WHITEFRIARS COLLEGE
YEAR 9 (2024)
CURRICULUM HANDBOOK

ALMAE IN FIDE PARENTIS

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 Spurritt

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 an easy way to navigate through the handbook is to go to the Curriuclum 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

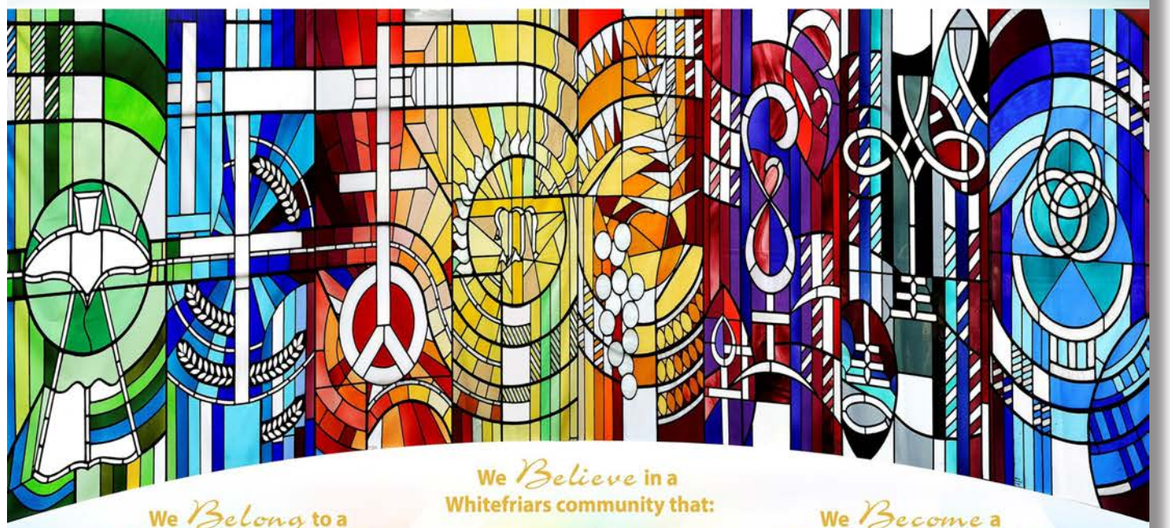
WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

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.

CAREERS

For futher assistance, contact the careers office

Anna Gasparini - Careers Advisor

Dean Notting - Pathways Coordinator

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

Core Units (Compulsory)					**Student Choice Options**		
Religious Education	English *Core Extension*	Maths *Core Extension*	Health & Physical Education	Science	Languages *Chinese Indonesian Italian*	History/ Geography Elective	Visual & Performing Arts Elective Choice
Religious Education	English *Core Extension*	Maths *Core Extension*	Health & Physical Education	Science	Languages *Chinese Indonesian Italian*	Elective	Elective

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.*

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

WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

YEAR 7

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

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

YEAR 8

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

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

Belong. Believe. Become.

Middle Years Curriculum Overview

WHITEFRIARS
CATHOLIC COLLEGE FOR BOYS

YEAR 9

- Art Making
- Australia at War
- Chinese
- Core Mathematics
- Digital Art
- English Core and Extension
- English as an Additional Language
- Extension Mathematics
- Food Technology
- Game Design & Development
- Health & Physical Education
- Indonesian
- Italian
- Interconnections and Global Wellbeing
- Media
- Music
- Outdooor and Environmental Studies
- Product Design and Technology
- Religious Education
- Robotics and Innovations
- Science
- Shaping our Nation
- Theatre Studies
- The Power of Speech
- The Science of Sport
- The World Around Us
- Visual Communication Design

Wellbeing Program
Resilience Project
Academic Enrichment
Outdoor Learning Program
Instrumental Music
Performing Arts Ensembles
Sports Development Program
Student Leadership
City Experience

Belong. Believe. Become.

RELIGION

YEAR 9 RELIGIOUS EDUCATION

SUBJECT PREREQUISITES The satisfactory completion of Year 7 and 8 Religious Education

THIS SUBJECT IS COMPULSORY 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.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

<table>
<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th></tr>
<tr><td>Religion</td><td>Religion 7</td><td>Religion 8</td><td>Religion 9</td><td>Religion & Society Unit 1</td><td>Religion & Society Unit 2

Religion & Society Unit 3&4 Acceleration</td><td>Religion & Society Unit 3&4</td></tr>
</table>

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 students 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 the development of 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 through written and oral responses.
- 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 ideas, thoughts and 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.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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<tr><td>The Craft of English</td></tr>
<tr><td>Literacy Support</td></tr>
</table>

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 on a number of different topics.

COURSE OVERVIEW

Students will have opportunities to deliver presentations as individuals and in groups. They will be required to present on 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 and historic presentations and examine what makes them engaging.

The intention of "The Power of Speech" is to:

- Offer an opportunity for Year 9 students to develop confidence in public speaking, and develop skills in the use of Audio-Visual tools to enhance public speaking. This will 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" and impromptu presentations / Debating techniques / Analysing the structure of presentations / Maintaining audience engagement and interaction / "Great speeches"

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.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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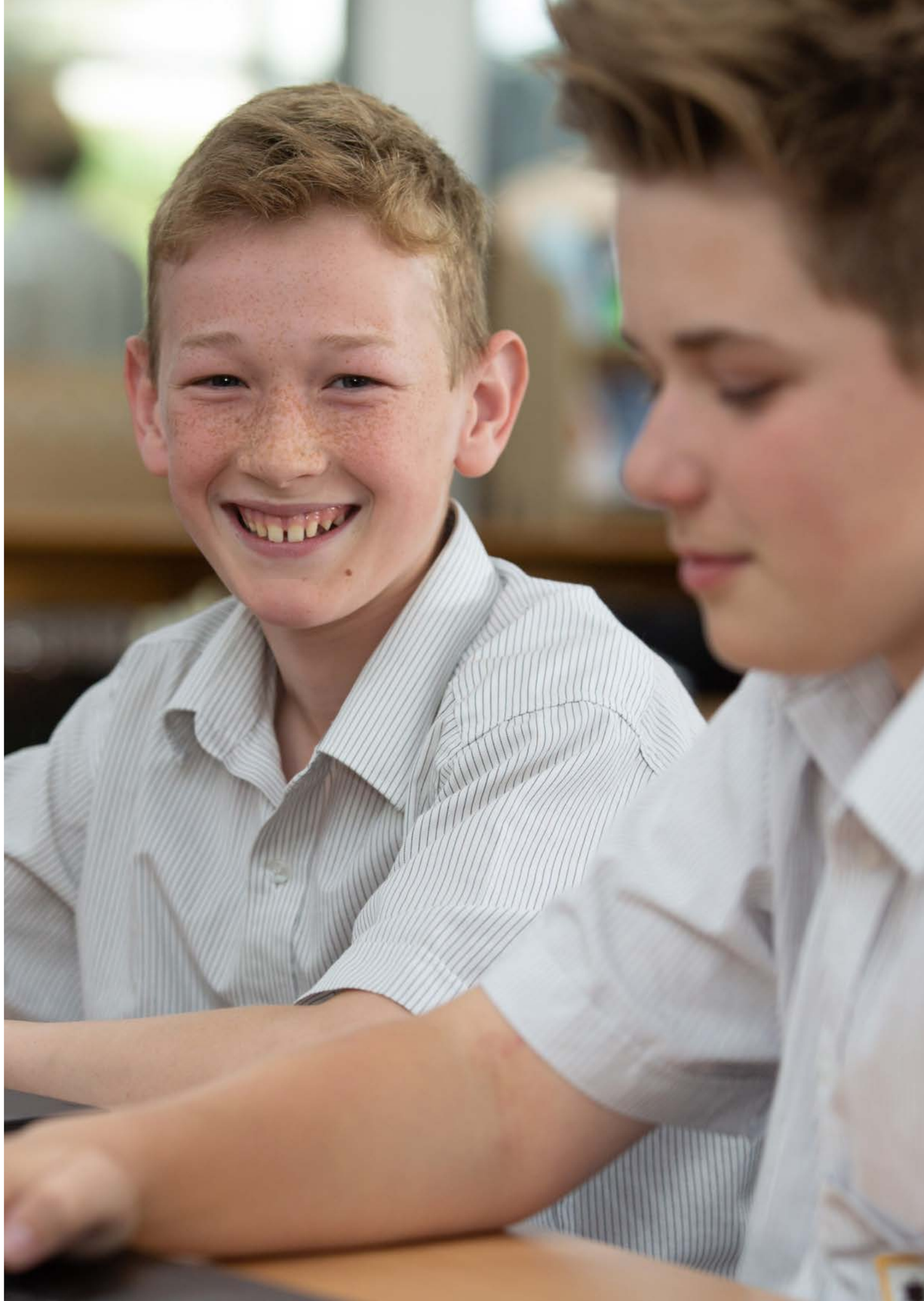

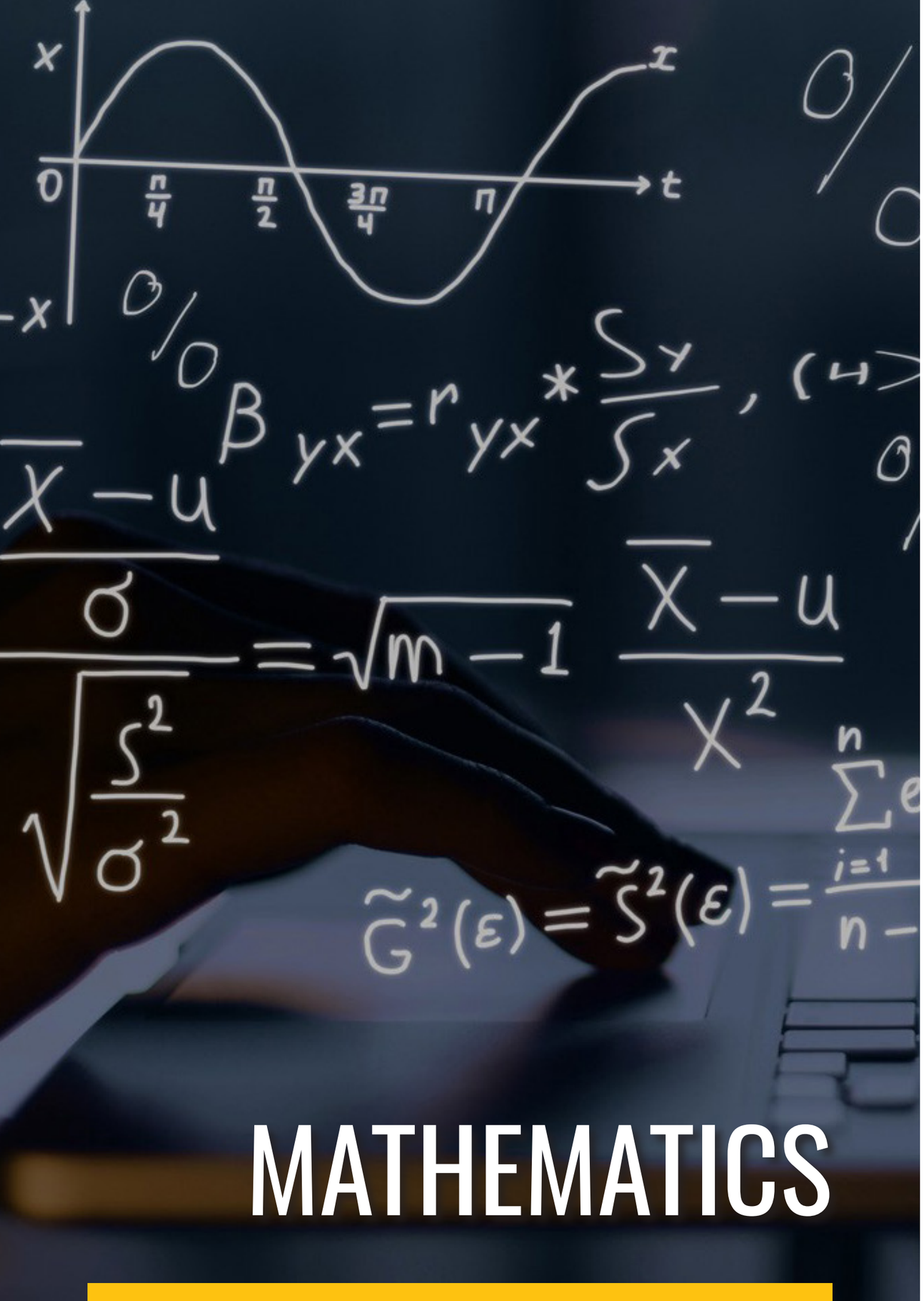

YEAR 9 CORE MATHEMATICS

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.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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<tr><td>Extension Mathematics</td><td>Specialist Mathematics 1&2</td><td>Specialist Mathematics 3&4</td></tr>
</table>

YEAR 9 EXTENSION MATHEMATICS

SUBJECT PREREQUISITES

This subject is invitational only and is offered to students who exhibit learning at 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.

THIS SUBJECT IS RECOMMENDED FOR

Students who wish to study Year 10 Mathematics for Methods

COURSE OVERVIEW

The Year 9 Extension Mathematics program follows the Year 9 Victorian Curriculum learning outcomes and content and as such covers the same content as the Year 9 Core Mathematics program. In addition, it aims to provide extension and enrichment within many of the topics thus providing a higher level of engagement and productive struggle for highly abled students.

SEMESTER 1

Pythagoras' Theorem & Trigonometry, Indices, Linear Equations and Relations: In these units, students apply Pythagoras Theorem and trigonometry to solve problems, including those with angles of elevation, depression, and bearings. 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, simplify a range of algebraic expressions, and solve pairs of simultaneous linear equations. They sketch and draw linear and non-linear relations, find the distance between two points on the Cartesian plane, calculate the gradient and midpoint of a line segment using a range of strategies, and solve problems involving gradients of parallel and perpendicular lines.

SEMESTER 2

Measurement & Geometry, Probability & Statistics, Algebra and Quadratics: In these units, students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms, cylinders, cones, pyramids and spheres. They relate three-dimensional objects to two-dimensional representations explain similarity of triangles and interpret ratios and scale factors in similar figures. Students construct histograms, back-to-back stem-and-leaf plots and box plots, and identify mean and median in skewed, symmetric, and bi-modal displays and use these to describe and interpret the distribution of the data. They calculate relative frequencies to estimate probabilities. Students list outcomes for two-step experiments and assign probabilities for those outcomes and related events. They simplify algebraic fractions with complex numerators and denominators, solve linear and quadratic equations and sketch parabolas and their transformations.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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</table>

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.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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<tr><td>Biology 1&2</td><td>Biology 3</td></tr>
<tr><td>Psychology 1&2</td><td>Psychology 3</td></tr>
<tr><td rowspan="2">Biology 1&2 Accelerated</td><td rowspan="2">Biology 3&4 Accelerated</td><td>Chemistry 4</td></tr>
<tr><td>Physics 4</td></tr>
<tr><td rowspan="2">Psychology 1&2 Accelerated</td><td rowspan="2">Psychology 3&4 Accelerated</td><td>Biology 4</td></tr>
<tr><td>Psychology 4</td></tr>
</table>

YEAR 9 ROBOTICS AND INNOVATIONS

SUBJECT PREREQUISITES The satisfactory completion of Science 8

THIS SUBJECT IS RECOMMENDED FOR Year 9 students

Students who have an interest in Hands -On Science and Engineering and are still deciding whether to study VCE Science and Maths based subjects in Y10 and beyond.

COURSE OVERVIEW

Robotics and Innovations is a cross-disciplinary subject for students interested in STEM (Science, Technology, Engineering and Mathematics) related fields. 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. Students spend a considerable amount of time on hands-on practical activities involving robot construction, programming and gears. The course aims to promote the development of problem-solving, critical analysis and creative thinking skills.

SEMESTER 1 OR 2

Developing a Robotic Device: In this unit, students will build a small robotic hand practising using their knowledge of robots alongside their practical skills. The robotic hand will be a pre-cursor to each student then creating a fully functioning hydraulic robotic arm.

Lego Robotics: In this unit, students will spend a major part of the subject designing, constructing, programming and testing robots using the Lego EV3 robotics system. 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.

Flight: Students will learn the basics of flight and how a wing works. Using their understanding of flight they will build (step by step), fly and evaluate a range of paper aeroplanes.

Puff Puff Golf: Students are introduced to the problem of the balloon car and through discussion and video get ideas to design their cars, resources are discussed, designs are refined, a scoring system is discussed and possible construction can begin.

Renewable energy : Vertical Axis Wind Turbine (VAWT): Students learn about renewable energy focusing particularly on renewable wind energy. They research and understand the uses and pros and cons of VAWT.

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.

SUGGESTED 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	Digital Technologies	Applied Computing 1&2	Applied Computing Software Development 3&4
				Applied Computing 1&2 *Acceleration*	Applied Computing 3&4 *Acceleration*	Applied Computing Data Analytics 3&4
			Robotics and Innovations	Science 10	Physics 1&2	Physics 3&4
				Applied Science		

YEAR 9 GAME DESIGN AND DEVELOPMENT

SUBJECT PREREQUISITES The satisfactory completion of Digital Technologies 8

THIS SUBJECT IS RECOMMENDED FOR Year 9 students

COURSE OVERVIEW

Students that have a key interest Video Games and in wish to further their knowledge in ICT. This subject is also recommended for those who are looking to complete Applied computing in the senior years

SEMESTER 1

In 2022 Video games were a 300 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

SEMESTER 1 OR 2

Game Analysis: Students analyse a game and develop a deeper understanding of how and why it was created

Basic HTML: Students explore basic HTML to begin to understand how websites are built. They build on their HTML knowledge.

Unreal: Students investigate the unreal engine and explore animation in games. They work on the user interface (UI) and design a simple animation.

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

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Game Design & Dev.	Digital Technologies 7	Digital Technologies 8	Game Design and Development	Digital Technologies	Applied Computing 1&2	Applied Computing Software Development 3&4
				Applied Computing 1&2 *Acceleration*	Applied Computing 3&4 *Acceleration*	Applied Computing Data Analytics 3&4
			Robotics and Innovations	Science 10	Physics 1&2	Physics 3&4
				Applied Science		

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 $90 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

<table>
<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th></tr>
<tr><td rowspan="4">Food Studies</td><td rowspan="4"></td><td rowspan="4"></td><td rowspan="4">Food Technologies 9</td><td rowspan="2">Food Technologies 10</td><td>Food Studies 1&2</td><td rowspan="2">Food Studies 3&4</td></tr>
<tr><td>Health & Human Development 1&2</td></tr>
<tr><td rowspan="2">Food Studies 1&2 Acceleration</td><td>Food Studies 3&4 Acceleration</td><td rowspan="2">Health & Human Development 3&4</td></tr>
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</table>

FOOD TECH

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 four areas of study which are:

- The Industrial Revolution (1750 - 1901)
- Movement of People (1750 - 1901)
- Making a Nation
- World War I

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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

YEAR 9 SHAPING OUR NATION

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

COURSE OVERVIEW

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 Indigenous people. Analysis of the genocide of the Tasmanian Indigenous people as well as other

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 Indigenous people. The way in which this research is presented has a technology focus.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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

YEAR 9 THE WORLD AROUND US

SUBJECT PREREQUISITES

The satisfactory completion of Geography 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

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.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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

YEAR 9 INTERCONNECTIONS AND GLOBAL WELLBEING

SUBJECT PREREQUISITES

The satisfactory completion of Geography 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 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.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

<table>
<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th></tr>
<tr><td rowspan="9">HPE</td><td rowspan="9">Health and Physical Education 7</td><td rowspan="9">Health and Physical Education 8</td><td rowspan="4">Health and Physical Education 9</td><td rowspan="2">Health and Physical Education 10</td><td>Health & Human Development 1&2</td><td>Health & Human Development 3&4</td></tr>
<tr><td>Physical Education 1&2</td><td>Physical Education 3&4</td></tr>
<tr><td>Health & Human Development 1&2 Acceleration</td><td>Health & Human Development 3&4 Acceleration</td><td rowspan="2"></td></tr>
<tr><td>Physical Education 1&2 Acceleration</td><td>Physical Education 3&4 Acceleration</td></tr>
<tr><td>The Science of Sport</td><td>Human Movement and Performance</td><td>Physical Education 1&2</td><td>Physical Education 3&4</td></tr>
<tr><td>Outdoor & Environmental Studies 9</td><td>Outdoor & Environmental Studies 10</td><td>Outdoor & Environmental Studies 1&2</td><td>Outdoor & Environmental Studies 3&4</td></tr>
<tr><td rowspan="3"></td><td rowspan="3">Sport & Recreation Certificate III (Year 1)</td><td>Sport & Recreation Certifcate III (Year 2)</td><td></td></tr>
<tr><td>Sport & Recreation Certificate III (Year 1)</td><td>Sport & Recreation Certifcate III (Year 2)</td></tr>
</table>

YEAR 9 OUTDOOR AND ENVIRONMENTAL STUDIES

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

THIS SUBJECT IS RECOMMENDED FOR Students looking to study Outdoor and Environmental Studies as a Unit 1 option in year 10

COURSE OVERVIEW

The "Introduction to Outdoor Environmental Studies" is a semester based elective that 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.

Physical demands of the curriculum:

- Riding a bicycle in uneven terrain
- Hiking in remote locations
- Competent swimming in open water
- Carrying packs up to 15kg for 4-6 hours per day
- Walking on uneven surfaces
- Working at heights, including harnessed rock climbing/abseiling

Reasonable adjustments will be made to accommodate participation in this unit in consultation with College staff.

Students diagnosed with certain medical condition(s) that have the potential risk of impacting their ability to safely participate are required to provide a medical clearance prior to acceptance of enrolment into this subject. For further information, please contact the subject teacher.

SEMESTER 1 This subject is a one semester offering.

COLLEGE LEVIES A College levy is charged for this subject. The levy is $400 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Science of Sport	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	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 *Acceleration*	Health & Human Development 3&4 *Acceleration*	
				Physical Education 1&2 *Acceleration*	Physical Education 3&4 *Acceleration*	
			The Science of Sport	Human Movement and Performance	Physical Education 1&2	Physical Education 3&4
			Outdoor & Environmental Studies 9	Outdoor & Environmental Studies 10	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)

YEAR 9 THE SCIENCE OF SPORT

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

THIS SUBJECT IS RECOMMENDED FOR

Students looking to continue their study of Health and Physical Education into VCE or students who have an interest in Physical Education and want to study concepts in more depth.

COURSE OVERVIEW

Maximizing Performance will investigate the physiological, technological and psychological devices used to enhance athletic performance and recovery. The use of performance enhancing drugs, various technologies and sports psychology have all been used to varying degrees by elite sports people/teams and have also divided opinions along the way. Students will study units covering:

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

SEMESTER 1 This subject runs for a single semester only.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Science of Sport	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	Health & Human Development 3&4
					Physical Education 1&2	Physical Education 3&4
				Health & Human Development 1&2 *Acceleration*	Health & Human Development 3&4 *Acceleration*	
				Physical Education 1&2 *Acceleration*	Physical Education 3&4 *Acceleration*	
			The Science of Sport	Human Movement and Performance	Physical Education 1&2	Physical Education 3&4
			Outdoor & Environmental Studies 9	Outdoor & Environmental Studies 10	Outdoor & Environmental Studies 1&2	Outdoor & Environmental Studies 3&4
				Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)	
					Sport & Recreation Certificate III (Year 1)	Sport & Recreation Certifcate III (Year 2)

YEAR 9 DIGITAL ART

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

THIS SUBJECT IS RECOMMENDED FOR Students wishing to 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 $60 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

<table>
<tr><th></th><th>Year 7</th><th>Year 8</th><th>Year 9</th><th>Year 10</th><th>Year 11</th><th>Year 12</th></tr>
<tr><td rowspan="3">Digital Art</td><td rowspan="3">Art 7</td><td rowspan="3">Visual Communication Design 8</td><td>Digital Art 9</td><td rowspan="3">Art Making and Digital Art 10</td><td>Art Making & Exhibiting 1&2</td><td>Art Making & Exhibiting 3&4</td></tr>
<tr><td>Art Making 9</td><td rowspan="2">Media1&2</td><td rowspan="2">Media 3&4</td></tr>
<tr><td>Media 9</td></tr>
</table>

YEAR 9 MEDIA

SUBJECT PREREQUISITES There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR Students wishing to extend their skills in the area of media production and film narrative

COURSE OVERVIEW

This course focuses on developing two main areas of study which are film narrative and media production. The course aims to introduce students to concepts and techniques important to the study of VCE Media. Students are encouraged to experiment with cinema techniques and genre understanding in the completion of several small group movies. They will refine their skills be working in a number of different roles to create entertainment for different audiences. Students will also work on fortnightly Fast Films where a short movie must be shot in one session. Students will use their practical knowledge to inform their theory work, analysing film texts to understand how information about plot ad character is conveyed to audiences.

SEMESTER UNIT

Students undertake narrative studies screening and analysing a variety of screen texts, investigating the function of cinema codes and how these are used in relation to the conventions of genre and to create audience understanding and engagement. They study a film text and examine how various elements are employed by filmmakers to create meaning. Students also work through the various stages of production to plan, shoot, and edit footage to achieve different effects in a range of genres and styes for different audiences.

SUGGESTED 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	Media 10	Media 1&2	Media 3&4
			Digital Art 9			

YEAR 9 ART MAKING

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

THIS SUBJECT IS RECOMMENDED FOR Students wishing to further develop their skills in the area of artmaking through the exploration of material and techniques

COURSE OVERVIEW

In Artmaking 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. Learning in Artmaking involves students making and responding to artworks and drawing on the world as a source of ideas. Students develop skills, techniques, and processes, and use materials as they explore a range of forms, styles and contexts.

SEMESTER UNIT

Students focus 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. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to various themes. Students can explore a wide variety of mediums such as: paint, markers, collage, 3-Dimensional sculpture, clay, mixed-media and printing.

COLLEGE LEVIES

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

SUGGESTED 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	Art Making & Exhibiting 1&2	Art Making & Exhibiting 3&4
			Art Making 9			
			Media 9		Media1&2	Media 3&4

YEAR 9 VISUAL COMMUNICATION DESIGN

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

THIS SUBJECT IS RECOMMENDED FOR Students wishing to further explore and experiment with ideas and representations in Visual Communication Design for different audiences and purposes

COURSE OVERVIEW

The students will experiment and develop their skills in creative, critical, and reflective thinking using a design process. Students will gain an understanding of the importance of the purpose, audience and context of the visual communication when designing. They investigate the use of visual language using drawing conventions, design elements and design principles using various media, materials, and methods.

SEMESTER 1

Students will study Visual Communication Design for one Semester, applying the design process to explore their ideas. Using the design elements and design principles, along with different media, materials and methods, students will create and present their solutions to the design problem. They will use both manual and digital drawing methods and conventions to create a range of visual communication ideas that will be documented in their sketchbook and culminate in a final. These final visual communications will be for different purposes, audiences, and contexts in response to specific needs.

COLLEGE LEVIES A College levy is charged for this subject. The levy is $50 per semester but may be subject to change.

SUGGESTED 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

YEAR 9 PRODUCT DESIGN AND TECHNOLOGY

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

THIS SUBJECT IS RECOMMENDED FOR Students wishing to acquire the skills and knowledge in the specialised area of Materials Technology

COURSE OVERVIEW

Students will study Product 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. Consideration is given to sustainability of various timbers and the use of recycled materials. Students will complete a number of design and production pieces that may include such things as children's toys, small furniture items and chopping boards. 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.

SEMESTER UNIT

Students develop skills in technical drawing methods covering the areas of 3D drawing, Orthogonal and computer assisted drawings to assist in the development of their design ideas. Students utilize a number of different tools and technologies to create products reflecting their designs. Students work with a range of timbers, technologies, and processes, as they develop skills, knowledge and understanding about timber construction processes and safe workshop practices. Students research current, contemporary and emerging wood designs and learn how to critically analyse and evaluate their own work as it develops.

COLLEGE LEVIES A College levy is charged for this subject. The levy is $70 per semester but may be subject to change.

SUGGESTED 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 There are no prerequisite studies required for this subject

THIS SUBJECT IS RECOMMENDED FOR Students wishing to further explore acting, performance and stagecraft skills in theatrical style and context

COURSE OVERVIEW

This course develops students' acting, performance and production skills within a variety of individual and group contexts. The semester encourages students interested both drama and/or stagecraft to explore and expand their knowledge through script analysis, elements of theatre composition and preparing for performance. Through workshopped tasks and a semester performance project, they will develop insight into how performers can manipulate the actor-audience relationship through different elements of theatre composition. Equally, students will expand their dramaturgical skills as they research background information and consider how this will influence their own creative vision, as well as design and implement their own ideas through a choice of acting, direction, costume, set, makeup, properties, lighting, and audio. Throughout the semester, they will also extend their understanding of the nature of theatre analysis with a detailed study of a professional performance.

SEMESTER 1

Year 9 Theatre Studies runs for one Semester

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $75 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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

YEAR 9 MUSIC

SUBJECT PREREQUISITES

There are no formal prerequisites for this subject. It is strongly recommended that students are enrolled in both the Ensembles Program and Instrumental Music lessons through Whitefriars College to maximize their learning in this subject.

THIS SUBJECT IS RECOMMENDED FOR

Students passionate and interested in developing their skills in playing music, and/or music production/composition. Students develop dual skill sets in instrumental music playing and creating music as a composer, producer, and contemporary artist.

COURSE OVERVIEW

Year 9 Music is an elective subject designed to develop your creative skills as musicians. If you are playing an instrument, interested in writing your own music, or enjoy playing music with others, this is the subject for you. Through this semester you will be exploring all different musical units to deepen your skills, knowledge and make you the best musician you can be! Course content will be tailored specifically to the strengths and interests of each cohort, and may include the following units:

Music Performance: Students select an instrument for focus and develop their practical, technical and performance skills. They will work on playing as an individual and as a member of a group – developing confidence in their technique and exploring how to create an engaging performance. Students explore contrasting musical styles and practice performing for each other. The course caters for students with both contemporary and classical backgrounds. Note: Students currently receiving private lesson on an instrument should use this instrument as their focus for the subject. Students not learning an instrument should engage with the class teacher to select an instrument for study.

Decoding Music: Focusing on breaking down the music we listen to every day, the building blocks of music theory and how this influences the way we play and compose. Students will also develop a deeper understanding of music through listening tasks, aural, theory and develop a common vocabulary on how to describe the elements of music.

Composition and Digital Production 101: Students learn the basics of composing, producing or writing their own music. They will use their own musical inspirations (pop, rock, electronic, video game/film scores, remixes) to inform their own creations, be guided through the production and songwriting process. There is also scope for students to learn how to learn how to record, manipulate MIDI controllers and effects as desired.

SEMESTER 1

Year 9 Music runs for one Semester

COLLEGE LEVIES

A College levy is charged for this subject. The levy is $75 per semester but may be subject to change.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Music	Music 7	Music 8	Music 9	Music 10	Music 1&2	Music 3&4

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.

SUGGESTED PATHWAY OPPORTUNITIES & SUBJECT STRUCTURE

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

CAREERS

https://www.whitefriarscareers.com/

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