2016 YEAR 9 CURRICULUM GUIDE
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INTRODUCTION

This Course Handbook has been produced to enable parents and students to gain a better understanding of the courses of study offered at the College in Year 9.

It is the College’s aim to help students understand the relationship between God and His Word in everything they are learning and doing in the classroom. Ruth Haycock, author of ‘Encyclopaedia of Bible Truths for School Subjects’ writes:

“If we actually believe that the Bible is authoritative in every subject it addresses, in history and science as well as in Christian doctrine, we are obligated to find out what it says about every topic we teach. If we fail to present what God says but teach other aspects of a subject, we shelter pupils from the truth and give them only part of the story. What we do teach may be purely humanistic and opposed to the truth found in the Bible, or it may be true as far as it goes, but incomplete. In either case, pupil thinking is being shaped according to the world’s pattern. God asked instead for transformed lives, not conformed to the world, but based on renewed minds able to prove what is the good and acceptable and perfect will of God.”

We believe that all truth originates from God, and that all the truth He created was designed to lead people to know and respond to Him. Each academic subject is a part of the truth He created to help people know and understand Him better. We know more about God because of the truth revealed in science and mathematics. He made writing and reading an important part of His creation because He chose to reveal Himself to us in writing. We learn to think and express our thoughts in writing so that we can praise and glorify Him. We study history so that we can understand how He has directed the course of man through the years of time. Every academic truth in every academic area is a revelation of God.

All efforts to separate God and His truth from the school curriculum only serve to emasculate an academic education. It is not possible to truly understand any academic area apart from a knowledge of God.

“The fear of the Lord is the beginning of knowledge...” (Proverbs 1:7)

Waverley Christian College endeavours to provide students with topics of study which are both stimulating and challenging and which will lead each student to realise the God-given potential within. We believe the courses of study provided prepare students most thoroughly for successful participation in the Victorian Certificate of Education, apprenticeship, or workplace.

It is our prayer that students attending Waverley Christian College will experience success and the blessing of our Lord Jesus Christ.

STEPHAN MUNYARD
HEAD OF TEACHING AND LEARNING
HEAD OF SECONDARY

“And all your children will be taught by the Lord, and great will be the peace of your children.”
Isaiah 54:13
THE CURRICULUM FOR YEARS 7 TO 10

Each day consists of 6 periods of 50 minutes each (60 lessons over a 10 day cycle)

The tables below set out the number of lessons per cycle for each subject and elective offered in the Secondary School.

<table>
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<th>Year 7-10 Core Subjects</th>
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<td>Design Technology (Metal &amp; Plastic)</td>
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Year 8, 9 and 10 Electives and Year 10 Acceleration

|                          |          | 15ii | 15ii | 18iii |

TABLE NOTES:

(i) In the Year 7-10 columns, one asterix (*) means that students undertake these subjects for one semester only.

(ii) In Year 8 & 9 students undertake 3 electives for 5 periods per cycle, per semester.

(iii) In Year 10 students undertake electives for 9 periods per cycle, per semester, as well as approved accelerated VCE subjects for 9 periods per cycle for the whole year.
CHAPEL

Secondary Chapel services are held on Thursday, before lunchtime. Secondary Chapels are student focused in their leadership and presentation style. At Chapel, students experience a time of worship, with various student bands leading worship. Students hear from a variety of speakers who present the Word of God in relevant and creative ways.

**General Aims and Objectives**

- To provide an opportunity for students to feel a degree of ownership of a Chapel service
- To give all our students an opportunity to connect with God as a student body on a weekly basis
- To give the students another opportunity to grow in their relationship with God each week
- To help our students grow in their understanding of the Christian faith and strengthen their daily walk with God
- To give as many students as possible an opportunity to lead, contribute to and be involved in a Chapel service
- To provide an environment that is conducive for students to connect with God at a deeper level
- To provide contemporary worship that gives the opportunity for a high degree of student involvement
- To have speakers who will deliver age appropriate messages dealing with issues that are relevant for our students
SPORT AND ACTIVITIES PROGRAM

BIBLICAL FRAMEWORK:
In 1 Corinthians 6, Paul shows us the importance of keeping our body healthy, pure and holy. “Or didn’t you realize that the body is a sacred place, the place of the Holy Spirit? Don’t you see that you can’t live however you please, squandering what God paid such a high price for? The physical part of you is not some piece of property belonging to the spiritual part of you. God owns the whole works. So let people see God in and through your body.” (The Message)

God has given us the responsibility to take care of both our physical body and our spiritual part, for this is where the Holy Spirit lives – inside of us. This emphasis, which God places on looking after our physical body, provides the framework around which this course is structured.

Aims
The Sport and Activities Program recognises that all students need to be active; however their interests and motivation to be active will vary. Through regular involvement in a wide range of physical pursuits, the aim is for students to develop a positive attitude towards physical activity and for each student to remain active throughout their life.

Research indicates that involvement in regular physical activity has many benefits including:
- Reduced risk of cardiovascular disease, arthritis, osteoporosis, diabetes and other diseases
- Enhanced memory and learning
- Improved concentration
- Improved sleep
- Helping to achieve and maintain a healthy body weight
- Reducing feelings of depression, anxiety and stress
- Helping build and maintain healthy bones, muscles and joints
- Enhanced self-esteem and confidence with reduced isolation and loneliness

Sports and Activities Program
Waverley Christian College is part of the Christian Schools Sports Network (CSSN) which provides opportunities for Christian schools to compete together in various sports. There is a Junior (Year 7/8) Division as well as an Intermediate (Year 9/10) Division. Students try out and teams are put together to compete against other schools. Students who are not part of a particular team participate in various school-organised activities at the same time that team sports compete. This happens during Terms 2 and 3 as the swimming program runs in Term 1 and Term 4. In addition, CSSN run a number of Rally Days in Term 4 in which the College also participates. There are Rally Days for each Year Level from Years 7-10. On a particular Rally Day, all students in a certain Year Level are divided into various sports teams to compete against other schools in a one-day event. The specific sports, activities and rally day events are listed below:

<table>
<thead>
<tr>
<th>Fortnightly Sports</th>
<th>Term 1 &amp; 4 Sports Rally Days</th>
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<td>Year 7-10 Boys</td>
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<td>Basketball</td>
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<tr>
<td>Soccer</td>
<td>Soccer</td>
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<tr>
<td></td>
<td>5-a-side-Soccer</td>
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<td>Badminton</td>
<td>Badminton</td>
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<tr>
<td>Basketball</td>
<td>Netball</td>
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<tr>
<td>Netball</td>
<td>Tennis</td>
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<tr>
<td>Table Tennis</td>
<td>Tennis</td>
</tr>
<tr>
<td>Tennis</td>
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<tr>
<td>Ball Sports</td>
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<tr>
<td>Swimming</td>
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<tr>
<td>Water and Surf Safety (Year 9-10)</td>
<td></td>
</tr>
</tbody>
</table>

2016, Year 9 Curriculum Guide, Narre Warren South
Year 9

Year 9 is an exciting and challenging year at Waverley Christian College. Students are encouraged to take responsibility in various areas of College life such as Chapel and House Meeting. The City Experience Program is designed to give students the experience of learning in the City environment. Students also participate in Politics Week learning about the political process and running a mock election. Politics Week links closely to the Canberra Trip in Year 9.

The Year 9 curriculum is divided into 2 sections – Core subjects and Elective subjects – and is designed to allow students to exercise choice and take responsibility for their decisions. Teachers recommend that students consider their elective choices in the light of:

(a) personal interests
(b) individual giftings and talents
(c) possible career choices

At this year level, Electives are designed to give foundational skills, and to encourage interest and participation. If a student chooses to study a specialist subject in Year 10, these skills will be further developed.
Year 9

CORE SUBJECTS
Year 9
BIBLICAL STUDIES

“A thorough knowledge of the Bible is worth more than a college education.”
- Theodore Roosevelt

Brief Description of Course
In Year 9 Biblical Studies, students complete two units of work: The Life of Jesus and The Book of Acts. The course provides students with the opportunity to study the life of Jesus in depth and the development and expansion of the early church. Through both of these studies students are challenged to consider what Christian discipleship looks like and to evaluate the modern church movement in light of the teaching found in these books.

General Aims and Objectives
• To help students grow in their understanding of the life and teaching of Jesus Christ.
• For students to have a working knowledge of the 4 Gospels and their distinctives.
• To continue to build the discipline of Bible reading in the life of students. Students will be required to read Luke and John during the first semester for homework.
• To evaluate the modern Christian movement in light of Jesus’ call to radical discipleship.
• To expand students understanding of the early church and the context of the New Testament letters.

Topics
Semester One
• The Life of Jesus

Semester Two
• The Book of Acts

Time Allocation
• 2 periods per cycle

Special Requirements to be supplied by students
• Any full translation of the Bible
• Booklisted items

Homework
• Students will be required to read the book of Acts during the second semester

Assessment
• Bible Reading Plans
• Research Assignments
• Debating
• Oral Presentations
• Tests

“But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have.”
1 Peter 3:15
Year 9
COMMERCE

“To possess money is very well; it may be a most valuable servant; to be possessed by it, is to be possessed by a devil, and one of the meanest and worst kinds of devils.”
- Tyron Edwards, 1809-1894, great grandson of Jonathan Edwards

Brief Description of Course
This course focuses on some practical aspects of the legal, political and economic environments in Australia. It also gives students some practical experience in regard to personal financial management.

General Aims and Objectives
- To teach students to be wise stewards of the resources that God entrusts us with
- To help students to understand the political structure we are under as Australians
- To help students understand the Economic structure in Australia
- To give students some insight into business processes and the law

Topics
- Managing a Business
- Business, Money and You
- Australian Economic Issues
- Our Political System
- Our Legal System
- Finding the Right Career

Time Allocation
- 6 periods per cycle

Special Requirements to be supplied by student
- Nil

Assessment
- Classwork
- Tests
- Assignment/Projects
- Oral Presentations
- Examinations

“She considers a field and buys it; out of her earnings she plants a vineyard. She sets about her work vigorously; her arms are strong for her tasks. She sees that her trading is profitable, and her lamp does not go out at night.”
Proverbs 31:16-18
Year 9
ENGLISH

“We must contemplate the import of ignoring the printed word. If you cannot read, you can do only what you are told.”
- Joseph P. Bean

Brief Description of Course
This course focuses on developing the students’ reading, writing, listening, speaking, comprehension, grammar and critical thinking skills. The course is structured around several topics such as short stories, poetry, fairytales, Shakespeare, the Civil Rights movement and understanding differences. It is assumed that students have acquired basic reasoning skills, and provides opportunity by way of discussions, essays and persuasive oral presentations for students to formulate and support personal opinions on social issues.

General Aims and Objectives
- To hone the skills of argument and debate, both written and spoken
- To use reasoning and persuasive skills to present opinions
- To write essays, stories and poems to express feelings and thoughts
- To plan time and work load to complete an extended assignment by the due date
- To recognise different types of, and purposes for, writing
- To use the God-given gifts of creativity and discernment

Topics
- Craft of writing
- Grammar and Spelling
- Media study
- Language devices
- Oral presentations – formal and informal
- Poetry and short stories
- “Romeo and Juliet” (Shakespeare)
- Text response
- “The Princess Bride” film study
- Understanding, tolerating and celebrating differences

Time Allocation
- 8 periods per fortnight

Special Requirements to be supplied by student
- Booklisted items
- Levy

Assessment
- Spelling and Grammar
- Reading Comprehension
- Written Assignments
- Oral Presentations
- Class Participation
- Examinations

“‘They read from the Book of the Law of God, making it clear and giving them meaning so that the people could understand what was being read.’
Nehemiah 8:8
Year 9
GEOGRAPHY

“You alone are the LORD. You made the heavens, even the highest heavens, and all their starry host, the earth and all that is on it, the seas and all that is in them. You give life to everything, and the multitudes of heaven worship you.”
Nehemiah 9:6

Brief Description of Course
This course provides the opportunity for students to develop an appreciation of God’s creation and the complexity of our interactions with the world. Students study the local urban environment and the geographic factors that shape our city and how it is planned. Through studying the environmental and political issues of climate change and water scarcity, students consider their responsibility as God’s stewards to care for and manage the earth so as not to pollute or destroy the environment.

General Aims and Objectives
• To assist students develop competence in Geographic skills and data analysis.
• To help students to understand their role in the management of the environment and its natural resources.
• To help students understand the complexity of our urban environment and how to make better decisions in the planning of cities.
• To evaluate the state of our planet today and in the future, and the impact of human activities on the environment and the atmosphere.
• To develop an appreciation of the importance of environmental issues in cities.

Topics
• Urban environments
• Biomes and Food security
• Geographies of interconnection

Time Allocation
• 6 periods per cycle for one semester

Special Requirements to be supplied by student
• Nil

Assessment
• Interconnection Portfolio
• Urban Environment Project
• Biomes Test
• Exam

“The earth is the Lord’s, and everything in it, the world, and all who live in it.”
Psalm 24:1
Year 9
HISTORY

“What are all histories but God manifesting himself, shaking down and trampling under foot whatsoever he hath not planted.”
- Oliver Cromwell

Brief Description of Course
The focus of this course is the Modern World and Australia from 1750 to 1901. Students explore a number of significant events from around the world during this dramatic period of change such as the Industrial Revolution, British settlement of Australia, the American Civil War and the French Revolution.

General Aims and Objectives
• To engender a concept of national identity
• To present a variety of types of historical evidence
• To teach students to assess historical sites and artifacts
• To develop an understanding of how the past affects the future
• To encourage the development of a sense of responsibility for our society
• To understand that God wants us to know history and expects us to learn from a knowledge of history

Topics
• The Industrial Revolution
• The French Revolution
• China and the world
• The Movement of Peoples
• World war I

Time Allocation
• 6 periods per cycle for one semester

Special Requirements to be supplied by student
• Nil

Assessment
• Essays
• Projects and Posters
• Semester Examinations
• Oral Reports
• Role Plays
• Tests
• Research & Reporting
• PowerPoint Presentations

“Write on a scroll what you see and send it to the seven churches: to Ephesus, Smyrna, Pergamum, Thyatira, Sardis, Philadelphia and Laodicea.”

“Write, therefore, what you have seen, what is now and what will take place later.”
Revelation 1:11,19
Year 9
MATHEMATICS

“God uses mathematics in everything He makes. He makes things in multiples of sevens, elevens, and forties. Everything that God does, He does according to mathematics: the writing of His Bible, the making of Arcturus and establishing the circuit of the earth. He imparts some of that wonderful knowledge to us that we may know something about His grace and love for us is this respect.”
- Asa Sparks

Brief Description of Course
Mathematics incorporates skills practice, standard applications, extended problem solving, project work and testing. Students are expected to have access to and become proficient in the use of a scientific calculator. Students are generally expected to complete the coursework designated for their year level; and are encouraged to utilise their talents faithfully. However, it is recognised that there are different levels of mathematical ability. Hence, students may undertake modified work requirements in some cases in order to consolidate fundamental mathematical skills whereas other students may work on a advanced program which develops a deeper understanding of set topics and extends students to provide access to more complex applications. This will enable greater access to advanced mathematics options in senior year levels.

General Aims and Objectives
- To develop students to their fullest mathematical potential according to their unique God-given talent
- To appreciate the historical development of Mathematical concepts
- To appreciate the way in which mathematics reflects the order in God’s Creation
- To develop the students’ understanding of the concepts of number and space and their interrelationship
- To deepen the students’ awareness and understanding of mathematics as a functional tool in solving everyday problems.

Topics
- Number Skills and Indices
- Algebra
- Linear Equations and Graphs
- Geometry
- Pythagoras’ Theorem
- Trigonometry
- Rates and Ratios
- Measurement

Time Allocation
- 8 periods per cycle, streamed according to ability

Special Requirements to be supplied by student
- Booklisted items
- Calculator

Assessment
- Topic Tests
- Problem Solving and Assignments
- Classwork
- Semester Examination

“He determines the number of the stars and calls them each by name.”
Psalm 147:4

“Indeed, the very hairs of your head are all numbered. Don’t be afraid; you are worth more than many sparrows.”
Luke 12:7
Year 9
PERSONAL DEVELOPMENT

“For I know the plans I have for you”, declares the Lord, “plans to prosper you and not to harm you, plans to give you a hope and a future.” (Jeremiah 29:11)

Brief Description of Course
Personal Development aims to equip students to deal with issues, in line with Christian values. Throughout their time in secondary school, students will be encouraged to maintain a focus on personal reflection, goal setting for growth and making a difference in the world. Personal Development provides support and a forum to discuss and process issues of importance to their age group.

General Aims and Objectives
- To assist students in their spiritual and emotional development
- To promote Christian character development
- To give a Biblical framework for various issues confronting students
- To enable students to grow in confidence through sharing ideas in a group setting
- To develop a biblical Christian worldview
- To see students equipped to make a difference in their world

Topics
- Alcohol and society
- Dealing positively with emotions and conflict
- Sexualisation in society
- Making a difference in our community

Time Allocation
- 1 period per fortnight

Special Requirements to be supplied by student
- None

Assessment
- Students are expected to be actively involved in class discussions and activities

“Teacher, which is the greatest commandment in the Law?” Jesus replied: “Love the Lord your God with all your heart and with all your soul and with all your mind. This is the first and greatest commandment. And the second is like it: Love your neighbour as yourself. All the Law and the Prophets hang on these two commandments.”
Matthew 22:36-39
PHYSICAL EDUCATION

“The world would have us believe that winning or success is measured by points on a scoreboard or by dollar signs. The Christian realises that winning or success is determined by whether or not a goal has been achieved, and that goal is to bring glory to God.”
- Thomas M. Boqdon

Brief Description of Course
Through involvement in Physical Education students will build on skills learnt in their early Secondary years. Fitness is an integral part of the course with each lesson containing a fitness component. The course also aims to provide students with the skill base to perform competently at interschool level.

General Aims and Objectives
- To develop motor skills for successful participation in a range of activities
- To improve their level of personal fitness
- To develop positive attitudes towards involvement in physical activity
- To continue involvement in physical activity throughout their life
- To develop respect for their body as a unique gift of God’s creation
- To interact with others in a respectful, considerate and cooperative manner
- To increase knowledge of rules and tactics in a range of activities

Topics
- Athletics
- Australian Rules Football
- Basketball
- European Handball
- Lacrosse
- Netball
- Soccer
- Tennis
- Volleyball

Time Allocation
- 3 periods per cycle

Also
- House Sports: (Athletics, Ball Sports, Bat Tennis, Cross Country, Swimming)
- Interschool Sports: (Badminton, Basketball, Netball, Soccer, 5-a-side Soccer, Super 8’s Cricket, Tennis, Table-Tennis, Volleyball)
- Interschool Carnivals: (Athletics, Cross Country, Swimming)
- WCC Activities: (Aerobics, Ball Sports, Beach Volleyball, Cycling, Self-Defence, Swimming, Water and Surf Safety)

Special Requirements to be supplied by student
- Physical Education uniform as per College Handbook
- A mouthguard is recommended to be used for activities that involve a higher level of physical contact
- PE/Sport levy is charged via the College Fees for a majority of excursions

Assessment
- Attitude and Application
- Fitness
- Skill Acquisition

"Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last but we do it to get a crown that will last forever. Therefore I do not run like a man running aimlessly; I do not fight like a man beating the air. No, I beat my body and make it my slave so that after I have preached to others. I myself will not be disqualified for the prize.” 1 Corinthians 9:24-27
“The Christian faith of the early scientists gave them more than presuppositions; it also gave them motivation. They believed that in studying nature they were discovering the wisdom and power of the Creator and were thus honouring Him.”
- James F. Jekel

Brief Description of Course
This course is designed to build on the skills and processes that students have learnt at a more basic level in previous years. How the endocrine system functions is also examined in this unit. Students examine elements of the earth and their arrangement in the periodic table, and consider our stewardship of the earth. A chemistry component serves as a foundation for further studies in Chemistry. The concepts of light, sound and electricity are also examined.

General Aims and Objectives
- To study concepts and principles important to understanding science
- To understand and use products of technology
- To gain some understanding of the historical development of science and technology
- To explore the limitations of scientific knowledge
- To develop abilities to find information from a range of sources
- To consolidate skills in carrying out experimental work

Topics
- Disease and Microbes
- Coordination and Regulation
- Electromagnetism
- Electronics
- Elements
- Light and Sound
- Properties of Matter
- Sustainability

Time Allocation
- 7 periods per cycle

Special Requirements to be supplied by student
- Levy

Assessment
- Topic Tests
- Practical Investigations and Written Reports
- Student Activity Book
- Assignments
- Semester Examination

“In the beginning God created the heavens and the earth.”
Genesis 1:1
Year 9

ELECTIVE SUBJECTS
ART/GRAPHICS: Creative Painting & Printmaking

Subject Domain: The Arts
Subject: Art

Brief Description of Course
This unit introduces students to a range of painting, printmaking and drawing materials, skills and concepts. These materials provide opportunities for imaginative exploration, development and communication of ideas. Students are encouraged to make creative, innovative and personal responses to specific tasks. Through experimentation of the selected material, students develop and refine skills in painting and drawing, as well as printmaking: intaglio and stencil. The role of the Artist in society is investigated as well as the use of art elements and principles in the creation of artworks.

General Aims and Objectives
Creating and making
- To manipulate arts elements and principles to effectively realise student’s ideas
- To demonstrate a level of technical competence in the use of skills, techniques and processes
- To develop artworks which reflect personal art responses to specific tasks

Exploring and responding
- To critically analyse and interpret artworks using appropriate arts language
- To describe the stylistic, technical, expressive and aesthetic features of artworks created by a range of artists
- To comment on the impact of the Artist in society

Topics
- Acrylic and watercolour painting
- Etching: intaglio printmaking and stencil or silkscreen prints.
- Experimental drawing studies
- Artists and their artworks in society

Time Allocation
- 5 periods per cycle

Special Requirements to be supplied by student
- Sketchbook, folio and book listed stationery
- Estimated Levy: $50

Assessment
- All class work; research and developmental work, practical projects and finished artworks
- Written work and assignments
ART/GRAPHICS: Digital & Dynamic Design

Subject Domain: The Arts
Subject: Visual Communication

Brief Description of Course
Computer generated Art and Design is a significant component of our Art, Media and Visual Communication and Design courses. It is also a very real part of our community and an area of great demand. In this unit students will have the opportunity to become more familiar and confident with using digital cameras and art and graphics software. The central focus of this unit is creative and innovative explorations of given design briefs using a variety of media, materials and presentations. Collage, freehand drawing and computers are also explored and used to create appropriate and imaginative designs. Students learn visual communication terminology and analyse existing visual communications using these terms.

General Aims and Objectives
This study is designed to enable students to
• To develop skills using digital cameras and arts and graphic software with increasing competence
• To be able to select, combine and manipulate elements and principles of design relevant to a brief
• Develop skills in using appropriate terminology
• Use different presentation methods, i.e. drawing, collage and computer.
• Develop an understanding of the design process and the importance of image development.

Topics
• Photoshop tools
• Rendering, Image manipulation
• Digital design using Adobe Illustrator.
• Designing to a brief
• Visual communication analysis

Time Allocation
• 5 periods per cycle

Specific Requirements to be supplied by student
• Estimated Levy: $45

Assessment
• A folio of practical assignments
• Appreciation and analysis coursework
• Classroom participation
ART/GRAPHICS: Models and Construction

**Subject Domain:** The Arts  
**Subject:** Art

**Brief Description of Course**  
This is a highly creative unit that gives students opportunities to develop skills in creating 3D artworks. The course concentrates on further developing students’ skills in the areas of model making and construction. Students who are seeking to pursue studies within Fashion, Sculpture and The Arts (particularly Art & Visual Communication) will find this course an advantage.

**General Aims and Objectives**

**Arts Practice:**
- To research and design innovative three-dimensional models  
- To develop skills using a variety of materials to create three-dimensional designs with increasing competence  
- To experiment with the application of design elements and principles in order to explore and communicate design needs  
- To refine and evaluate artworks

**Responding to the Arts**
- To analyse designs  
- To use visual communication terminology  
- To identify and consider influences and popular culture and information technologies on model making

**Topics**
- Foam core model  
- Canvas shoe design and decoration  
- Design folio/sketchbook

**Time Allocation**
- 5 periods per cycle

**Special Requirements to be supplied by student**
- Estimated Levy: $45

**Assessment**
- Design Analysis: Design Process & Sequence Diagram  
- Practical Work: 3D Models
DRAMA: Class Playmaking

Subject Domain: The Arts
Subject: Drama

Brief Description of Course
Students involved in the Class Playmaking Course will be required to perform devised and scripted drama in different forms, styles and performance spaces. This will involve developing neutral scripts, determining the story, characters, settings, style and genre for each performance. Students will develop and sustain different roles and characters for given circumstances and intentions. They will collaborate in groups to plan, direct, rehearse and refine performances.

General Aims and Objectives
At the end of this course students will enhance their:
- Communication skills & Social co-operation
- Confidence and self esteem
- Commitment and co-operation
- Understanding of styles, forms and conventions of dramatic presentations
- Ability to use their experiences and concentration to effectively create different characters

Topics
- Monologues – Developing solo work to improve confidence and application of skill
- Blocking – A crash course in stage movement
- The Senses – Using experiences and sense memory to recreate expressions in performance
- The Magic If – Using hypothesis to create a visual reality
- Improvisation – Thinking on one’s feet in order to improve instinctual responses
- Neutral Scripts – Determining the who, what, when where, how and why
- Improvisation – Thinking on one’s feet in order to improve instinctual responses

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $40

Assessment
- Individual participation in class activities
- Group participation on set class tasks
- Performance - Monologue (solo) Dialogue (small group) Ensemble (large group)
- Written Journal Entries – including class summaries and theatre reviews
DRAMA: Theatre Games

Subject Domain: The Arts
Subject: Drama

Brief Description of Course
The focus in Drama is on developing clear communication skills that will enhance a student’s ability to use their dramatic talent and natural gifting in a range of settings. The opportunity to collaborate with others during the “rehearsing process” helps to consolidate group work skills. The realisation of a creative piece in the performance setting gives students an opportunity to strengthen their skills in dramatic presentation. The ability to review performance styles will be developed through written reports.

General Aims and Objectives
- Communication skills
- Social co-operation
- Confidence and self esteem
- Commitment and co-operation
- Understanding styles, forms and conventions of dramatic presentations
- Evaluate content, purpose and themes of selected drama and theatre
- To enhance the use of communication in a public forum to convey worthwhile messages and biblical themes

Topics
- Games to warm up
- Rhythmic Moving Games
- Space Walks
- Transformation Games
- Sensory Games
- Part of a Whole Games
- Mirror Games
- Where, Who & What
- Communicating with Words
- Communicating with Sounds
- Multiple-Stimulus Games
- Developing Material
- Storytelling
- Audience Involvement
- Public Performance

Time Allocation
- 5 periods per cycle

Special Requirements to be supplied by student
- Estimated Levy: $40

Assessment
- Individual participation in class activities
- Group participation on set class tasks
- Performance – Monologue (solo) Dialogue (small group) Ensemble (large group)
- Written Journal Entries – including class summaries and theatre reviews
DUKE OF EDINBURGH’S AWARD (Introduction)

**Subject Domain:** Health & Physical Education  
**Subject:** Duke of Edinburgh’s Award

**Brief Description of Course**  
The Duke of Edinburgh’s Award is an internationally recognized program that provides the motivation to undertake a variety of voluntary and challenging activities. The award program has 3 levels; Bronze, Silver and Gold. Each of these three levels is comprised of four sections covering Volunteering, Skill, Adventurous Journey and Fitness.

**General Aims and Objectives**
- **VOLUNTEERING:** To develop a sense of community service and responsibility to others  
- **SKILL:** To encourage the development of personal interests and practical skills  
- **ADVENTUROUS JOURNEY:** To encourage a spirit of adventure and discovery  
- **FITNESS:** To encourage participation in physical recreation and improvement of performance

**In order to complete the Bronze Award students must also take DE092 in Semester 2.** DE091 provides an introduction to basic campcraft skills, hiking food, map reading, first aid, care of the environment, route planning and proper use of hiking equipment. Students are expected to complete volunteering, skill and fitness in their own time but they will be assisted in finding appropriate activities.

Bronze level requires the following minimum requirements to be met in both structured class time and additional school-based and home time, as required:

<table>
<thead>
<tr>
<th><strong>BRONZE</strong></th>
<th>Minimum age: 14 years &amp; 9 months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOLUNTEERING</strong></td>
<td>Minimum of 3 months</td>
</tr>
<tr>
<td><strong>SKILL</strong></td>
<td>Minimum of 3 months</td>
</tr>
</tbody>
</table>
| **ADVENTUROUS JOURNEY** | 2 expeditions.  
Length: minimum of 2 days and 1 night |
| **FITNESS** | Minimum of 3 months |

*One of volunteering, skill or fitness must be extended for a minimum total of 6 months*

**Time Allocation**
- 5 periods per cycle

**Prerequisites**
- Nil

**Special Requirements to be supplied by student**
- Estimated Levy: $100 for Record book & $100 for camp no.1.
DUKE OF EDINBURGH’S AWARD (Bronze)

Subject Domain: Health & Physical Education
Subject: Duke of Edinburgh’s Award

Brief Description of Course
The Duke of Edinburgh’s Award is an internationally recognized program that provides the motivation to undertake a variety of voluntary and challenging activities. The award program has 3 levels; Bronze, Silver and Gold. Each of these three levels is made up of four sections: Volunteering, Skill, Adventurous Journey and Fitness.

General Aims and Objectives
- **VOLUNTEERING:** To develop a sense of community service and responsibility to others
- **SKILL:** To encourage the development of personal interests and practical skills
- **ADVENTUROUS JOURNEY:** To encourage a spirit of adventure and discovery
- **FITNESS:** To encourage participation in physical recreation and improvement of performance

This unit may only be taken after completing DE091, Duke of Edinburgh’s Award (Introduction). Students will undertake outdoor adventure activities as well as the qualifying expedition for the Award. Activities will include cross-country skiing and caving. Students will spend time in class studying the adventure activities and then finish with a day participating in that activity.

Bronze level requires the following minimum requirements to be met in both structured class time and additional school-based and home time, as required:

<table>
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<th>Section</th>
<th>Requirement</th>
</tr>
</thead>
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<td></td>
<td>Length: minimum of 2 days and 1 night</td>
</tr>
<tr>
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<td>Minimum of 3 months</td>
</tr>
</tbody>
</table>

*One of service, skill or physical recreation must be extended for a minimum total of 6 months*

Time Allocation
- 5 periods per cycle

Prerequisites
- DE091 Duke of Edinburgh’s Award (Intro)

Special Requirements to be supplied by student
- Estimated Levy: $210 for camp no. 2.

Assessment
- Preparation leading up to the hike
- Campcraft shown on camp
- Presentation of report after hike
- Work in a group
FOOD: Multicultural Cuisine

Subject Domain: Technology  
Subject: Food Technology

Brief Description of Course  
This unit explores many aspects of food. It introduces more advanced cookery processes than previously covered in Years 7 and 8. It also focuses on the influences that multiculturalism has had on the variety of foods we enjoy.

General Aims and Objectives  
- To develop a deeper understanding of all types of practical cookery  
- To begin practising hospitality through menu planning and preparation  
- To broaden students’ understanding of world customs and food habits  
- To understand God’s concern for our need for food

Topics  
- Influences on Australian cuisine  
- Indigenous foods  
- International cuisines  
- Organisation & time management  
- Food presentation techniques

Time Allocation  
- 5 periods per cycle

Special Requirements to be supplied by student  
- Estimated Levy: $60 Food levy & $30 excursion levy  
- Display folder  
- Suitable containers to transport food

Assessment  
- Practical work  
- Tests  
- Assignment  
- Book work
FOOD: We Are What We Eat

Subject Domain: Technology
Subject: Food Technology

Brief Description of Course
This unit explores many aspects of food. It introduces more advanced cookery processes than previously covered in Years 7 and 8. A basic study of nutrition enables students to choose wisely and analyse diets.

General Aims and Objectives
- To develop a deeper understanding of all types of practical cookery
- To understand food nutrients and their use to our body
- To explore technology developments in the food industry
- To begin practising hospitality through menu planning and preparation
- To understand God’s concern for our need for food

Topics
- Nutrients
- Food hygiene/poisoning
- Food preparation techniques
- Organisation & time management

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by student
- Estimated Levy: $60 food levy
- Display folder
- Suitable containers to transport food

Assessment
- Practical work
- Tests
- Assignment
LOTE: Chinese I

Subject Domain: Languages Other Than English (LOTE)
Subject: Chinese

Brief Description of Course
This unit is an intermediate course. It gives students an opportunity to communicate at a conversational level in Chinese and develop appropriate oral and written skills. Students will be further equipped with techniques for memorisation, communication and problem solving, which will eventually open up a realm of vocational possibilities and opportunities. This course enables students to appreciate the values and ways of life in Chinese culture. It is expected that by the completion of this unit that students will also develop a greater understanding of the multi-lingual and multi-cultural aspects of Australian society.

Students who elect to study LOTE in Semester 1 are strongly encouraged to continue with the course in Semester 2. Acceptance into Year 10 Chinese will be based on the full year of LOTE study in Year 9.

General Aims and Objectives
- To introduce the students to the structure and flow of Chinese
- To lay a foundation for further studies in French
- To give the students a better understanding of China, their cultures, traditions and values
- To encourage the students to develop a competence in the usage of Chinese in both their spoken and written form
- To help the students understand the multilingual and multicultural Australian society

Topics
- House Plan and Location
- Clothes Items and Description
- Shopping

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
Year 8 LOTE Chinese

Special Requirements to be supplied by student
- Estimated Levy: $40

Assessment
- Oral and written communication activities
- Classroom work and activities, workbook/games/role-plays
- Ability to respond to Chinese instructions
- Tests and exams
- Incursion and excursion reflections
LOTE: Chinese II

**Subject Domain:** Languages Other Than English (LOTE)

**Subject:** Chinese

**Brief Description of Course**
This advanced Chinese unit is consecutive to 9LOTCHI Chinese I. It is the second part of the LOTE curriculum taught at Year 9, designed to engage and inspire the students in learning Chinese. Students cannot elect to study this subject if Semester 1 Chinese has not been completed. This second semester of LOTE challenges the learner in using Chinese in a variety of personal contexts, through the medium of speech and the written word.

In this unit, students will begin to learn strategies for inter-personal communication by responding to questions, information gathering and the presentation of facts and details. Students will build upon the vocabulary and structure from previous studies in Chinese.

**General Aims and Objectives**
- To further enhance the students’ understanding of the structure and flow of Chinese
- To lay a foundation for further studies in Chinese
- To give the students an understanding of China, their cultures, traditions and values
- To encourage the students to develop a competence in the usage of Chinese in both spoken and written form
- To help the students understand the multilingual and multicultural Australian society

**Topics**
- Making Phone Calls
- Eating
- Weather

**Time Allocation**
- 5 periods per cycle for Semester 2

**Prerequisites**
9LOTCHI Chinese I

**Special Requirements to be supplied by student**
- Estimated Levy: $40

**Assessment**
- Oral and written communication activities
- Classroom work and activities, workbook/games/role-plays
- Ability to respond to Chinese instructions
- Tests and exams
- Incursion and excursion reflections
LOTE: French I

**Subject Domain:** Languages Other Than English (LOTE)

**Subject:** French

**Brief Description of Course**
This unit is an intermediate course. It gives students an opportunity to communicate at a conversational level in French and develop appropriate oral and written skills. Students will be further equipped with techniques for memorisation, communication and problem solving, which will eventually open up a realm of vocational possibilities and opportunities. This course enables students to appreciate the values and ways of life in French culture. It is expected that by the completion of this unit that students will also develop a greater understanding of the multi-lingual and multi-cultural aspects of Australian society.

_Students who elect to study LOTE in Semester 1 are strongly encouraged to continue with the course in Semester 2. Acceptance into Year 10 French will be based on the full year of LOTE study in Year 9._

**General Aims and Objectives**
- To introduce the students to the structure and flow of French
- To lay a foundation for further studies in French
- To give the students a better understanding of France and French-speaking countries, their cultures, traditions and values
- To encourage the students to develop a competence in the usage of French in both their spoken and written form
- To help the students understand the multilingual and multicultural Australian society

**Topics**
- My town
- Sports and Hobbies
- Tourism

**Time Allocation**
- 5 periods per cycle for Semester 1

**Prerequisites**
Year 8 LOTE French

**Special Requirements to be supplied by student**
- Estimated Levy: $40

**Assessment**
- Oral and written communication activities
- Classroom work and activities, workbook/games/role-plays
- Ability to respond to French instructions
- Tests and exams
- Incursion and excursion reflections
LOTE: French II

**Subject Domain:** Languages Other Than English (LOTE)  
**Subject:** French

**Brief Description of Course**  
This advanced French unit is consecutive to LO091. It is the second part of the LOTE curriculum taught at Year 9, designed to engage and inspire the students in learning French. Students cannot elect to study this subject if Semester 1 French has not been completed. This second semester of LOTE challenges the learner in using French in a variety of personal contexts, through the medium of speech and the written word.

In this unit, students will begin to learn strategies for inter-personal communication by responding to questions, information gathering and the presentation of facts and details. Students will build upon the vocabulary and structure from previous studies in French.

**General Aims and Objectives**
- To further enhance the students’ understanding of the structure and flow of French
- To lay a foundation for further studies in French
- To give the students an understanding of France and francophone countries, their cultures, traditions and values
- To encourage the students to develop a competence in the usage of French in both spoken and written form
- To help the students understand the multilingual and multicultural Australian society

**Topics**
- Module 1: Moi  
- Module 2: On sort ?  
- Module 3: Là où j’habite  
- Module 4: Déjà vui: C’est où?

**Time Allocation**
- 5 periods per cycle

**Prerequisites**
9LOTF1 French I

**Special Requirements to be supplied by student**
- Estimated Levy: $40

**Assessment**
- Oral and written communication activities  
- Classroom work and activities, workbook/games/role-plays  
- Ability to respond to French instructions  
- Tests and exams  
- Incursion and excursion reflections
MUSIC: Music Technology

Subject Domain: The Arts
Subject: Music

Brief Description of Course
This unit is a must for any musician who thinks they may be interested in working ‘on the other side of the mic’. Students will work on Apple Mac computers using software such as Garageband, Sibelius and Logic to create digital music. The aim of this unit is to equip musicians to create, record, master and publish their own or others musical creations. Students work of a significantly high standard will be published in various formats. Students enrolled in this unit must be willing to perform in front of others in the class and the wider student body. The class will also focus on the history of Film music and the influence it has played in the development of the music we hear in movies and TV today.

General Aims and Objectives
- To prepare students for professional musical futures in the modern musical world.
- To further students’ ability to play an instrument
- To foster confidence and enjoyment in performing
- To understand the recording process from both sides of the microphone.
- To analyse the use of musical elements in the creation of music
- To become aware of the continual development in music technology and how it can be used to impact our society for the advancement of the Kingdom of Heaven.
- To develop a leadership role in Music at the school

Topics
- Introduction to the recording process.
- Performance
- Analyse musical styles and forms
- Theory of Music
- Aural
- Rhythm

Time Allocation
- 5 periods per cycle for Semester 2

Prerequisites
- Must be able to sing confidently or play an instrument

Special Requirements to be supplied by student
- Estimated Levy: $20

Assessment
- Written, Performance and Aural tests
MUSIC: Song Writing

Subject Domain: The Arts
Subject: Music

Brief Description of Course
To better equip students as professional musicians, this unit addresses the creation of music through many compositional techniques. Each student will compose a number of songs across the semester including writing in the genre of their own choice once basic composition fundamentals have been established. Students with no experience in song writing are welcomed as the course is designed to enhance any instrumentalist’s pre-existing musical knowledge and abilities. Student compositions that are of a significantly high standard will be performed by the WCC ensembles in public performance. Students enrolled in this unit must be willing to perform in front of others in the class and the wider student body.

General Aims and Objectives
- To write a number of songs of their own original creation.
- To further students’ ability to play an instrument
- To encourage participation in musical groups
- To foster confidence and enjoyment in performing
- To analyse the use of musical elements in the creation of music
- To develop a leadership role in Music at the school
- To encourage students to use their God given talents and abilities in their community and church

Topics
- Song Writing
- Performance
- Theory of Music
- Aural
- Rhythm

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Students must be able to sing or confidently play their compositions in front of their peers

Special Requirements to be supplied by student
- Estimated Levy: $20

Assessment
- Written, Performance and Aural tests
- Song Writing Project
PE HEALTH: Health and Fitness

Subject Domain: Health & Physical Education
Subject: Physical Education

Brief Description of Course
Students who select the Health and Fitness course will learn how to design, implement and evaluate individualised physical activity programs. They will also learn about the importance of healthy eating and learn strategies for eating a healthy, balanced diet. Students will also be given the opportunity to complete the Introductory Level Officiating online certificate.

General Aims and Objectives
Sports Development and Leadership aims to enable students:

- To develop, implement and evaluate a personal physical activity and fitness plan
- To understand energy and nutrition requirements for healthy living and performance
- To make informed decisions about eating
- To complete the Introductory Level Officiating online certificate

Topics
- Personal Fitness
- Nutrition
- Umpiring and Officiating

Time Allocation
- 5 periods per cycle for Semester 1

Prerequisites
- Nil

Special Requirements to be supplied by Student
- Estimated Levy $40.00 for excursions undertaken throughout the course

Assessment
- Assignment – completion of needs analysis and weekly training schedule
- Completion of Introductory Level Officiating - General Principles
- Practical work – level of focus and effort during practical activities
- Written Test – training principles, training methods, fitness tests, nutrition
- Poster - Strategies for Eating a Healthy, Balanced Diet
PE HEALTH: Sports Management

Subject Domain: Health & Physical Education
Subject: Physical Education

Brief Description of Course
Students taking this course will be participating and performing in games and sports. Through this, they will investigate and learn how to improve the different types of movement and tactical skills in games. They will also complete the Community Coaching General Principles online course which has been designed by the Australian Sports Commission as a starting point for potential future involvement in sports coaching. An important aspect of the subject is the practical experience of organising sporting events and the coaching of younger students.

General Aims and Objectives
- To explore what defines games and sports
- To understand the importance of rules in games
- To investigate the skills used to play games and sports, including different types of movement and tactical skills
- To examine how to analyse and improve movement and tactical skills
- To organise and run sporting events within the College
- To learn and apply the practical skills necessary to be a successful coach

Topics
- Participating and Performing in Games and Sports
- Coaching of Primary students
- Organising and running of sporting events (eg. House Athletics, Prep – Grade 2 Athletics)
- ‘Community Coaching General Principles’ online course

Time Allocation
- 5 periods per cycle

Prerequisites
- Nil

Special Requirements to be supplied by Student
- Estimated Levy $20

Assessment
- Organisation and running of House Athletics Carnival
- Organisation and running of Prep – Grade 2 Athletics Carnival
- Written Test on ‘Participating and Performing in Games and Sports’
- Standard of completion of the ‘Community Coaching General Principles’ online course
- Sports coaching of primary students
PHOTOGRAPHY & MULTIMEDIA

Subject Domain: The Arts
Subject: Media

Brief Description of Course
This unit aims to introduce students to digital photography and video. Students will understand the scope and nature of Digital Photography and will be able to select appropriate equipment to use. They will explore various elements of composition in order to take more interesting photographs and will further develop their understanding of camera settings such as shutter speed, aperture and ISO. Students will also create video productions using filmic production techniques. They will analyse the use of these production techniques in professional media texts and will develop an understanding of how media texts are created in a variety of genres, styles, traditions and cultures.

General Aims and Objectives
- To understand and use appropriate arts language related to media productions
- To produce photographic works which convey appropriate ideas and values
- To understand and follow the correct safety for using digital photographic/video equipment
- To create different media products for specific audiences and briefs
- To compare, analyse, evaluate, and interpret the content, meaning and qualities in media works created in different social, cultural and historical contexts
- To produce a media product from pre-production through to post-production and distribution
- To develop an ability to discuss their own and others’ use of media elements, principles and/or conventions, skills, techniques, processes, equipment and technologies

Topics
- Digital Photography
- Digital Video Production
- Film character and genre analysis

Time Allocation
- 5 periods per cycle

Special Requirements to be supplied by student
- Estimated Levy: $30 for printing, materials and equipment maintenance
- A3 display folio

Assessment
- Photographic folio
- Final photographic/video productions
- Film analysis activities
- Reflection on learning tasks
TECHNOLOGY: Functional Design

Subject Domain: Technology
Subject: Design Technology (Metal & Plastic)

Brief Description of Course
Functional Design aims to introduce and develop a systematic and creative approach to generating technological solutions. Students will gain the ability to apply knowledge and skills by using a variety of equipment tools and materials while incorporating the elements of design.

Activities may include: designing and producing practical projects using metal and plastics as the main materials; discussions and demonstrations on safe workshop practices; metal bending and scrolling; plastic bending, shaping and forming.

General Aims and Objectives
- To understand and use the design process
- To gain knowledge on the properties and characteristics of metal and plastic
- To produce creative projects
- To develop skills in using tools, machinery and equipment while producing practical work
- To understand and follow the correct safety procedures in the workshop
- To develop design and drawing skills

Topics
- Designing and making creative metal projects; including working with Aluminium, Zinc, Brass, Copper, Zincalume and Mild Steel
- Designing and making creative plastic projects; including working with Acrylic, PVC and Hips (Plastic for Vacuum Forming)
- Utilising the design process for each different material

Time Allocation
- 5 periods per cycle

Special Requirements to be supplied by student
- Estimated Levy: $55 for materials
- A4 Binder book
- A4 Folio

Assessment
- Marks assigned to design folio
- Marks assigned to workshop skills
- Classroom activities
- Completed projects
- Safety in the workshop
TECHNOLOGY: Lights, Noises and Movement

**Subject Domain:** Technology
**Subject:** Systems Technology: Electronics

**Brief Description of Course**
This unit looks at the design and construction of various electronic projects. Skills will be developed in the appropriate use of tools and equipment to design, build and test devices containing electronics. Electrical circuit theory is developed through a series of practical exercises. The emphasis is on using resistors, diodes, capacitors, transistors and integrated circuits to make electrical devices that are then tested and analysed. The subject provides a practical introduction to electronics suitable for students considering electrical apprenticeships, TAFE diploma courses and VCE Physics.

**General Aims and Objectives**
Students will:
- Investigate and compare electronic systems including scientific and technical principles associated with the systems operation and construction techniques
- Design plans and strategies for the construction and modification of integrated electronic systems
- Evaluate electronic systems produced and make recommendations for future improvements

**Time Allocation**
- 5 periods per cycle

**Special requirements**
- Estimated Levy: $85 for materials

**Assessment**
- Marks assigned to design folio
- Marks assigned to workshop skills
- Classroom activities
- Completed projects
- Safety in the workshop