



WHITEFRIARS COLLEGE YEAR 9 (2023) CURRICULUM HANDBOOK



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

WELCOME

Student learning at Whitefriars College is developed through positive relationships between staff and students. Boys learn when they feel valued and connected to the teacher and their peers in the classroom. Student voice and leadership is extremely useful in our boys' educational setting at Whitefriars as it empowers them to identify, inquire, discuss, construct and present learning.

The 8 into 9 Curriculum Handbook is designed for Whitefriars College students who will be continuing their Middle Years studies, and their parents. It contains details of studies offered at Whitefriars College and is an integral part of the process of subject selection and leads to the completion of the Careers program and 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 important that students and parents carefully read the description of any subject in which a student is interested in order to be clear of the subject content and expectations.

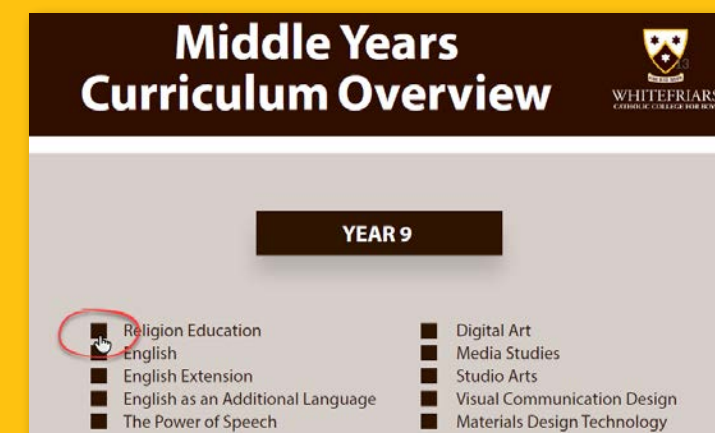
I wish each boy all the best as they embark on discerning subjects for their future.

Catherine Spurrutt
Deputy Principal
Learning & Teaching

HOW TO NAVIGATE

Welcome to the Whitefriars Curriculum Handbook for Year 9 (2023). This document has been designed to assist you with subject selection as you move into Year 9.

A quick and easy way to navigate through the handbook is to go to the Curriculum Overview found on page 10 where you will be able to see all subjects on offer. By hovering your mouse over the square to the left of the subject, you will notice it will change to a little hand which indicates that it is a 'clickable link'. Click once and it will take you directly to the subject page you are interested in.



To return back to the Overview page, look for the 'Overview Button' located at the top of each page with the yellow magnifying glass.



Mission & Values



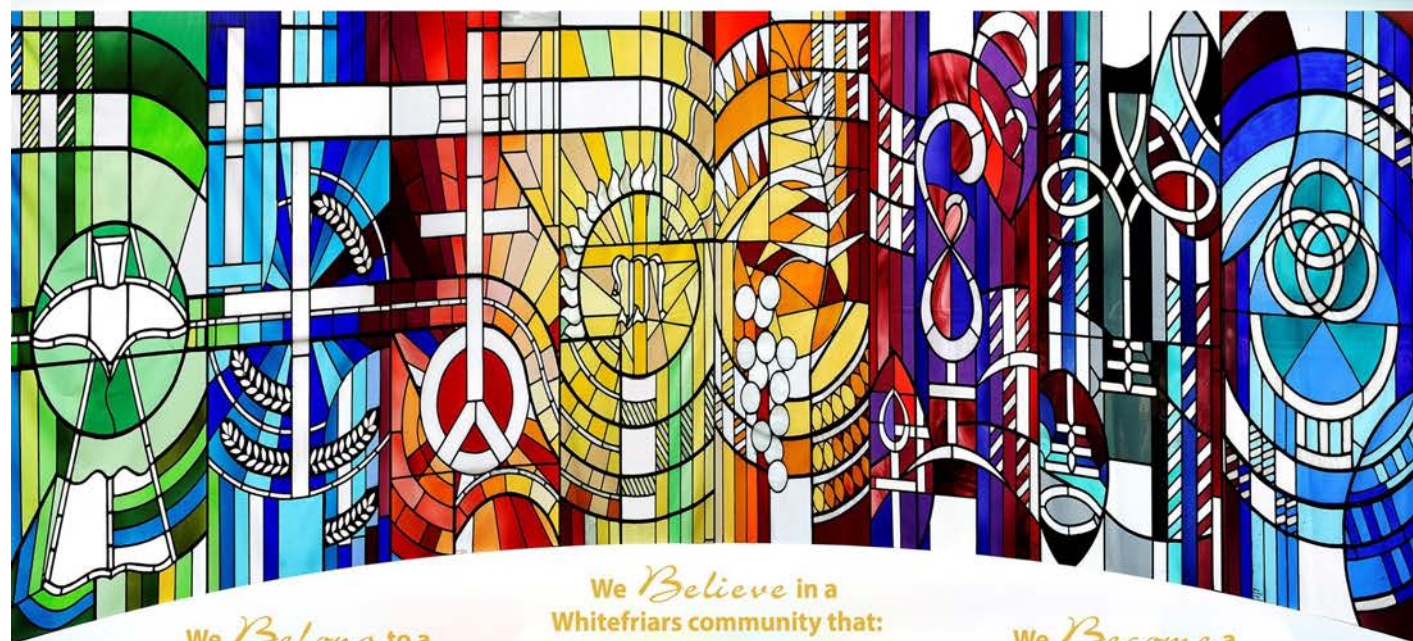
WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

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

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

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



WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

YEAR 9

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 VCE Vocational Major 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.

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 electives based on aspiration and interests. All Year 9 students will complete an academic program each semester that consists of core and elective units.

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.

Students are encouraged to maintain a broad and vaired program in Year 9

Core Units (Compulsory)					Student Choice Options			
RE	English <i>Core Extension</i>	Maths <i>Core Extension</i>	HPE	Science	Languages <i>Chinese Indonesian Italian</i>	History option	Visual & Performing Arts Elective Choice	Elective choice
RE	English <i>Core Extension</i>	Maths <i>Core Extension</i>	HPE	Science	Languages <i>Chinese Indonesian Italian</i>	Geography option	Elective choice	Elective choice

Note Literacy and Numeracy may be offered to the students in lieu of a Language if identified as requiring this support by the Learning Diversity Team.*



CAREERS

For futher assistance, contact the careers office

[Anna Gasparini - Careers Advisor](#)

[Dean Notting - Pathways Coordinator](#)

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 9 studies is 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.

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. Whilst this handbook focuses on the Year 9, it is important for students 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, VCE Vocational Major at Whitefriars College. All VCE (VM) students do a VET subject.

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.

VCE Vocational Major, an alternative pathway, enables students 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 VCE (VM) 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) 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 VCE (VM) 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.



Middle Years Curriculum Overview

YEAR 7

- Religious Education
- English
- Mathematics
- Science
- Geography
- History
- Health & Physical Education
- Art
- Drama
- Music
- Instrumental Music
- Digital Technologies
- Innovative Technologies
- Chinese
- Indonesian
- Italian

Wellbeing Program
Resilience Project
Academic Enrichment
Instrumental Music
Performing Arts Ensembles
Student Leadership

YEAR 8

- Religious Education
- English
- Mathematics
- Science
- Geography
- History
- Health & Physical Education
- Visual Communication Design
- Materials Design Technology
- Drama
- Music
- Instrumental Music
- Digital Technologies
- Innovative Technologies
- Chinese
- Indonesian
- Italian

Wellbeing Program
Resilience Project
Academic Enrichment
Outdoor Learning Program
Instrumental Music
Performing Arts Ensembles
Student Leadership
Illuminate Program



Middle Years Curriculum Overview

YEAR 9

- Religion Education
- English Core and Extension
- English as an Additional Language
- The Power of Speech
- Core Mathematics
- Extension Mathematics
- Science
- Robotics and Innovations
- Game Design & Development
- Food Technology
- Australia at War
- Colonial History
- The World Around Us
- Interconnection and Global Wellbeing
- Health & Physical Education
- Science of Sport - Maximising Performance
- Outdoor and Environmental Studies
- Sports Development Program
- Digital Art
- Media
- Studio Arts (Art Making & Exhibiting)
- Visual Communication & Design
- Product Design and Technology
- Theatre Studies
- Songwriting & Music Production
- Music Performance
- Chinese
- Indonesian
- Italian
- Global Connections
- Wellbeing Program
- Resilience Project
- Academic Enrichment
- Outdoor Learning Program
- Instrumental Music
- Performing Arts Ensembles
- Student Leadership
- City Experience



YEAR 9 RELIGION

SUBJECT PREREQUISITES

The satisfactory completion of Year 7 and 8 Religious Education

THIS SUBJECT IS RECOMMENDED FOR

All Year 9 students

COURSE OVERVIEW

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. 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 with others, in their relationships with the natural world and in their relationship with ultimate reality, 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.

SEMESTER 1

The Prophets, The Commandments and The Beatitudes: Students will explore the relevance of the Decalogue to ancient Israel and the contemporary Church whilst also having the opportunity to reflect on the Beatitudes as a model for living. Exploring the early life of Israel and their search for just living requires examination of the New Testament and the Beatitudes and their impact on the early Christian church. This aims to foster an appreciation of how the Beatitudes inform the Mission & Values of the College and the Church more broadly.

SEMESTER 2

Hope, Redemption and Women: Students will explore the themes of redemption and hope and examine the importance of Women in the Gospels and beyond. Exploring the importance of hope and good in relation to human nature with reference to biblical tradition and their centrality to understanding the Catholic values will allow students the opportunity to see how an understanding of Good and Evil can lead to an increased engagement with contemporary issues in modern day society and discover their own understandings of how to live inspired by the Christian story.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Religion	Religion 7	Religion 8	Religion 9	Religion & Society Unit 1	Religion & Society Unit 2	Religion & Society Unit 3&4
					Text &Traditions Unit 2	
					Religion & Society Unit 3&4 Acceleration	
					Text & Traditions Unit 3&4 Acceleration	

YEAR 9 ENGLISH CORE AND EXTENSION PROGRAM

SUBJECT PREREQUISITES

The satisfactory completion of English 8 the year prior. To be selected for the English Extension program data will be derived from academic success in English 8, as well as testimonials from their teacher, illustrating their suitability for their placement.

THIS SUBJECT IS RECOMMENDED FOR

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.

COURSE OVERVIEW

The units of study are based on Victorian Curriculum objectives, outcomes and skills and each term has a key theme that is central to a Year 9 student at Whitefriars College. The 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 multi modal 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.
- 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.

SEMESTER 1 Term 1 – Acceptance, Family and Love. Term 2 – The Twisted Human Mind.

SEMESTER 2 Term 3 – Families Over Generations and Places. Term 4 – How We Persuade.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English without Electives	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additonal Language 9	English as an Additonal Language 10	English Language 1&2	English Language 1&2
					English as an Additional Language 1&2	English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		

ENGLISH

YEAR 9 ENGLISH AS AN ADDITIONAL LANGUAGE

SUBJECT PREREQUISITES

Students who are selected for English as an Additional Language at Year 9 should be working towards their development of reading and viewing, writing, and speaking and listening in the C3/C4 standard of the EAL continuum.

THIS SUBJECT IS RECOMMENDED FOR

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. Students should be able to use spoken and written English effectively in a wide range of social interactions and topics, consolidate their use of English across different curriculum areas.

COURSE OVERVIEW

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.

SEMESTER 1

Mirrors the English 9 Course with alterations to meet the needs of the student cohort.
Term 1 - Acceptance, Family and Love
Term 2 – The Twisted Human Mind

SEMESTER 2

Mirrors the English 9 Course with alterations to meet the needs of the student cohort.
Term 1 - Acceptance, Family and Love
Term 2 – The Twisted Human Mind

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2 English as an Additional Language 1&2	English Language 1&2 English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		

YEAR 9 POWER OF SPEECH ELECTIVE

SUBJECT PREREQUISITES

The satisfactory completion of English 8

THIS SUBJECT IS RECOMMENDED FOR

The Power of Speech elective aims to improve students' public speaking skills. Through presentation design, execution, appraisal and review of numerous presentations students will gain an insight into what elements are required to create and deliver a powerful and engaging speech or presentation.

COURSE OVERVIEW

Students will have opportunities to deliver presentations as individuals and in groups. They will be required to present compulsory topics as well as deliver topics of their own choice. Students will be involved in peer assessment in combination with providing feedback for their peers. Students also analyse a selection of online presentations and examine what makes them engaging.

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.

SEMESTER 1

Term 1 – What makes a great speech, travel guide presentations, providing authentic feedback to peers.
Term 2 – Solo and collaborative presentations, presenting on areas of interest, pre-determined topics and debate questions.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
English <i>without Electives</i>	English 7	English 8	English 9 Core	English 10	English 1&2	English 3&4
			English 9 Extension		Literature 1&2	Literature 3&4
			English as an Additional Language 9	English as an Additional Language 10	English Language 1&2 English as an Additional Language 1&2	English Language 1&2 English as an Additional Language 3&4
English Electives	English 7	English 8	Power of Speech	Intro to Literature and Linguistics		
				The Craft of English		
				Literacy Support		

YEAR 9 CORE MATHEMATICS

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR Students who wish to study any Year 10 Mathematics

COURSE OVERVIEW

The Year 9 Core Mathematics program follows 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.

SEMESTER 1

Pythagoras' Theorem & Trigonometry, Linear Equations & Relations, and Indices: In these units, students apply Pythagoras's Theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles. They apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations. Students use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions. They sketch and draw linear and non-linear relations, find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology.

SEMESTER 2

Measurement & Geometry, Probability and Statistics, Algebra and Financial Arithmetic: In these units, students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology. They relate three-dimensional objects to two-dimensional representations and explain similarity of triangles, interpret ratios and scale factors in similar figures. Students construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology, and identify mean and median in skewed, symmetric, and bi-modal displays and use these to describe and interpret the distribution of the data. Students solve simple related equations and problems involving simple interest.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy	Foundation Mathematics 1&2	VM Numeracy
				Mathematics for General	General Mathematics 1&2	General Mathematics 3&4
			Core Mathematics	Mathematics for Methods	Mathematical Methods 1&2	Mathematical Methods 3&4
			Extension Mathematics		Specialist Mathematics 1&2	Specialist Mathematics 3&4

MATHEMATICS

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Mathematics	Mathematics 7	Mathematics 8	Core Mathematics	Mathematics for Numeracy	Foundation Mathematics 1&2	VM Numeracy
				Mathematics for General	General Mathematics 1&2	General Mathematics 3&4
			Core Mathematics	Mathematics for Methods	Mathematical Methods 1&2	Mathematical Methods 3&4
			Extension Mathematics		Specialist Mathematics 1&2	Specialist Mathematics 3&4





SCIENCE

YEAR 9 SCIENCE

SUBJECT PREREQUISITES

The satisfactory completion of Science 8

THIS SUBJECT IS RECOMMENDED FOR

Year 9 students

COURSE OVERVIEW

The study of Science focuses on explaining phenomena involving science and its applications. Students analyse how models and theories have developed over time and discuss the factors that prompted their review. They predict how future applications of science and technology may affect people's lives. 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.

SEMESTER 1

Chemistry: In this unit, students explore the atom as a system of protons, electrons and neutrons, and understand how this system can change through nuclear decay. They make links and trends within the periodic table based on chemical similarities of elements, their compounds and their atomic structure. They learn that matter can be rearranged through chemical change and explore acid-base and combustion reactions.

Electricity: In this unit, students learn and use the concepts of voltage, current and resistance to explain the operation of electric circuits. Students also use field models to explain interactions between magnets and they discover how to make an electric motor.

SEMESTER 2

Body Coordination: In this unit, students investigate how our bodies respond to internal and external stimuli using a stimulus response model. They explore the interdependent role of the Nervous and Endocrine Systems in controlling and coordinating the functioning body; highlighting the importance of homeostasis to maintain balance.

Ecosystems: In this unit, students explore the complexity of life and the varied interactions of living things within their environments. They investigate the interdependencies between biotic and abiotic components of ecosystems, as well as the ways in which organisms are adapted to survive in their environments.

Plate Tectonics: In this unit, students examine the history of the Earth and the theory of continental drift. They explore the major geological building processes on earth: volcanoes and earthquakes. Students investigate seismic waves and discover how to locate an earthquake epicentre and its Richter rating from seismic data.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Science	Science 7	Science 8	Science 9	Science VCE Pathway	Chemistry 1&2	Chemistry 3
					Physics 1&2	Physics 3
				Science Alternative Pathway	Biology 1&2	Biology 3
					Psychology 1&2	Psychology 3
				Biology 1&2 Accelerated	Biology 3&4 Accelerated	Chemistry 4
						Physics 4
				Psychology 1&2 Accelerated	Psychology 3&4 Accelerated	Biology 4
						Psychology 4

SUBJECT PREREQUISITES

THIS SUBJECT IS RECOMMENDED FOR

COURSE OVERVIEW

SEMESTER 1 OR 2

Bridge Building: Students learn to design and build a bridge to span a specified gap with certain criteria and limited resources. Students learn to work effectively in small teams.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Robotics	Digital Technologies 7	Digital Technologies 8	Game Design and Development	Introduction to VCE Applied Computing	Applied Computing: Software Development 1&2	Applied Computing: Software Development 3&4
				Applied Computing: Software Development 1&2 <i>Acceleration</i>	Applied Computing: Software Development 3&4 <i>Acceleration</i>	
			Robotics and Innovations	Science VCE Pathway	Physics 1&2	Physics 3&4
				Science Alternative Pathway		

SUBJECT PREREQUISITES

THIS SUBJECT IS RECOMMENDED FOR

COURSE OVERVIEW

SEMESTER 1

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

SEMESTER 1 OR 2

Assignment: Students use knowledge throughout the semester to design and develop a video game and website.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Robotics	Digital Technologies 7	Digital Technologies 8	Game Design and Development	Introduction to VCE Applied Computing	Applied Computing: Software Development 1&2	Applied Computing: Software Development 3&4
				Applied Computing: Software Development 1&2 <i>Acceleration</i>	Applied Computing: Software Development 3&4 <i>Acceleration</i>	
			Robotics and Innovations	Science VCE Pathway	Physics 1&2	Physics 3&4
				Science Alternative Pathway		



FOOD TECH

YEAR 9 FOOD TECHNOLOGY

SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

Students who enjoy learning through practical activities and those with an interest in health and nutrition, food science and cooking

COURSE OVERVIEW

Food technology is a branch of food science that explores the chemistry and production processes of food preparation. Food Technology supports students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical food concerns of individuals, families and communities.

Students develop the knowledge to make healthy choices relating to food and nutrition and explore the range of influences on these choices. They build the skills to access and assess nutritional information that can support healthy choices. Students apply knowledge of nutrition together with the scientific and sensory properties of food to the preparation of a wide variety of food items through a weekly cooking session. They use the design process to develop and create meals for a specific purpose in their major assessment task. They also develop understandings of contemporary food issues such as ethical and environmental considerations relating to food choice, food trends, convenience foods, processed foods, food packaging and advertising.

The course structure is related to the following concepts of Nutrition and Health, Food Science, Hospitality, Food Processing and Sustainability.

SEMESTER 1 OR 2

Kitchen Hygiene and Safety: In this unit, students will develop the knowledge and ability to apply safe and hygienic work practices in the kitchen.

The Australian Dietary Guidelines: In this unit, students will investigate the Australian Dietary Guidelines, the Australian Guide to Healthy Eating and the macro nutrients required by the human body. They use these guidelines to evaluate and improve the nutritional content of recipes. They apply their skills in a food design challenge where they create an original recipe.

Practical Activities: Students apply knowledge of kitchen safety and hygiene, nutrition and food preparation / presentation techniques to produce a variety of food items.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$60 per semester but may be subject to change.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Food Technologies			Food Technologies 9	Food Technologies 10	Food Studies 1&2	Food Studies 3&4
				Food Studies 1&2 Accleration	Food Studies 3&4 Accleration	VET Hospitality



HUMANITIES

YEAR 9 AUSTRALIA AT WAR

SUBJECT PREREQUISITES

The satisfactory completion of History 8

THIS SUBJECT IS RECOMMENDED FOR

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students’ other subjects and are especially important for those students who wish to pursue tertiary studies.

COURSE OVERVIEW

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
- Making a Nation: Australia 1750 to 1918
- World War I: 1914 to 1918. This unit is a prerequisite to the first unit of study in the Year 10 course.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
History	History 7	History 8	Australia at War or Colonial History	History 10	Modern History 1&2	Australian History 3&4
				Civics and Citizenship		History Revolutions 3&4

The satisfactory completion of History 8

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students' other subjects and are especially important for those students who wish to pursue tertiary

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.

- 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

- 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.

- 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.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
History	History 7	History 8	Australia at War or Colonial History	History 10	Modern History 1&2	Australian History 3&4
				Civics and Citizenship		History Revolutions 3&4

The satisfactory completion of Geography 8

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students' other subjects and are especially important for those students who wish to pursue tertiary studies.

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.

- 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.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Geography	Geography 7	Geography 8	The World Around Us	Geography 10	Geography 1&2	Geography 3&4
			Interconnections and Global Wellbeing			
			Global Connections	Civics and Citizenship	Australian and Global Politics 1&2	Australian Politics 3&4

The satisfactory completion of Geography 8

Students who have a keen interest in studying the Humanities to further develop skills such as research, interpretation, analysis and inquiry. These skills will help with many of the students' other subjects and are especially important for those students who wish to pursue tertiary studies.

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.

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.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Geography	Geography 7	Geography 8	The World Around Us	Geography 10	Geography 1&2	Geography 3&4
			Interconnections and Global Wellbeing			
			Global Connections	Civics and Citizenship	Australian and Global Politics 1&2	Australian Politics 3&4





HEALTH & PHYSICAL EDUCATION

YEAR 9 HEALTH AND PHYSICAL EDUCATION

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject.

THIS SUBJECT IS RECOMMENDED FOR
All students to develop healthy lifestyles and meet physical activity requirements to benefit both health and wellbeing.

COURSE OVERVIEW
The year 9 course emphasis is upon skill development, game strategy, understanding rules and umpiring. 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 explore concepts around Personal Identity and Healthy Relationships and undertake the GoodForm body image program as part of the Health Curriculum.

- Students will participate in the following practical units:
- Net/Wall Games
 - Invasion Games
 - Striking/Fielding (including baseball, softball, cricket)
 - Project Fit (Yoga, fitness activities, body awareness in sporting situations)

SEMESTER 1
Students participate in Striking and Fielding Games Unit and Project Fit in practical sessions. Students will also study Movement Concepts, Games Sense, Tactics and Strategy along with Physical Activity and Fitness as part of the Project Fit Unit in the Health Curriculum.

SEMESTER 2
Students participate in Net / Wall Games and Invasion Games in practical sessions and begin to officiate in these activities. Students study Personal Identity and Relationships and undertake the Good Form body image program as part of the Health Curriculum.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2 or 3&4	Health & Human Development 3&4
			Outdoor & Environmental	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	Physical Education
				The Science of Sport 10	Physical Education 1&2 or 3&4	
			The Science of Sport 9	Health & Human Development 1&2 Physical Education 1&2 Sport & Recreation Cert. III (Year 1)	Sport & Recreation Certificate III (Year 1 or 2)	Sport & Recreation Certificate III (Year 2)

SUBJECT PREREQUISITES

THIS SUBJECT IS RECOMMENDED FOR

COURSE OVERVIEW

SEMESTER 1

COLLEGE LEVIES

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2 or 3&4	Health & Human Development 3&4
			Outdoor & Environmental	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	Physical Education
				The Science of Sport 10	Physical Education 1&2 or 3&4	
			The Science of Sport 9	Health & Human Development 1&2	Sport & Recreation Certificate III (Year 1 or 2)	Sport & Recreation Certificate III (Year 2)
				Physical Education 1&2		
				Sport & Recreation Cert. III (Year 1)		

SUBJECT PREREQUISITES

THIS SUBJECT IS RECOMMENDED FOR

COURSE OVERVIEW

- Drugs In Sport
- Technology In Sport
- Psychology In Sport

SEMESTER 1

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
HPE	Health and Physical Education 7	Health and Physical Education 8	Health and Physical Education 9	Health and Physical Education 10	Health & Human Development 1&2 or 3&4	Health & Human Development 3&4
			Outdoor & Environmental	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4	Physical Education
				The Science of Sport 10	Physical Education 1&2 or 3&4	
			The Science of Sport 9	Health & Human Development 1&2	Sport & Recreation Certificate III (Year 1 or 2)	Sport & Recreation Certificate III (Year 2)
				Physical Education 1&2		
				Sport & Recreation Cert. III (Year 1)		



YEAR 9 SPORTS DEVELOPMENT PROGRAM

SEMESTER 1 – FOOTBALL, SOCCER & BADMINTON

SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

THIS SUBJECT IS RECOMMENDED FOR

All students to develop healthy lifestyles and meet physical activity requirements to benefit both health and wellbeing.

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/Badminton competition for term .

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
- Year 9 & 10 Division 1 Badminton

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.

SPORT

SEMESTER 2 – BASKETBALL, HOCKEY, TABLE TENNIS, CRICKET, VOLLEYBALL & TENNIS

There are no prerequisite studies required for this subject.

All students to develop healthy lifestyles and meet physical activity requirements to benefit both health and wellbeing.

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.

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.

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 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.

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.

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

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.





VISUAL ARTS

YEAR 9 DIGITAL ART

SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject.

THIS SUBJECT IS RECOMMENDED FOR

Students wishing to further develop their digital art and photography skills further

COURSE OVERVIEW

The study of Digital Art provides students with an opportunity to further 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 that show developing knowledge and understanding in the areas of; rules of thirds, composition and digital manipulation. In contrast to photography, digital art can be used to manipulate and alter the lighting, colour, and elements in a scene.

SEMESTER UNIT

Students will explore the areas of composition, camera function, postproduction enhancement and image presentation styles. Students further develop their skills in digital art using a digital SLR camera and compact cameras. Students investigate the history and traditions of image making and how computer image manipulation can be used to enhance, alter and change a photograph. Students will explore and extend their skills, knowledge and understanding in the areas of; computer generated imagery, photo manipulation and image presentation and styles.

COLLEGE LEVY

A college levy is charged for this subject. The levy is \$52 per semester but may be subject to change.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Digital Art	Art 7	Visual Communication Design 8	Digital Art 9	Art Making and Digital Art 10	Studio Arts (Art Making & Exhibiting) 1&2	Studio Arts (Art Making & Exhibiting) 3&4
			Art Making 9		Media1&2	Media 3&4
			Media 9			

SUBJECT PREREQUISITES

THIS SUBJECT IS RECOMMENDED FOR

COURSE OVERVIEW

SEMESTER UNIT

YEAR 9 STUDIO ARTS (ART MAKING AND EXHIBITING)

SUBJECT PREREQUISITES

THIS SUBJECT IS RECOMMENDED FOR

COURSE OVERVIEW

SEMESTER UNIT

COLLEGE LEVIES

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Media	Art 7	Visual Communication Design 8	Media 9 Digital Art 9	Media 10	Media 1&2	Media 3&4

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Art Making	Art 7	Visual Communication Design 8	Digital Art 9	Art Making and Digital Art 10	Studio Arts (Art Making & Exhibiting) 1&2	Studio Arts (Art Making & Exhibiting) 3&4
			Art Making 9			
			Media 9		Media1&2	Media 3&4

SUBJECT PREREQUISITES

THIS SUBJECT IS RECOMMENDED FOR

COURSE OVERVIEW

SEMESTER 1

COLLEGE LEVIES

SUBJECT PREREQUISITES

THIS SUBJECT IS RECOMMENDED FOR

COURSE OVERVIEW

SEMESTER UNIT

COLLEGE LEVIES

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
VCD	Art 7	Visual Communication Design 8	Visual Communication Design 9	Visual Communication Design 10	Visual Communication Design 1&2	Visual Communication Design 3&4

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
MDT	Art 7	Materials Design Technolgy 8	Materials Design Technolgy 9	Production Design Technology 10	Production Design Technology 1&2	Production Design Technology 3&4



PERFORMING ARTS

YEAR 9 THEATRE STUDIES

SUBJECT PREREQUISITES The satisfactory completion of Drama 8 (recommended only)

THIS SUBJECT IS RECOMMENDED FOR Students wishing to further develop their acting and performance skills in theatrical style and context

COURSE OVERVIEW

The study of Drama in Year 9 will develop students’ dramatic skills and understanding within a variety of contexts. The semester is designed to give students the opportunity to explore a variety of performance styles.

This course develops 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; Neutral Scripts, Elements of Theatre Composition and Performance Analysis. Through performance, students will develop insight into the actor-audience relationship and how the performer can manipulate this by applying the different elements of theatre composition. 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.

SEMESTER 1 Year 10 Drama runs for one Semester.

COLLEGE LEVIES A College levy is charged for this subject. The levy is \$60 per semester but may be subject to change.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Performing Arts	Drama 7	Drama 8	Theatre Studies 9	Theatre Studies 10	Theatre Studies 1&2	Theatre Studies 3&4

SUBJECT PREREQUISITES

THIS SUBJECT IS RECOMMENDED FOR

COURSE OVERVIEW

The developing skills of production and composition support students towards becoming creative and independent electronic music artists, leading towards opportunities for further study.

COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$60 per semester but may be subject to change.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Music Production	Music 7	Music 8	Music Performance 9	Music Performance 10	VCE Music 1: <i>Organisation in Music</i> & VCE Music 2: <i>Effect in Music</i>	Music Performance 3&4
			Songwriting & Music Production 9	Songwriting & Music Production 10		

SUBJECT PREREQUISITES

THIS SUBJECT IS RECOMMENDED FOR

COURSE OVERVIEW

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

COLLEGE LEVIES

A College levy is charged for this subject. The levy is \$60 per semester but may be subject to change.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Music Production	Music 7	Music 8	Music Performance 9	Music Performance 10	VCE Music 1: <i>Organisation in Music</i> & VCE Music 2: <i>Effect in Music</i>	Music Performance 3&4
			Songwriting & Music Production 9	Songwriting & Music Production 10		

YEAR 9 LANGUAGES - CHINESE, INDONESIAN, ITALIAN

SUBJECT PREREQUISITES

The satisfactory completion of Year 8 in the chosen language.

THIS SUBJECT IS RECOMMENDED FOR

All students will undertake the compulsory study of a language at Year 9. It is the continuation of their chosen language in Year 8. At the completion of Year 9, students have the option to continue to Year 10 and beyond.

COURSE OVERVIEW

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 studied 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.

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.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Language	Language 7 Elective 1	Language 8	Language 9	Language 10	Language Unit 1 & 2	Language Unit 3 & 4
	Language 7 Elective 2					



LANGUAGE

YEAR 9 GLOBAL CONNECTIONS

SUBJECT PREREQUISITES

There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR

Students keen to develop intercultural capabilities as citizens of a globalised world.

COURSE OVERVIEW

The focus of the Global Connections elective subject is to enhance the students’ awareness of diversity in our world and to empower them to develop informed opinions and skills in evaluating a culture different to their own. This subject will allow students to explore customs, tourism, food, the Arts, environmental issues and other areas of interest.

This subject is delivered in English. It is not a language elective.

The notion of global citizenship 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 other cultures, 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.

PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Languages	Chinese 7 Indonesian 7 Italian 7	Chinese 8 Indonesian 8 Italian 8	Chinese 9 Indonesian 9 Italian 9	Chinese 10 Indonesian 10 Italian 10	Chinese Indonesian Italian 1&2	Chinese Indonesian Italian 3&4
				Civics and Citizenship	Australian and Global Politics 1&2	Australian Politics 3&4





CAREERS

[Anna Gasparini - Careers Advisor](#)
[Dean Notting - Pathways Coordinator](#)

CONTACT US

Whitefriars College Inc
156 Park Road Donvale Victoria 3111 Australia
+61 3 9872 8200

info@whitefriars.vic.edu.au
www.whitefriars.vic.edu.au

ABN 35 808 045 134 | REG A0029974Y | CRICOS 01680G