and question sheets.

Pathway Opportunities

Year 8, 9 and 10 Health and Physical Education

Physical Education Unit 1 & 2

Health and Human Development 1 & 2

Outdoor & Environmental Studies Unit 1 & 2

College Levies

NA

Year 7 – Humanities

The Year 7 Humanities course comprises of the study of History for one semester and the study of Geography for the other.

History covers three studies:

- Investigating the Ancient Past
- Ancient Greece
- Ancient China

Geography covers two units:

- Water in the World
- Place and Liveability

Fieldwork is also a component of all studies in Geography.

Assessment

Topic tests, assignments, research tasks and in the case of Geography, fieldwork is also undertaken

Pathway Opportunities

Year 8 History and Geography

Year 9 and 10 History and Geography electives

Geography 1 & 2

Geography 3 & 4

Twentieth Century History 1 & 2

Australian History 3 & 4

Revolutions History 3 & 4

Related Links

NA

College Levies

NA

Year 7 - Innovative Technologies

Innovative Technologies is a compulsory cross-disciplinary subject for Year 7 students that focuses on inquiry-based learning projects in a student-centred learning environment. Innovative Technologies aim to promote the development of problem-solving, critical analysis and creative thinking skills whilst performing tasks related to the Digital Technologies, Science, Engineering, Mathematics and Creative Art related fields.

Assessment

Students will be required to complete a variety of assessment tasks related to the content, although the majority of the assessment will be based on the specific projects that the students choose to complete throughout the year.

Pathway Opportunities

This subject implements many cross-curricular aspects that will aid the students in many of their core subjects such as Literacy, Numeracy, Science & the Creative Arts. This subject will provide students with an opportunity to grasp concepts that will be offered in the Year 8, 9 and 10 elective program at Whitefriars College.

Related Links

NA

College Levies

NA

Year 7 - Languages (Chinese, Indonesian, Italian)

The Languages curriculum is based on themes and topics arranged to provide progressive and cumulative opportunities for students to develop language and cultural understanding. The sequencing of activities allows students to build new skills and knowledge in the language as well as developing a cultural and global appreciation of the language and communities in which it is used. Curriculum includes topics culturally, socially and linguistically distinctive to the Languages, are relevant and of interest to students, and build students' knowledge, skills and intercultural awareness.

Assessment

Year 7 Languages is a semester subject only. Primarily, students' four macro skills (listening, speaking, reading and writing) in the language will form the learning and assessment, as will the opportunity for cultural investigations and assignments. The subject's assessment may comprise tests, class tasks and homework activities set by the teacher. The subject assumes no previous study, but will cater for students requiring extension as well as those needing support or modification. Language topics will be introductory in nature. Basic grammar systems in all Languages will be taught, as will basic character formation (where applicable).

As an adjunct to class learning, it is expected students will read, revise and practise their language outside school for at least five minutes daily. This will assist students' language retention and recall, supporting further language acquisition.

Pathway Opportunities

Of the two Languages studied in Year 7, one of the two will be selected to be studied for the duration of both Years 8 and 9.

Related Links

NA

College Levies

NA

Year 7 – Mathematics

The Year 7 students will be following the Victorian Curriculum learning outcomes and content. The program aims to consolidate, strengthen and further develop the mathematical concepts and skills that students have acquired in primary school, and in addition, introduce new concepts and skills such as algebra and linear relationships as well as higher-order thinking.

Over the two semesters, students will complete a total of 10 units: Whole Numbers, Geometry and Polygons, Number Properties, Fractions and Percentages, Statistics and Probability, Algebra, Measurement, Equations, Decimals and Negative Numbers.

Assessment

Students will be assessed in each of the above areas. These assessments include Topic Tests, Problem Solving Tasks and Assignments. Students will be required to complete set classwork and homework.

Pathway Opportunities

Year 8, 9 and 10 Mathematics

Related Links

<https://victoriancurriculum.vcaa.vic.edu.au/mathematics/curriculum/f-10?layout=3#level=7>

College Levies

NA

Year 7 – Music

The study of Music in Year 7 establishes the fundamental tools of music language, allowing students to respond, compose and be active soloists or ensemblists in the school community. They develop musical skill through aural, visual, written and creative activities, using their voices, bodies and instruments. Through three units – Music Explorations, Composition, and Investigation – students work individually and collaboratively to compose, improvise, analyse and experience music from a variety of contexts and traditions. They develop their own understandings to interpret musically relevant artworks through written and digital technologies. Through this exploration, students will continue their musical development through a sequential, longitudinal program that aims to develop musicianship, artistry and creativity.

Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas*, *Music Practices*, *Present and Perform*, *Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Assessment across the domains will be drawn from in-class observation by teachers, live/video performances, and digital/written work.

Pathway Opportunities

All students will progress into Year 8 Performing Arts. From there, students that are interested in continuing on with music studies in the classroom may enrol in the following elective subjects:

- Year 9 and 10 Digital Music Composition
- Year 9 and 10 Music Performance
- Year 10 VET Music Industry Certificate II

Leading to the following opportunities at VCE:

- VCE Music Performance Units 1 - 4
- VCE Music Style and Composition Units 1 - 4
- VCE Music Investigation Units 3 & 4
- VCE VET Certificates II, III and IV in Music Industry

Related Links

NA

College Levies

NA

Year 7 - Religious Education

The Year 7 Religious Education program is concerned with the human search for meaning and the building of the Kingdom of God. Whitefriars College uses the Archdiocese's Religious Education framework. A variety of topics are chosen from this framework, which is complemented by an experience of the charism/spirituality of the Carmelites and an active participation in service-learning.

The aim of the program is to foster the space for a theology of encounter in student's lives, one which is understood as a connectedness with themselves, in their relationships to others, in their relationships to the natural world and in their relationship to ultimate reality, or God. The program invites students to discover the activity of God in their lives, to learn and know the richness of the Catholic scriptural and theological tradition and to experience the transformational encounter of liturgy, ritual and community engagement.

Topics covered at Year 7 are:

- School and Church Communities
- God and People in Creation
- Key People and Stories in the Old Testament
- Ways People Pray / The Liturgical Year

Assessment

Each topic contains several assessment tasks for students which have as their aim the transformation of learners and their learning. A range of assessment methods are employed, which prioritises student self-assessment, peer feedback and reflective practice.

Pathway Opportunities

Year 8 and 9 Religious Education
 Religion & Society Unit 1
 Religion & Society Unit 2
 Text & Traditions Unit 2
 Religion & Society Units 3 & 4
 Text & Traditions Units 3 & 4

Related Links

NA

College Levies

NA

Year 7 – Science

In Year 7, students explore a range of science topics which help them understand and explain everyday phenomena. They are introduced to the science laboratory and instructed in the safe and effective use of a range of scientific equipment used to conduct scientific investigations. Principles of chemical mixtures are introduced and how these mixtures can be separated is investigated. Students develop their understanding of the role of classification in ordering and organising information. They investigate ways that human activities can affect food chains within ecosystems. They use and develop models of Earth systems, exploring the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They investigate relationships in the Earth, sun and moon system and use models to predict and explain seasonal events.

Students identify questions that can be investigated scientifically. They undertake fair experimental methods, formulate hypotheses and identifying variables to be changed. They use equipment that improves fairness and accuracy and describes safety considerations. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

Assessment

Students will be required to complete a variety of assessment tasks including topic tests, practical reports and assignments.

Pathway Opportunities

Year 8, 9 and 10 Science
 VCE Biology
 VCE Chemistry
 VCE Physics
 VCE Psychology

Related Links

<https://victoriancurriculum.vcaa.vic.edu.au/science/curriculum/f-10>

College Levies

NA

Year 8 Subject Descriptions

Year 8 - Digital Technologies

The Digital Technologies curriculum enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem-solving. Students acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs. The curriculum has been designed to provide practical opportunities for students to explore the capacity of information systems to systematically and innovatively transform data into digital solutions through the application of computational, design and systems thinking. The curriculum also encourages students to be discerning decision-makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the possible benefits and potential risks for society and the environment.

Assessment

Students will be required to complete a variety of assessment tasks related to the content throughout the semester.

Pathway Opportunities

Year 9: Game Design and Development

Year 9: Robotics

Year 10: Introduction to VCE Applied Computing

VCE Applied Computing 1 & 2

VCE Applied Computing – Informatics 3 & 4

VCE Applied Computing – Software Development 3 & 4

Related Links

<https://victoriancurriculum.vcaa.vic.edu.au/technologies/digital-technologies/introduction/rationale-and-aims>

College Levies

NA

Year 8 – Drama

The study of Drama in Year 8 will further develop students' dramatic skills and understanding within a variety of individual and group contexts. Students will progress their knowledge of performance and presentation skills through the units Physical Comedy, Scripted Group Performance, and Radio Drama. They will continue to develop their understanding of performance techniques through the use of physical exaggeration, facial and vocal expression, posture, gesture and movement, and demonstrate their understandings through practical class workshops. Students will consolidate their understanding of the nature of theatrical analysis with a detailed study of a professional performer.

Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas*, *Drama Practices*, *Present and Perform*, *Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Assessment across these domains will be drawn from in-class observation by teachers, live group performances, and digital/written work.

Pathway Opportunities

From Year 9 onwards, students that are interested in continuing with drama studies in the classroom may enrol in the following elective subjects:

- Year 9 and 10 Drama
- Year 9 and 10 Stagecraft

Leading to the following opportunities at VCE:

- VCE Drama Units 1 – 4
- VCE Theatre Studies Units 1 – 4

Related Links

NA

College Levies

NA

Year 8 – English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them.

The Victorian English Curriculum aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- Develop an interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Students will complete the following learning activities: Australian Council of Educational Research [ACER] online PAT-R tests: comprehension, spelling, vocabulary, grammar and punctuation; ICAS test (by invitation), close study of literature and film, genre-based and thematic wider-reader program developed by College librarians, creative and analytical responses to texts, online self-assessment tests, which provide immediate feedback on learning, creative, reflective and persuasive writing, Introduction to debating, group work and peer review, and oral presentations.

Students will also participate in the following competitions: the College Creative Writing Competition and the College Effective Speaking Competition, and will play online educational games.

Assessment

Level 8 of the Victorian English Curriculum set out what students are expected to learn and is designed as a continuum of learning.

Pathway Opportunities

Rotary and Legacy public speaking competitions; ACC/DAV debating and a diverse range of writing competitions; Library Book Club Year 9 English (core or extension) and 10 English; and Year 10 English electives.

English 1 & 2

English Language 1 & 2 AND/OR Literature 1 & 2

Related Links

<http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/scope-and-sequence>

College Levies

NA

Year 8 - Health and Physical Education

Students participate in one 150-minute double session and one 75 minute session per cycle throughout the year. The program is sequentially based so that students are able to continue on from their units in Year 7. All students will be required to participate in a bike ride to culminate the bike education unit. All classes use a team-teaching format to provide a suitable learning environment for all students.

The course is structured so students experience learning in: Fitness Education Test, Bike Education, Fundamental Motor Skills Program - trapping/ tracking, kicking, striking, Surf Skills (Levels 1-4, Victorian Water Certificate), Fun and Fitness.

Students will also be working through the Victorian curriculum in their theory classes on the following units: Movement/Skill Acquisition, Nutrition, Influences on adolescence and Skill development

Assessment

Students are assessed in practical units through participation in all units, skills assessed tests according to the level they are participating, workbook with all notes and question sheets.

Pathway Opportunities

Year 9 and 10 Health & Physical Education

Physical Education 1 & 2

Health and Human Development 1 & 2

Outdoor & Environmental Studies 1 & 2

Related Links

NA

College Levies

NA

Year 8 – Humanities

The Year 8 Humanities course comprises of the study of History for one semester and the study of Geography for the other. History covers three studies:

- Medieval Europe
- Japan under the Shoguns
- The Spanish conquest of the Americas

Geography covers two units:

- Landforms and Landscapes
- Changing Nations

Fieldwork is also a component of all studies in Geography.

Assessment

Topic tests, assignments, research tasks and in the case of Geography, fieldwork is also undertaken.

Pathway Opportunities

Year 9 and 10 Geography electives

Year 9 and 10 History electives

Geography 1 & 2

Geography 3 & 4

Twentieth Century History 1 & 2

Australian History 3 & 4

Revolutions History 3 & 4

Related Links

<http://intranet.whitefriars.vic.edu.au/workspaces/humanities/8historyn/SitePages/Home.aspx>

<http://intranet.whitefriars.vic.edu.au/workspaces/humanities/yr8geography>

College Levies

NA

Year 8 Innovative Technologies

Innovative Technologies is a compulsory cross-disciplinary subject for Year 8 students that focuses on inquiry-based learning projects in a student-centred learning environment. Innovative Technologies aim to promote the development of problem-solving, critical analysis and creative thinking skills whilst performing tasks related to the Digital Technologies, Science, Engineering, Mathematics and Creative Art related fields.

Assessment

Students will be required to complete a variety of assessment tasks related to the content, although the majority of the assessment will be based on the specific projects that the students choose to complete throughout the year.

Pathway Opportunities

This subject implements many cross-curricular aspects that will aid the students in many of their core subjects such as Literacy, Numeracy, Science & the Creative Arts. This subject will provide students with an opportunity to grasp concepts that will be offered in the Year 9 and 10 elective program at Whitefriars College.

Related Links

NA

College Levies

NA

Year 8 - Languages (Chinese, Indonesian, Italian)

The Language Curriculum is based on themes and topics arranged to provide progressive and cumulative opportunities for students to build upon language and cultural understanding introduced at Year 7 level. The sequencing of activities allows students to gain new skills and knowledge in the language as well as developing a stronger cultural and global appreciation of the communities in which it is used. Curriculum includes topics culturally, socially and linguistically distinctive to the Languages, are relevant and of interest to students, and build students' knowledge, skills and intercultural awareness.

Assessment

Year 8 Languages is a one year subject. Primarily, students' four macro skills (listening, speaking, reading and writing) in the language will form the learning and assessment, as will the opportunity for cultural investigations and assignments. The subject's assessment may comprise tests, class tasks and homework activities set by the teacher. The subject is built on Year 7 Languages studies and will usually commence with revision of the previous year's content. Language topics will become more developed in Year 8. Essential, intermediate grammar systems in all Languages will be taught, as will character formation (where applicable).

As an adjunct to class learning, it is expected students will read, revise and practise their language outside school for at least ten minutes daily. This will assist students' language retention and recall, supporting further language acquisition.

Pathways Opportunities

The Language chosen for Year 8 will also be studied for the duration of Year 9.

Related Links

NA

College Levies

NA

Year 8 - Materials Design Technology

Students will study Materials Design and Technology for one semester working with; wood, plastic and metal. The technology process involves design, production and evaluation. Students will gain the knowledge and skills to use a variety of materials and equipment safely. Students will explore, analyse and conceptualise their ideas using both 2D and 3D drawings. Students will work independently as well as cooperatively in completing design and production exercises in response to set design briefs given by the teacher or created by the student. This involves problem solving, planning, initiatives and reflection.

Assessment

Students are assessed through Creating and making, Exploring and responding, ICT for creating and Thinking process - creativity.

Pathway Opportunities

Year 9 Materials Design Technology
 Year 9 Visual Communication Design
 Year 10 Product Design Technology
 Year 10 Architectural Studies
 Year 10 Visual Communication Design

Related Links

NA

College Levies

NA

Year 8 – Mathematics

The Year 8 students will be following the Victorian Curriculum learning outcomes and content. The program aims to consolidate, strengthen and further develop the mathematical concepts and skills that students have acquired in Year 7, and in addition, introduce new concepts and skills including index laws, ratios and rates, expanding and factorising, and linear graphs.

Over the two semesters, students will complete a total of 9 units: Integers, Fractions, Decimals and Percentages, Statistics and Probability, Measurement, Ratio and Rates, Algebra, Linear Graphs, Linear Equations and Geometry.

Assessment

Students will be assessed in each of the above areas. These assessments include Topic Tests, Problem Solving Tasks and Assignments. Students will be required to complete set classwork and homework.

Pathway Opportunities

9 Math (core or extension)

Year 10 Mathematics Core, Advanced or Trade and Business Mathematics

Related Links

<https://victoriancurriculum.vcaa.vic.edu.au/mathematics/curriculum/f-10?layout=3#level=8>

College Levies

NA

Year 8 – Music

The study of Music in Year 8 will further develop students' practical, listening and music literacy skills within a variety of individual and group contexts. Students will progress their knowledge and skills through the units Music as a Composer, Music as a Performer and Music as a Consumer. As a Composer, students will use digital composition tools to develop an understanding of texture, structure and timbre. As a Performer, students will further develop their ensemble performance skills as a member of a small group. As a Consumer, students will research and discuss the role music plays in social, religious, political and historical contexts. Students will apply their research to develop their own music festival through inquiry-based practice. Throughout the semester, students will have the opportunity to improve practical instrumental skills, and further develop their musical knowledge and artistry.

Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas*, *Music Practices*, *Present and Perform*, *Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Assessment across the domains will be drawn from in-class observation by teachers, live/video performances, and digital/written work.

Pathway Opportunities

From Year 9 onwards, students that are interested in continuing on with music studies in the classroom may enrol in the following elective subjects:

- Year 9 and 10 Digital Music Composition
- Year 9 and 10 Music Performance
- Year 10 VET Music Industry Certificate II

Leading to the following opportunities at VCE:

- VCE Music Performance Units 1 - 4
- VCE Music Style and Composition Units 1 - 4
- VCE Music Investigation Units 3 & 4
- VCE VET Certificates II, III and IV in Music Industry

Related Links

NA

College Levies

NA

Year 8 - Religious Education

The Year 8 Religious Education program is concerned with the human search for meaning and the building of the Kingdom of God. Whitefriars College uses the Archdiocese's Religious Education framework. A variety of topics are chosen from this framework, which is complemented by an experience of the charism/spirituality of the Carmelites and an active participation in service-learning.

The aim of the program is to foster the space for a theology of encounter in student's lives, one which is understood as a connectedness with themselves, in their relationships to others, in their relationships to the natural world and in their relationship to ultimate reality, or God. The program invites students to discover the activity of God in their lives, to learn and know the richness of the Catholic scriptural and theological tradition and to experience the transformational encounter of liturgy, ritual and community engagement.

Topics covered at Year 8 are:

- The Jewish Jesus
- Beliefs of Early Christian Communities
- Symbol and Ritual: Sacraments of Initiation
- Jesus, a model for living

Assessment

Each topic contains several assessment tasks for students which have as their aim the transformation of learners and their learning. A range of assessment methods are employed, which prioritises student self-assessment, peer feedback and reflective practice.

Pathway Opportunities

Year 9 Religious Education
Religion & Society Unit 1
Religion & Society Unit 2
Text & Traditions Unit 2
Religion & Society Units 3 & 4
Text & Traditions Units 3 & 4

Related Links

NA

College Levies

NA

Year 8 – Science

In Year 8, students explore the diversity of life on Earth and use models to represent and analyse the flow of energy and matter through ecosystems. They investigate the notion of renewable and non-renewable resources and consider how the concept of sustainability can help us to better manage these resources. Students are introduced to geological concepts including the structure of the Earth and plate tectonics, which leads to a more in-depth understanding of natural phenomena such as earthquakes and volcanic eruptions. They begin to classify different rock formations found in the Earth and explore the rock cycle. Students are introduced to the structure of the atom and they use the Periodic Table to learn about the elements found on the Earth and some of the compounds they form. Students will focus on Cells and multicellular organisms with great attention to human body systems.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describes safety considerations. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

Assessment

Students will be required to complete a variety of assessment tasks including topic tests, practical reports and assignments.

Pathway Opportunities

Years 9 and 10 Science
VCE Biology
VCE Chemistry
VCE Physics
VCE Psychology

Related Links

<https://victoriancurriculum.vcaa.vic.edu.au/science/curriculum/f-10>

College Levies

NA

Year 8 - Visual Communication Design

Students will study Visual Communication Design for one Semester, explore and apply methods, media, materials, design elements and design principles to create and present visual communications. They will use manual and digital drawing methods and conventions to create a range of visual communications. They will develop and present visual communications for different purposes, audiences and in response to specific needs. Students will analyse a range of visual communications from different historical, social and cultural contexts, learning how to identify and describe the purpose, intended audience, context, use of design elements and principles, media, materials and methods used within the visual communication.

Assessment

Students are assessed through the following areas:

- Creating and making
- Exploring and responding
- ICT for creating
- Thinking process - creativity

Pathway Opportunities

Year 9 Visual Communication Design, Year 9 Materials Design Technology, Year 9 Studio Arts, Year 9 Media Studies, Year 9 Digital Art, Year 10 Product Design Technology, Year 10 Architectural Studies, Year 10 Visual Communication Design, Year 10 Digital Art, Year 10 Studio Arts, Year 10 Media Studies

Related Links

NA

College Levies

NA

Year 9 Subject Information

In the final year of their Middle Years learning experience, Year 9 students are challenged with high expectations for achieving academic excellence.

Year 9 students have the opportunity to experience a number of learning experiences in the classroom or in extra-curricular activities based on aspiration and interests. Students select a Year 9 program, based on the Victorian Curriculum F - 10 requirements which provides a pathway to Year 10, as well as VCE, VET and VCAL opportunities in Year 11 and 12.

All Year 9 students will complete an academic program each semester that consists of core and elective units.

Year 9 students need to select 6 elective units to include in their program.

Core Subjects	Religious Education	English	Mathematics	Health and Physical Education	Science	Chinese Italian Indonesian
Elective Units	Elective (Humanities)	Elective (Visual Arts or Performing Arts)	Elective (Humanities)	Elective	Elective	Elective

Some elective units involve additional costs. Refer to the subject descriptions for levy details.

Year 9 students experience examinations, Outdoor Learning Program, ACC Sport, and a week of City Experience.

Year 9 Subject Descriptions

Year 9 – Whitefriars Sports Development Program

Semester 1 - Football & Soccer

Rationale

As a college we firmly believe that student's participation in sport assists them in developing the knowledge, understanding and skills to strengthen their sense of self, as well as building and maintaining relationships. It also helps students to be resilient, make decisions and take actions to promote their own health and physical activity participation going forward.

In accordance with the Associated Catholic Colleges we expect our students to represent our college with; 'Excellence, Honour and Fairness'.

Students that have previously represented the College in ACC sport at year 7 & 8 are expected to select ACC Sport as an elective in year 9 & 10. The College Sport program is highly respected and prestigious and talented sportsmen are expected to participate, as stated in the Whitefriars College ACC Sports Policy.

Course Structure

Term 1:

During Term 1, students will participate in specialised coaching sessions designed to improve skill acquisition, decision making and game sense. At the conclusion of the term, the coaches, will formulate a squad of students that will represent Whitefriars College in the Associated Catholic Colleges Football/Soccer competition for term 2.

Term 2:

During Term 2, selected students will compete in the Associated Catholic Colleges fixtured competition. The games will be played on a Tuesday afternoon in their allocated Sport time, starting at 1:30pm. Whitefriars will field the following teams;

Year 9 ACC Division 1 Football

Year 9 ACC Division 2 Football

Year 9 ACC Division 1 Soccer

Whilst every attempt will be made to provide as many students as we can an opportunity to represent Whitefriars College in ACC Sport, there may be several students who miss out. Students who are unsuccessful in their attempt to make an ACC squad will be provided an alternate program in term 2, that will provide the students further opportunity to develop their skills for their chosen sport. Students may also be provided opportunities to upskill themselves in specific coaching and umpiring courses.

Assessment

Students are not expected to complete any assessment, however will be provided feedback from their respective coach at the conclusion of the ACC season.

Pathway Opportunities

Senior ACC Sporting Program

Unit 1-4 Physical Education

Unit 1-4 Health and Human Development

Unit 1-4 Sport and Recreation

College Levies

NA

Year 9 - Whitefriars Sports Development Program

Semester 2 - Basketball, Hockey, Table Tennis, Cricket, Volleyball & Tennis

Rationale

As a college we firmly believe that student's participation in sport assists them in developing the knowledge, understanding and skills to strengthen their sense of self, as well as building and maintaining relationships. It also helps students to be resilient, make decisions and take actions to promote their own health and physical activity participation going forward.

In accordance with the Associated Catholic Colleges we expect our students to represent our college with; 'Excellence, Honour and Fairness'

Students that have previously represented the College in ACC sport at year 7 & 8 are expected to select ACC Sport as an elective in year 9 & 10. The College Sport program is highly respected and prestigious and talented sportsmen are expected to participate, as stated in the Whitefriars College ACC Sports Policy.

Course Structure

Prior to term 3, Basketball, Hockey and Table Tennis students will participate in a 'try out' session that will allow the coaches an opportunity formulate a squad of students that will represent Whitefriars College in the Associated Catholic Colleges Basketball, Hockey and Table Tennis competitions for term 3. The 'try out' session will occur during school time, toward the end of term 2.

Term 3: Basketball, Hockey and Table Tennis – ACC Competition

During Term 3, selected students will compete in the Associated Catholic Colleges fixtured competition. The games will be played on a Tuesday afternoon in their allocated Sport time, starting at 1:30pm. Whitefriars will field the following teams;

Year 9 ACC Division 1 Basketball

Year 9 ACC Division 1 Hockey

Year 9 ACC Division 1 Table Tennis

Whilst every attempt will be made to provide as many students as we can an opportunity to represent Whitefriars College in ACC Sport, there may be several students who miss out. Students who are unsuccessful in their attempt to make an ACC squad will be provided an alternate program in term 3, that will provide the students further opportunity to develop their skills for their chosen sport. Students may also be provided opportunities to upskill themselves in specific coaching and umpiring courses.

Term 3: Volleyball, Tennis and Cricket – ACC Try Outs

During Term 3, students will participate in specialised coaching sessions designed to improve skill acquisition, decision making and game sense. At the conclusion of the term, the coaches, will formulate a squad of students that will represent Whitefriars College in the Associated Catholic Colleges Volleyball, Tennis & Cricket competitions for term 4.

Term 4: Volleyball, Tennis and Cricket – ACC Competition

During Term 4, selected students will compete in the Associated Catholic Colleges Volleyball, Tennis and Cricket fixtured competitions. The games will be played on a Tuesday afternoon in their allocated Sport time, starting at 1:30pm. Whitefriars will field the following teams;

Year 9 ACC Division 1 Volleyball

Year 9 ACC Division 1 Tennis

Year 9 ACC Division 1 Cricket

Term 4: Residual Students

Students who are unsuccessful in their attempt to make an ACC squad, along with residual students from term 3 sports, will be provided an alternate program during term 4. Students will participate either in recreational sport activities, upskill themselves in a level 2 first aid course or complete a Level 1 Sports Trainers Course. The residual term 4 program is dependent on program availability, student numbers and student choice.

Assessment

Students are not expected to complete any assessment, however will be provided feedback from their respective coach at the conclusion of the ACC season.

Pathway Opportunities

Senior ACC Sporting Program

Unit 1-4 Physical Education

Unit 1-4 Health and Human Development

Unit 1-4 Sport and Recreation

College Levies

NA

Year 9 - Digital Art

Students will study Digital Art for one Semester as an elective. Digital Art provides students with an opportunity to explore, acquire knowledge, skills and experience in the areas of digital photography, photo manipulation and computer-generated art works. Students will gain an understanding and independence in their representation of ideas and concepts in the fields of photography and digital imagery. Students use photography and digital art production to create visual images of considerable complexity, thought and sophistication, extending them into the realms of self-expression. Digital Art develops student knowledge, understanding and skills to make art works informed by their understanding of practices and viewpoints associated with artistic traditions along with modern concepts. Students will engage in critical and creative thinking to help them understand themselves and the world in which they live.

Assessment

Students are assessed through the following areas:

- Creating and Making
- Exploring and Responding
- ICT for Creativity
- Thinking processes – Creativity

Pathway Opportunities

Year 10 Architectural Studies, Year 10 Visual Communication Design, Year 10 Digital Art, Year 10 Studio Arts, Year 10 Media Studies

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$52 per semester, which may be subject to increase from year to year.

Year 9 - Digital Music 1

Digital Music 1 develops students' understanding of composing and creating through digital software and production techniques. Students will investigate musical concepts through their Digital Audio Workstation, analysing features of musical works to compose in a wide variety of styles. They will explore the skills and processes involved as digital music producers/composers including music theory, playing, creating, editing, mixing and performing.

The focus of the course is production, composition and interpretation of electronic music in a variety of contexts – including contemporary, electronic dance music, sampling, video game scores, and remixing – with scope for students to explore writing and recording for acoustic instruments. Through three units, *Listening Like a Producer*, *Producing Music for Video Games* and *The Mashup Remix*, they will learn how to manipulate both audio, MIDI and effect processes and create their own intentional music works.

Fundamental skills of production and composition support students towards becoming creative and independent electronic music artists, leading towards opportunities for further study. Students are encouraged to take both Digital Music 1 and 2 in order to maximize their learning.

Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas*, *Music Practices*, *Present and Perform*, *Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Assessment material will be drawn from submission of drafted and finalised composition projects, written/digital analyses, peer evaluations and self-reflective tasks.

Pathway Opportunities

For students with an interest in further developing skills in music composition and electronic music production:

- Year 9 Digital Music 2
- Year 10 Digital Music
- VCE Music Style and Composition Units 1 - 4

For students with an interest in pursuing music performance or honing their understanding of music theory:

- Year 10 Music Performance
- VCE Music Performance Units 1 – 4
- VCE Music Investigate Units 3 & 4

For students with an interest in developing their knowledge of working with recorded music and in live music production:

- VCE VET Certificate II in Music Industry
- VCE VET Certificate III and IV in Music Industry

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

Year 9 - Digital Music 2

Digital Music 2 further develops students' understanding of composing, creating and mixing through digital software and production techniques. Students continue to expand their focus on electronic music production, using virtual instruments, mixers, keyboards and launchpads to create original, sampled and performance works. Students will continue their investigations of musical concepts through the Digital Audio Workstations *Soundtrap* and *Ableton Live* to analyse, compose and create music reflective of their own artistic voice.

Students will continue to build upon their skills as digital music producers/composers in the 21st century. They will learn advanced techniques for creating and mixing audio, including effects, mastering and harmonic writing through three units: *Hooks, Tunes and Hits*, *Introduction to Film Scoring* and *Produce Your Own Cover Song*.

The developing skills of production and composition support students towards becoming creative and independent electronic music artists, leading towards opportunities for further study. Students are encouraged to take both Digital Music 1 and 2 in order to maximize their learning. Digital Music 1 is a prerequisite for this subject.

Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas*, *Music Practices*, *Present and Perform*, *Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Assessment material will be drawn from submission of drafted and finalised composition projects, written/digital analyses, peer evaluations and self-reflective tasks.

Pathway Opportunities

For students with an interest in further developing skills in music composition and electronic music production:

- Year 10 Digital Music
- VCE Music Style and Composition Units 1 - 4

For students with an interest in pursuing music performance or honing their understanding of music theory:

- Year 10 Music Performance
- VCE Music Performance Units 1 – 4
- VCE Music Investigate Units 3 & 4

For students with an interest in developing their knowledge of working with recorded music and in live music production:

- VCE VET Certificate II in Music Industry
- VCE VET Certificate III and IV in Music Industry

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

Year 9 - Drama 1

The study of Drama in Year 9 will further develop student's acting and performance skills within a variety of individual and group contexts. Throughout the semester, students will explore and expand their knowledge of the following three topics; Dramatic Elements, Melodrama and Performance Analysis. Through performance, students will develop insight into the actor-audience relationship and how the performer can manipulate this by applying the key dramatic elements. By exploring the conventions of a specific theatrical style, students further develop comedic skills, character creation and devising performance. Students will extend their understanding of the nature of theatre analysis with a detailed study of a professional performance. Students are encouraged to take both Drama 1 and 2 in order to maximize their learning.

Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas, Drama Practices, Present and Perform, Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Students will be assessed across these domains through performance tasks, scriptwriting, interpreting live performance, creativity and analysis.

Pathway Opportunities

Students that are interested in continuing on with drama studies in the classroom may enrol in the following elective subjects:

- Year 9 Drama 2
- Year 10 Drama
- Year 9 and 10 Stagecraft

Leading to the following opportunities at VCE:

- VCE Theatre Studies Units 1 - 4
- VCE Drama Units 1 - 4

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

Year 9 - Drama 2

The study of Drama in Year 9 will further develop student's acting and performance skills within a variety of individual and group contexts. Throughout the semester, students will explore and expand their knowledge of the following three topics; Solo Performance, Shakespearean Theatre and Performance Analysis. Students gain a rich understanding of character development as they consider the character motivation, objectives and tactics which can be applied for a desired effect on the audience. By exploring scripts of a different era and style, student expand their own script writing skills as they consider how to recontextualise performance for a modern audience. Students will continue to extend their understanding of the nature of theatre analysis with a detailed study of a professional performance. Students are encouraged to take both Drama 1 and 2 in order to maximize their learning.

Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas, Drama Practices, Present and Perform, Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Students will be assessed across these domains through performance tasks, scriptwriting, interpreting live performance, creativity and analysis.

Pathway Opportunities

Students that are interested in continuing on with drama studies in the classroom may enrol in the following elective subjects:

- Year 10 Drama
- Year 9 and 10 Stagecraft

Leading to the following opportunities at VCE:

- VCE Theatre Studies Units 1 - 4
- VCE Drama Units 1 - 4

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

Year 9 – English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that students learn to understand ideas and themes presented by authors and directors, analyse the use of language to present content and arguments, and to communicate with, and build relationships with their peers and with the world around them.

The Victorian English Curriculum aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose. In Year 9 students study both written and digital texts.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue. This is completed in a multitude of ways, through close passage analysis to analysis of argument and language use, as well as grammar and language convention activities.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning. Students have the opportunity to present verbal work to the class in both an individual and group capacity.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature. Students are given a range of texts to read and analyse, from contemporary films to gothic literature, to Australian classics.

Students will complete the following learning activities: close study of literature and film, genre-based and thematic wider-reader program developed by College librarians, analytical and creative responses to texts, online self-assessment tests which provide immediate feedback on learning, oral presentations, research project, public speaking workshop, group work and peer review, as well as the NAPLAN test.

Students will participate in the following competitions: the College Effective Speaking Competition and College Creative Writing Competition, and will play online educational games.

Year 9 English Extension is offered to students who exhibit learning at a level above the age-expected standard. Recommendations for students to participate in the Extension program are derived from their academic success in Year 8, as well as testimonials from their teacher, illustrating their suitability for their placement.

Students in the English Extension course will follow the Level 9 Victorian Curriculum but are also enriched with further reading, and incursions and excursions where possible to challenge each individual learning.

Assessment

Level 9 of the Victorian English Curriculum set out what students are expected to learn and is designed as a continuum of learning. Each task assessed in accordance with this continuum is awarded a percentage.

Pathway Opportunities

Rotary and Legacy public speaking competitions; ACC/DAV debating and a diverse range of writing competitions; College Library Book Club Years 8, 9 and 10
English
English 1 & 2
English Language 1 & 2 AND/OR Literature 1 & 2

Related Links

<http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/scope-and-sequence>

College Levies

Families will be asked to pay for the cost of an excursion and/or incursion specific to English Extension. These costs will be kept to a minimum.

Year 9 - English as an Additional Language

The Year 9 English as an Additional Language curriculum is built around the Victorian Curriculum EAL's three interrelated strands of Language, Literature and Literacy. Our teaching and learning program, balances and integrates all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. In Year 9, students interact with peers, teachers and individuals in a range of face-to-face and online environments. Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop critical understanding of the contemporary media, and the differences between media texts. Students create a range of imaginative and persuasive types of texts, as well as creative responses to texts. In addition, students will also analyse and present an argument on any topic both locally and/or internationally.

Course Structure

- Listening to texts & Cambridge Testing
- ACER online PAT-R & NAPLAN test (optional)
- Reading and Creating and Reading and Comparing;
- Analysing and Presenting Argument;
- Whitefriars College Creative Writing Competition and the Whitefriars College Effective Speaking Competition;
- Reading of a diverse range of print and e-books, e-magazines and graphic novels.

The Year 9 English as an Additional Language course also offers students the opportunity to participate in interschool debating and the Melbourne Writers' Festival. Students are also encouraged to enter external writing and public speaking competitions.

Assessment

Level 9 of the Victorian Curriculum EAL sets out what students are expected to learn and is designed as a continuum of learning. Students will receive an overall grade for English as an Additional Language, as well as an overall grade for the modes of Reading, Viewing, Writing, Speaking and Listening.

Pathway Opportunities

Year 10 English as an Additional Language

Students and families are invited to explore other opportunities this study may lead to via the 'myfuture' link, which appears below.

Related Links

<http://victoriancurriculum.vcaa.vic.edu.au/english/introduction/scope-and-sequence>
<https://myfuture.edu.au/bullseyes>

College Levies

NA

Year 9 - Food Technology

Food technology is a branch of food science that deals with the production processes that make foods. Food Technology is a field of study that draws from a range of disciplines supporting students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities.

Students develop the knowledge to make healthy choices about food and nutrition and explore the range of influences on these choices and build the skills to access and assess nutritional information that can support healthy choices. Students learn how to apply knowledge of the characteristics and scientific and sensory principles of food, along with the nutrition principles, to food selection and preparation. They do this through the design and preparation of food for specific purposes and consumers. They also develop understandings of contemporary technology-related food issues such as convenience foods, highly processed foods, food packaging and food transport.

The course structure is related to the following concepts:

- Nutrition and Health
- Food Science
- Hospitality
- Food Processing
- Sustainability

Assessment

Students will be required to complete a variety of assessment tasks, both practical and theory, throughout the semester.

Pathway Opportunities

Year 10: Food Technology
 VCE Food Studies Unit 1 & 2
 VCE Food Studies Unit 3 & 4
 VCE Health and Human Development VET Hospitality

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2020 annual levy was \$60, which may be subject to increase from year to year.

Year 9 - Game Design and Development

In 2019 Video games were a 250 billion dollar industry, with an industry so large and still growing, there is a huge potential for later employment in a variety of roles, as well as the general need for young, enthusiastic and innovative developers.

In Game design and Development students will use video game design as a framework for learning a variety of ICT skills.

These skills include:

- Game development
- 3d modelling
- Website design
- Developing user experiences
- Marketing

The skills and knowledge gained will give students a holistic view of the video game industry and allow students an opportunity to stop just playing games but develop them.

Assessment

Students will be required to complete a variety of assessment tasks related to the content throughout the semester.

Pathway Opportunities

Year 10: Introduction to VCE Applied Computing
 VCE Applied Computing 1 & 2
 VCE Applied Computing: Data Analytics 3 & 4
 VCE Applied Computing: Software Development 3 & 4

Related Links

NA

College Levies

NA

Year 9 – Geography

Year 9 Geography is a semester based elective unit. It builds upon the geospatial skills learned in Years 7 and 8. The focus of the studies in Year 9 revolves around the environment.

The course is divided into two units:

- Biomes and Food Security - impacts of feeding the world
- Geographies of Interconnections - how we connect with places and tourism

Fieldwork is also a component of all studies in Geography.

Assessment

Topic tests, assignments, research tasks and fieldwork is also undertaken.

Pathway Opportunities

Year 10 Geography
Geography 1 & 2
Geography 3 & 4

Related Links

<http://intranet.whitefriars.vic.edu.au/workspaces/humanities/9geography>

College Levies

NA

Year 9 - Geography - Interconnections and Global Wellbeing

The study of Geography will focus the interconnections people have with other people and places around the world as well as the wellbeing of global citizens. The course will further examine a new global movement that has emerged seeking to produce measures of progress that go beyond a country's income. Driven by citizens, policy-makers and statisticians around the world and endorsed by international organisations like the United Nations, the concept of wellbeing offers us a new perspective on what matters in our lives.

Geographies of Interconnection (Tourism)

Every text, call, purchase or trip we make connects us to information, other people and places. This interconnection is influenced by people's views or perceptions of these places. Our consumption of goods and services and our travel, recreational and cultural choices all have impacts on the environment. This has implications for future sustainability.

Geographies of Human Wellbeing

Not everyone has the same life, so human wellbeing varies from place to place across the world. How do you measure and compare wellbeing, and why are there such spatial variations? Organisations and governments devise programs that attempt to improve wellbeing for their own as well as other countries.

Assessment

Fieldwork Inquiry (fieldtrip)
Tests

Pathway Opportunities

Year 10 Geography
Geography 1 & 2
Geography 3 & 4

Related Links

<http://victoriancurriculum.vcaa.vic.edu.au/the-humanities/geography/curriculum/f-10#level=9-10>

Levies

NA

Year 9 - Health and Physical Education

All Year 9 Students will have Health and Physical Education as part of their studies. The majority of this time will be devoted to practical activity with the emphasis upon skill development, understanding rules and umpiring. Theory will make up half a component of the program.

One of the many aims of this study is to help students develop the competencies and values necessary for incorporating regular physical activity into their lives. It is also intended that the study of Health and Physical Education provides the opportunity for students to develop a wide range of personal and social skills.

Students will work through 4 practical units during the semester. Each unit will focus on a particular theme, as follows:

- Net/Wall Games
- Invasion Games
- Striking/Fielding (including baseball, softball, cricket, indoor hockey)
- Body Control (Yoga, fitness activities, body awareness in sporting situations)

The theory topics that students cover are: Fair play, Game Sense, Supplement & Steroid use (Goodform Program) and Community Health.

Assessment

Students will be assessed on their performance in the following areas: Participation in practical classes, meeting uniform requirements, their demonstrated ability to listen to and follow instructions, Sportsmanship, online tests and A workbook completed during the theory unit.

Pathway Opportunities

Years 8, 9 and 10 PE

Physical Education Unit 1 & 2

Health and Human Development 1 & 2

Outdoor & Environmental Studies Unit 2

Related Links

NA

College Levies

NA

Year 9 – History

The Year 9 History course is a semester based elective unit which students will complete in either Semester 1 or 2. There are three areas of study which are:

- Making a better World: Movement of Peoples 1750 to 1901
In this area slavery in America and Transportation of convicts to Australia is studied
- Making a Nation: Australia 1750 to 1918
Colonial Australia is the main focus in this unit
- World War I: 1914 to 1918
This unit is a prerequisite to the first unit of study in the Year 10 course.

Assessment

Topic tests, assignments, research tasks

Pathway Opportunities

Year 10 History
Twentieth Century History 1 & 2
Australian History 3 & 4
Revolutions History 3 & 4

Related Links

<http://intranet.whitefriars.vic.edu.au/workspaces/humanities/9historyn>

College Levies

NA

Year 9 – History: Colonial History

This study of this History course focuses on the building of Australia's national identity from our Colonial background through to Federation. The main focus is on colonial life in the late 18th and 19th Centuries.

The Convicts and Rebellion

- From crime and punishment in England to the First Fleet in 1788. Transportation and convict life is analysed.
- Convict uprisings such as the Castle Hill Rebellion
- The early governors, the Rum rebellion and William Bligh
- The growth of the wool industry and John Macarthur

Two Races one Land

- Analysis of the early inland explorers who attempted to open up Australia.
- Expansion of the other colonies breaking away from New South Wales
- Blood on the frontiers, conflict with the Aborigines. Analysis of the genocide of the Tasmanian Aborigines as well as other massacres such as the one at Myall Creek.

Gold and Bushrangers

- Discovery of gold and the Eureka Stockade
- Bushrangers, especially Ned Kelly
- Towards Federation

The major research task centres on the conflicts which took part between the early European settlers and the Aborigines. The way in which this research is presented has a technology focus. Creating a website, for example, is one option.

Assessment

One assignment and one topic test per study

Pathway Opportunities

Twentieth Century History 1 & 2
Australian History 3 & 4
Revolutions 3 & 4

Related Links

<http://victoriancurriculum.vcaa.vic.edu.au/the-humanities/history/curriculum/f-10#level=9-10>

College Levies

NA

Year 9 - Innovative Technologies

Innovative Technologies is a cross-disciplinary subject for students interested in STEM (Science, Technology, Engineering and Mathematics) related fields. The course aims to promote the development of problem-solving, critical analysis and creative thinking skills.

Course Structure

Students will work on Inquiry-Based Learning projects aimed to improve students' problem solving and critical analysis skills. Students will work in a student-centred, collaborative environment which will focus on enhancing foundational skills in STEM learning areas.

Assessment

Students will be required to complete one summative assessment task related to the content in the semester. Students will also be formatively assessed on collaboration, creative thinking and problem-solving.

Pathway Opportunities

Year 10: General Science (VCE Pathway)
 Year 10: General Science (Alternative Pathway)
 Year 10: Core Mathematics
 Year 10: Advanced Mathematics
 Year 10: Introduction to VCE Applied Computing
 VCE Applied Computing 1 & 2
 VCE Applied Computing – Informatics 3 & 4
 VCE Applied Computing – Software Development 3 & 4
 VCE Physics
 VCE Biology
 VCE Chemistry
 VCE Psychology
 VCE Further Mathematics
 VCE Mathematical Methods
 VCE Specialist Mathematics

Related Links

NA

College Levies

NA

Year 9 - Languages (Chinese, Indonesian, Italian)

The Languages curriculum is based on themes and topics arranged to provide progressive and cumulative opportunities for students to build upon language and cultural understanding introduced at Year 8. The sequencing of activities allows students to build new skills and knowledge in the language as well as developing a stronger cultural and global appreciation of the communities in which it is used. Curriculum includes topics culturally, socially and linguistically distinctive to the Language, are relevant and of interest to students, and build students' knowledge, skills and intercultural awareness.

Assessment

Year 9 Language is a one-year subject. Primarily, students' four macro skills (listening, speaking, reading and writing) in the language will form the learning and assessment, as will the opportunity for cultural investigations and assignments. The subject's assessment may comprise tests, class tasks and homework activities set by the teacher. The subject is built on Year 8 Language studies and will usually commence with revision of the previous year's content. Language topics will become more developed in Year 9. Essential, intermediate grammar will be taught, as will character formation (where applicable).

As an adjunct to class learning, it is expected students will read, revise and practise their language outside school for at least fifteen minutes daily. This will assist students' language retention and recall, supporting further language acquisition.

Pathway Opportunities

Year 10 Languages
VCE Languages 1 - 4

Related Links

NA

College Levies

NA

Year 9 - Making Connections – Chinese

This elective is offered as a single semester subject at Year 9 level, so students should select it for either Semester One or Semester Two.

Year 9 students have the opportunity to broaden their studies in Chinese by selecting this elective, in addition to their compulsory Year 9 Language subject.

The notion of global learning is shaping the future direction of our students and it is important that they feel equipped to investigate, to question and to engage in many cultural contexts. In examining Chinese culture, it is equally important to strengthen the knowledge of one's own culture and to compare the differences and the parallels.

Students will develop an understanding of the language, social structures, traditions and contemporary cultural practices of diverse Chinese speaking communities. They develop the skills to critically analyse different aspects of the Chinese speaking people and their communities and gain insight into the interdependence between languages, cultures and societies.

The areas of study will include Customs and Traditions, Tourism, Geography, History, Food and Cooking, Music and the Arts and other areas of interest.

The Chinese language is spoken by about a quarter of the world's population. It is the major language of communication in China and Singapore, and is widely used by Chinese communities throughout the Asia-Pacific region, including Australia. Students who are studying Year 9 Chinese Language may choose to select this elective to deepen their understanding of the culture, history, and social structures of Chinese-speaking communities through the medium of English.

Assessment

Modes of assessment will include assignments and projects. It is important to note that this subject will have a small language component (thematically based) and that method of delivery of this curriculum will be in English. Ultimately, the goal of this elective is to develop the students' ability to analyse, to reflect and to initiate enquiry and involvement.

Pathways Opportunities

Year 10 Chinese
Chinese 1 & 2
Chinese 3 & 4

Related Links

NA

College Levies

NA

Year 9 - Making Connections – Indonesian

This elective is offered as a single semester subject at Year 9 level, so students should select it for either Semester One or Semester Two.

The focus of the Making Connections – Indonesian elective subject is to enhance the students' already strong awareness of the diversity of our nearest Asian neighbour and to empower them to develop informed opinions and skills in evaluating a culture vastly different from our own. Quite a number of students have already visited an Indonesian island or two and even if they have not yet had that experience, many are very interested in the uniqueness of Indonesia and this subject allows more time to really explore customs, tourism, food, the Arts, environmental issues and other areas of interest.

This subject is delivered in English, as it is not a language elective.

Students who are studying Year 9 Indonesian language may choose to select this elective to enrich their understanding of the country and its people and this can enhance their capabilities in the core language subject at this year level.

The notion of global learning is shaping the future direction of our students and it is important that they feel equipped to investigate, to question and to engage in many cultural contexts. In examining Indonesian culture, it is equally important to strengthen the knowledge of one's own culture and to compare the differences and the parallels.

Modes of assessment will include assignments and projects and there will be opportunities for students to determine how they will present tasks. Working in teams will be encouraged. Ultimately, the goal of this elective is to develop the students' abilities to analyse, to reflect and to initiate enquiry and involvement.

Pathways Opportunities

Year 10 Indonesian
Indonesian Units 1 and 2
Indonesian Units 3 & 4

Related Links

NA

College Levies

NA

Year 9 - Making Connections – Italian

This elective is offered as a single semester subject at Year 9 level, so students should select it for either Semester One or Semester Two.

Year 9 students have the opportunity to broaden their studies in Italian by selecting this elective, in addition to their compulsory Year 9 Language subject.

The notion of global learning is shaping the future direction of our students and it is important that they feel equipped to investigate, to question and to engage in many cultural discussions. Students undertaking this elective examine Italy of the past and present, its traditions and history, and in doing so strengthen knowledge of their own culture and learn to compare the differences and the similarities between countries. Their examination of culture allows them to make connections and build a deeper knowledge of what makes us global citizens with an appreciation of all cultures and language traditions.

The areas of study will include Environment, Customs and Traditions, Tourism, Geography and Regions, History, Food and Cooking, Music and the Arts.

Assessment

Modes of assessment will include assignments, projects and oral performances. It is important to note that this subject will have a small language component (thematically based) and that method of delivery of this curriculum will be in English. Ultimately, the goal of this elective is to develop the students' ability to analyse, to reflect and to initiate enquiry and involvement.

Pathways Opportunities

Year 10 Italian
Italian 1 & 2
Italian 3 & 4

Related Links

NA

College Levies

NA

Year 9 - Materials Design Technology

Students will study Materials Design Technology for one semester as an elective. Students use a wide range of techniques and equipment to process, manipulate and transform wood materials into products. They will develop a greater appreciation for the many different wood types and the possibilities in utilising their characteristics. Students will complete a number of design and production pieces that may include such things as clocks, children's toys, small furniture items and turned bowls. Through the design and technology processes and by applying evaluation criteria, students are able to examine and respect a range of perspectives and consider the value of diverse opinions about design and technology. They monitor and evaluate their products, processes and thinking and make decisions about improvements to these. They develop and apply evaluation criteria that enable them to make judgements about the effectiveness of the products and processes, justifying changes made and describing modifications and improvements.

Assessment

Students are assessed through the following areas:

- Creating and Making
- Exploring and Responding
- ICT for Creativity
- Thinking processes – Creativity

Pathway Opportunities

Year 10 Product Design Technology
Year 10 Architectural Studies
Year 10 Visual Communication Design

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

Year 9 – Mathematics

The Year 9 students will be following the Victorian Curriculum learning outcomes and content. The program aims to consolidate, strengthen and further develop the mathematical concepts and skills that students have acquired in Year 7 and 8, and in addition, introduce new concepts and skills including scientific notation, simple interest, gradients, surface area, Pythagoras Theorem and trigonometry.

Over the two semesters, students will complete a total of 10 units: Pythagoras Theorem and Trigonometry, Linear Equations, Indices, Measurement, Linear Graphs, Geometry, Algebra, Statistics, Probability and Statistics.

Year 9 Math Extension is offered to students who exhibit learning at a level above the age-expected standard. Recommendations for students to participate in the Extension program are derived from their academic success in Year 8, as well as testimonials from their teacher, illustrating their suitability for their placement.

Assessment

Students will be assessed in each of the above areas. These assessments include Topic Tests, Problem Solving Tasks and Assignments. Students will be required to complete set classwork and homework.

Students will also complete an exam at the end of each semester.

Pathway Opportunities

Year 10 Core Mathematics, Year 10 Advanced Mathematics or Year 10 Trade and Business Mathematics

Related Links

<https://victoriancurriculum.vcaa.vic.edu.au/mathematics/curriculum/f-10?layout=3#level=9>

College Levies

NA

Year 9 – Media

Media Studies is an elective subject undertaken in year 9 for the duration of one semester. This program aims to consolidate students' understanding of the media of audience, genre and video through a combination of practical and theory-based outcomes, working both individually and in small groups. Students will be working across three main units of work – Tricky Trailers, movie review and video production. Media gives students the opportunity to develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues and abstract concepts in order to generate ideas. They keep their intended aesthetic qualities in mind when they experiment with, select and vary combinations of media elements, principles and codes and conventions.

Genre studies – students screen and analyse a variety of screen texts, investigating the function of narrative elements and how these are used to relate to the conventions of genre and to create audience understanding and engagement.

Tricky Trailers – students analyse movie trailers and their genre codes and conventions, then take an existing movie and create a new trailer that alters audience expectations.

Video production – students work through the various stages of production to plan, shoot and edit footage to achieve different effects for a range of audiences.

Assessment

The curriculum is structured around four strands, each of which involves making and responding:

- Strand 1 Explore and represent Ideas
- Strand 2 Media Arts Practices
- Strand 3 Present and Perform
- Strand 4 Respond and Interpret

Pathway Opportunities

10 Media

Media Units 1 & 2

Media Units 3 & 4

Film Production, Computer Graphics - Advertising - Designing - Teaching - Animation – Performance Management, Media Production, Photography, Journalism, Acting, Set Design, Theatre Manager, Stage Crew

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$40 per semester, which may be subject to increase from year to year.

Year 9 - Music Performance 1

Music Performance 1 is designed for students interested in playing, performing and creating music both as a soloist and as a member of a group. Students will develop their practical, technical and theoretical skills as a musician, focussing on listening analysis, aural skills, instrument technique and fundamentals of music theory. Students will also develop repertoire in a variety of styles and will perform for their peers.

The performance course caters for students with both contemporary and classical backgrounds.

It is strongly recommended that students are enrolled in both the Ensembles Program and Instrumental Music lessons through Whitefriars College to maximise their learning in this subject. Students are encouraged to take both Music Performance 1 and 2 in Year 9 to maximise their learning opportunities.

Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas, Music Practices, Present and Perform, Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Assessment material will be drawn from submission of recorded and live performances, submitted composition work, and classwork books.

Pathway Opportunities

For students with an interest in pursuing music performance or honing their understanding of music theory:

- Year 9 Music Performance 2
- Year 10 Music Performance
- VCE Music Performance Units 1 – 4
- VCE Music Investigate Units 3 & 4

For students with an interest in further developing skills in music composition and electronic music production:

- Year 9 Digital Music 2
- Year 10 Digital Music
- VCE Music Style and Composition Units 1 - 4

For students with an interest in developing their knowledge of working with recorded music and in live music production:

- VCE VET Certificate II in Music Industry
- VCE VET Certificate III and IV in Music Industry

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

Year 9 - Music Performance 2

Music Performance 2 is designed for students interested in playing, performing and creating music both as a soloist and as a member of a group. Students will further develop their practical, technical and theoretical skills as a musician, focussing on listening analysis, aural skills, instrument technique and fundamentals of music theory. Students will also develop further repertoire in a variety of styles and will perform for their peers.

The performance course caters for students with both contemporary and classical backgrounds.

It is strongly recommended that students are enrolled in both the Ensembles Program and Instrumental Music lessons through Whitefriars College to maximise their learning in this subject. Students are encouraged to take both Music Performance 1 and 2 in Year 9 to maximise their learning opportunities. Year 9 Music Performance 1 is a pre-requisite for this subject.

Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas*, *Music Practices*, *Present and Perform*, *Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Assessment material will be drawn from submission of recorded and live performances, submitted composition work, and classwork books.

Pathway Opportunities

For students with an interest in pursuing music performance or honing their understanding of music theory:

- Year 10 Music Performance
- VCE Music Performance Units 1 – 4
- VCE Music Investigate Units 3 & 4

For students with an interest in further developing skills in music composition and electronic music production:

- Year 9 Digital Music 2
- Year 10 Digital Music
- VCE Music Style and Composition Units 1 - 4

For students with an interest in developing their knowledge of working with recorded music and in live music production:

- VCE VET Certificate II in Music Industry
- VCE VET Certificate III and IV in Music Industry

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

Year 9 - Outdoor and Environmental Studies

The “Introduction to Outdoor Environmental Studies” elective is designed to introduce and build skills valid for the transition into VCE units 1-2 in Year 10. The course will involve a mixture of theory and practical application where students will be required to participate in a wide range of outdoor activities. These activities could possibly include some of the following: orienteering, surfing, rock-climbing, canoeing, kayaking, fishing, caving, hiking, and mountain bike riding.

The theoretical components will revolve around key concepts and material in regards to the recreational pursuits of Outdoor activities. These include technological advancements, risk analysis, types of environments, navigation and perception of the use of environments.

Assessment

- Case study on technological advances in a selected outdoor activity and how its changed the nature of the activity
- Presentation on a user groups of a chosen outdoor environment
- End of semester exam/test

Pathways

VCE Unit 1 & 2 Outdoor and Environmental Studies

Outdoor and Environmental Studies offers students a range of pathways, and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as:

- natural resource management
- nature-based tourism
- outdoor leading and guiding
- environmental research and policy
- education
- agriculture

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$300 per semester, which may be subject to increase from year to year.

Year 9 - The Power of Speech – Public Speaking

The Power of Speech is a subject that will provide students with an opportunity to develop an understanding of public speaking.

The intention of “The Power of Speech” to:

- Offer an opportunity for Year 9 students to develop confidence in public speaking
- develop skills in the use of Audio-Visual tools to enhance public speaking
- develop skills in the area of audience engagement and interaction

Coursework to be covered includes:

- Effective use of Audio-Visual tools to supplement and enhance public speaking
- Research and presentation of areas of personal interest
- Research and presentation of pre-determined topics
- Random, “on-the-spot” presentations
- Debating techniques
- Structure of presentations
- Audience engagement and interaction
- “Great speeches” and analysing what makes them great

Assessment

Course work (including topic-focused Course & Home Tasks)

- Major Presentations (x 2: Free choice x 1 & Predetermined x 1)
- Minor Presentations

Pathway Opportunities

Year 10 English

College Levies

NA

Year 9 - Religious Education

The Year 9 Religious Education program is concerned with the human search for meaning and the building of the Kingdom of God. Whitefriars College uses the Archdiocese's Religious Education framework. A variety of topics are chosen from this framework, which is complemented by an experience of the charism/spirituality of the Carmelites and an active participation in service-learning.

The aim of the program is to foster the space for a theology of encounter in student's lives, one which is understood as a connectedness with themselves, in their relationships to others, in their relationships to the natural world and in their relationship to ultimate reality, or God. The program invites students to discover the activity of God in their lives, to learn and know the richness of the Catholic scriptural and theological tradition and to experience the transformational encounter of liturgy, ritual and community engagement.

Topics covered at Year 9 are:

- Hebrew Prophets
- The Gospel of Mark
- Redemption and Hope
- The Ten Commandments and the Beatitudes

Assessment

Each topic contains several assessment tasks for students which have as their aim the transformation of learners and their learning. A range of assessment methods are employed, which prioritises student self-assessment, peer feedback and reflective practice.

Pathway Opportunities

Religion & Society Unit 1
 Religion & Society Unit 2
 Text & Traditions Unit 2
 Religion & Society Unit 3 & 4
 Text & Traditions Unit 3 & 4

Related Links

NA

College Levies

NA

Year 9 – Robotics

This subject introduces students to the study and development of robotic devices.

Students examine the theory of robotics including types of robots, key features of robots, the uses of robots, and the ethical and social implications for humans of the use of robots. They will spend a major part of the subject designing, constructing, programming and testing robots using the Lego EV3 robotics system.

Course Structure

Students will investigate robotic and computer control of devices. In this study, students will look at the use of robots and develop their own robotic devices/solutions for a series of given problems.

Students will develop skills in problem solving and systems design as well as program development. Students will also develop an understanding of mechanical and electrical engineering concepts.

The practical part of the course will consist of the installation of the Lego robotics program onto their notebook computers, the design and construction of robots (using the EV3 Lego system) to solve problems and the programming of these robots to perform specific tasks.

Assessment

Students will be required to complete a variety of assessment tasks related to the content throughout the semester.

Pathway Opportunities

Year 10: General Science (VCE Pathway)
 Year 10: General Science (Alternative Pathway)
 Year 10: Introduction to VCE Applied Computing
 VCE Applied Computing 1 & 2
 VCE Applied Computing –Data Analytics 3 & 4
 VCE Applied Computing – Software Development 3 & 4
 VCE Physics

Related Links

NA

College Levies

NA

Year 9 - Stagecraft 1

The study of Stagecraft 1 in Year 9 will introduce students to the application of stagecraft design and construction in performance. Theatrical design is essential in creating the 'world of the play' and throughout the course, students will study Workplace Health and Safety, as it applies to the theatre, Lighting (rigging and operation), principles of set design and special effects makeup, with a particular focus on creating cohesive and meaningful designs. A range of practical, skill-building workshops will be used in class to develop student's understandings of the process of theatrical design. Students are encouraged to take both Stagecraft 1 and 2 in order to maximize their learning.

Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas, Drama Practices, Present and Perform, Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Students will be assessed across these domains through teacher observation of in-class workshops and submission of design templates and models.

Pathway Opportunities

Students that are interested in continuing on with drama studies in the classroom may enrol in the following elective subjects:

- Year 9 Stagecraft 2
- Year 10 Stagecraft

Leading to the following opportunities at VCE:

- VCE Theatre Studies Units 1 – 4
- VCE VET Music Industry Certificate III

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

Year 9 - Stagecraft 2

The study of Stagecraft 2 in Year 9 will draw on knowledge and understandings gained in Stagecraft 1, and extend student knowledge of the application of stagecraft design and construction in performance. Throughout the course, students will study Audio Design and Technical Production, utilising Soundtrap software, and principles of costume and properties design, with a particular focus on creating cohesive and meaningful designs. A range of practical, skill-building workshops will be used in class to develop student's understandings of the process of theatrical design. Students are encouraged to take both Stagecraft 1 and 2 in order to maximize their learning.

Assessment

Students will be assessed in the following Victorian Curriculum domains: *Explore and Express Ideas, Drama Practices, Present and Perform, Respond and Interpret*, whilst additionally developing skills aligned with the *Critical and Creative Thinking* capability. Students will be assessed across these domains through teacher observation of in-class workshops and submission of design templates and models.

Pathway Opportunities

Students that are interested in continuing on with drama studies in the classroom may enrol in the following elective subjects:

- Year 10 Stagecraft

Leading on to the following opportunities at VCE:

- VCE Theatre Studies Units 1 – 4
- VCE VET Music Industry Certificate III

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$60 per semester, which may be subject to increase from year to year.

Year 9 - Studio Arts

Students will study Studio Arts for one Semester as an elective. In Studio Arts students make and respond to diverse forms of art, craft and design. Through engagement with traditional and emerging visual arts-making and critical practices students explore and communicate meanings and messages relevant to their personal worlds and other worlds they encounter. Like all art forms, the visual arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. In Year 9 Studio Arts the focus is on the production of a folio of finished artworks. The folio shows the personal and original developmental stages of the design process and documents the journey from initial ideas to finished artworks. The production of finished artworks is based on the practical application of various mediums.

Assessment

Students are assessed through the following areas:

- Creating and Making
- Exploring and Responding
- ICT for Creativity
- Thinking processes – Creativity

Pathway Opportunities

Year 10 Product Design Technology, Year 10 Architectural Studies, Year 10 Visual Communication Design, Year 10 Digital Art, Year 10 Studio Arts, Year 10 Media Studies

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$50 per semester, which may be subject to increase from year to year.

Year 9 – Science

In year 9, students focus on explaining phenomena involving science and its applications. Students consider both classic and contemporary science contexts to explain the operation of systems at a range of scales. At a microscopic scale, they consider the atom as a system of protons, electrons and neutrons, and understand how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. At a large scale, students explore ways in which the human body as a system responds to its external environment and investigate the interdependencies between biotic and abiotic components of ecosystems. They develop a more sophisticated view of energy transfer by applying the concept of the conservation of matter in a variety of contexts. Students explore the biological, chemical, geological and physical evidence for different theories. Atomic theory is used to understand relationships within the periodic table of elements.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. Students draw on evidence to support their conclusions and summarise data from different sources. Students will communicate their ideas, methods and findings using scientific language and appropriate representations.

Assessment

Students will be required to complete a variety of assessment tasks including topic tests, practical reports and assignments.

Pathway Opportunities

Year 10: General Science (VCE Pathway)

Year 10: General Science (Alternative Pathway)

VCE Biology

VCE Chemistry

VCE Psychology

VCE Physics

Related Links

<https://victoriancurriculum.vcaa.vic.edu.au/science/curriculum/f-10>

College Levies

NA

Year 9 - The Science of Sport - Athlete Management

This course will focus on what athletes (elite and recreational) can do to maximize their performance. By investigating; nutrition, training methods and sports injuries students will develop a deep understanding of the lengths that athletes will go to in their quest for Olympic / World glory and the methods they use to be the best they can possibly be.

Students will focus on the following:

- Healthy Lifestyles (including Nutrition)
- Training Methods
- Sports Injuries
- MCG Visit

Assessment

Each module will be assessed based upon:

- Course work (topic-focused Research Tasks)
- Individual Research Tasks
- Major Presentation based on a personally selected Research Topic (opportunities) from within the course design

Pathways

Health and Human Development 1 & 2

Physical Education 1 & 2

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$25 per semester, which may be subject to increase from year to year.

Year 9 - The Science of Sport - Sport for Life

This course will investigate the significance that sport plays in the Australian consciousness. From the History of sport and moments that have made our nation proud, to the place that sport holds in today's commercial and business world and the career options open to people in the sporting field.

Students will focus on the following:

- The History of Sport
- Sport & Indigenous Australians Business of Sport
- Career Pathways in Sport

Assessment

Each Module will be assessed based upon:

- Course work (topic-focused research Tasks)
- Individual Research Tasks
- Major Presentation based on a personally selected Research Topic (opportunities) from within the course design

Pathways

Health and Human Development 1 & 2 Physical

Education 1 & 2

College Levies

NA

Year 9 - Visual Communication Design

Students will study Visual Communication Design for one Semester as an elective. Students will explore and investigate solutions to Visual Communication Design problems through the design process, careful selection and manipulation of a range of media and technologies. Students will engage in the process of making critical aesthetic design decisions to create images and visual solutions. They will use design thinking processes, and create works that represent conceptual and problem-solving processes.

Assessment

Students are assessed through the following areas:

- Creating and Making
- Exploring and Responding
- ICT for Creativity
- Thinking processes – Creativity

Pathway Opportunities

Year 10 Product Design Technology
Year 10 Architectural Studies
Year 10 Visual Communication Design
Year 10 Digital Art, Year 10 Studio Arts
Year 10 Media Studies

Related Links

NA

College Levies

A College levy is charged for this subject. As a guide, the 2020 levy was \$40 per semester, which may be subject to increase from year to year.