

HILLCREST CHRISTIAN COLLEGE



YEAR 9 HANDBOOK 2018

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INTRODUCTION

Philosophy of Education in Year 9

The philosophy of education at Hillcrest Christian College for Year 9 students is that the College should provide a rich, diverse, useful, stimulating and enjoyable educational experience, and one that provides for the development of their unique skills and abilities. The curriculum continues to be based on a Biblical world view and provides challenging opportunities for all students. There are a range of co-curricular activities available such as: the school production, music and sporting teams. These activities promote a sense of responsibility and achievement and give students an opportunity to extend themselves in different fields. Students in Year 9 also have the opportunity to apply for Class Captain positions.

The curriculum at Hillcrest Christian College has been developed in accordance with the Australian Curriculum in the areas of English, Mathematics, Science, Geography and History and the Victorian Essential Learning Standards (AusVELS) for other subject areas. The curriculum aims to prepare students for success in education, work and in living a Christian life. Strategies are implemented that ensure educational, emotional, spiritual and physical growth.

General capabilities are a key dimension of the Australian Curriculum and are expressed explicitly in the content of each of the learning areas. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Australian Curriculum identifies seven general capabilities which encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. These general capabilities are

- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Dedicated staff provide strong pastoral care and are committed to promoting the academic, emotional and spiritual development and character of each student.

“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

FLOURISHING AT HILLCREST

At Hillcrest, we are committed to our vision of providing quality Christian education, where the gospel message is integral to all we do. To see all of our students wanting and living a life of loving, knowing, and growing to be like Christ is central to our educational purpose. The following attributes are central to each student growing to be like Christ and to them Living Well and Learning Well.



Christ Likeness: The willingness to live a life of loving, knowing, and growing to be like Christ

Living Well

- Compassion:** The ability to appreciate the innate worth of others, empathise with them and willingly show mercy
- Courage** The ability and willingness to act rightly and selflessly in the face of uncertainty and fear
- Commitment:** The ability to be personally responsible, faithful to others and engage constructively in activities and causes
- Confidence:** The ability and willingness to live confidently, authentically, and wisely

Learning Well

- Collaboration:** The ability to work with others in respectful and constructive ways
- Communication:** The ability to express thoughts and feelings clearly and confidently in a range of media and forms
- Critical Thinking:** The ability to analyse information and ideas and to form reasoned arguments and judgments
- Creativity:** The ability to imaginatively generate new ideas and to apply them in practice

RESILIENT TEENS PROGRAM

Year Nine is an important transitional year and a great opportunity to continue cultivating resilience, maturity, self-reliance, team work and confidence. Students are involved in a range of challenges which enable them to manage themselves and others in difficult situations. The Senior School runs the 'Resilient Teens' program to extend learning opportunities beyond the academic disciplines of the standard subjects.

Mission and Service

'Resilient Teens' is designed to engage students in a range of activities which focuses their attention on service in local and global communities. Students are involved in fundraising for charity and writing letters to a sponsor child. Interested students have the opportunity to attend the annual Indigenous Mission Trip, and to serve their local community by participating in Chapel services in the band, vocal or audio visual teams.

Confidence and Safety

In Term One a Surf Day is held at Phillip Island. The day is spent participating in surf lessons and acquiring the basic skills required for safe enjoyment in a surf environment. Important information about the local ecology is discussed to give students a greater appreciation of God's creation. Another Term One event is the Year 9 Formal. Students participate in a series of formal dance lessons culminating in a formal dance evening, where they showcase their skills to one another.

Resilience and Teamwork

On the last day of Term Two students visit the Melbourne CBD, working in groups to catch public transport and navigate through areas of interest in the City. A visit to the Shrine of Remembrance is included on this day. During Term Four, to test students' fitness levels and develop an understanding of sacrifice, teamwork and resilience, students complete the '1000 Steps' hike in Ferntree Gully and the 'Treetop Adventure' activity in Belgrave. Completing the hike assists students to decide upon hiking groups for the Mitchell River Camp at the end of the year. It also helps them determine which hiking option best suits their ability level for the Camp. Further preparation for this Camp involves an overnight practice hike to the Hillcrest Environmental Reserve. Students then select to participate in either the four day or five day Camp at Mitchell River. This Camp occurs in the final week of Term Four, so parents are asked to avoid booking holidays during this time, as it is a compulsory component of the Year 9 program. Whilst on Camp students learn white water rafting, hiking, cooking and camping skills. Parents are very welcome to assist with any of these activities.

The 'Resilient Teens' program helps students to flourish, and broadens their perception of what is possible for them. The College seeks to develop well-rounded individuals who are eager to face challenges. We look forward to partnering with parents to build resilient Year 9 students.

'RESILIENT TEENS' ACTIVITIES and CAMPS		
Term One	Term Two	Term Four
Surf Day	City Day	1000 Steps and Treetop Adventure
Dance Lessons		Mitchell River Training Sleep-over at the Environmental Reserve
Year 9 Formal		Mitchell River Camp

COURSE SELECTION PROCESS

The course selection process becomes more complex for Year 9. For 2018, students will make a choice of two elective subjects per semester. All elective subjects offered have different courses for Semester 1 and 2. This means that students can select both semesters of any course. However, students are strongly encouraged to broaden their elective choices to experience a diversity of subjects.

A detailed explanation of what can be selected is in the section "Year 9 Curriculum Overview". Students and parents are advised to read this section very closely before making decisions about Electives for 2018.

The Head of Senior School and the Year Level Coordinator, will lead students through the process of course selection. Students will be given a Year 9 Course Selection Sheet and this needs to be completed and returned to the College as per the instructions on the sheet.

Please note:

- Both student and parent/guardians are requested to sign the Subject Selection Sheet;
- All attempts will be made to give students their first choice on the Subject Selection Sheet;
- Students are required to make selections through this process for both semesters in 2018. Limited opportunities may exist for students who wish to change their Electives for second semester and no guarantees can be made that places will be available.

However:

1. Changes may be necessary if an insufficient number of students select a particular Elective;
2. Similarly, should the number of students selecting a subject exceed the class size limit; students may not receive their first preference;
3. While every effort is made to place students in courses they desire, the College has finite resources both in teacher and specialist room availability.

Should parents or students have any issues or concerns about the course selection process, they should contact the College and seek advice from the Year Level Coordinator or the Head of Senior School.

YEAR 9 CURRICULUM OVERVIEW

The Year 9 program offered by Hillcrest Christian College in 2018 is designed to comply with the National and State educational standards in the form of the Australian Curriculum. We recognise and implement throughout our program what the Victorian Curriculum and Assessment Authority (VCAA) and the College agree are “Essential Learning”. This is implemented at the College through a curriculum that has both core and elective components.

The Core Program

English, Mathematics, Science, Humanities (Civics and Citizenship, Geography, History), Health and Physical Education and Christian Studies form the Core program.

The Elective Program

At Year 9 level students are encouraged to expand their horizons and to explore a range of subject options, putting together a learning plan that best suits their needs. It would be a mistake to specialise too early – the time for specialisation is in the VCE years.

Students will complete one elective subject from each block in each semester. To enable classes to be arranged, students are required to select three electives in each block in preference order. We endeavour to give first preferences; however, constraints such as class size mean that this is not always possible.

THE TIMETABLE

The Year 9 timetable at Hillcrest Christian College is organised around six 50 minute periods per day in a 10-day cycle. The table below indicates the period allocations per subject per 10-day cycle.

Subject	Periods Per 10-day Cycle
English	9
Mathematics	9
Science	8
Humanities	8
Electives	16 (8+8)
Health Education	4
Physical Education	2
Christian Studies	2
CSEN Sport	2
TOTAL	60 periods

YEAR 9 ELECTIVE PROGRAM

The Elective Program consists of the following subjects arranged into two blocks. Students will complete one subject in each block in each semester.

Please note: While every effort is made to place students in courses they desire, the College has finite resources both in teacher and specialist room availability. Some subjects may not be available if an insufficient number of students select a particular Elective.

Semester 1

Block 1	Block 3
Art 1	Agriculture and Horticulture – Farming and Livestock
Computing – The Online Entrepreneur	Food and Technology – Celebrity Chef
Drama – Devising Drama	Media – Focus on the Camera
Equestrian – Horsemanship	Music – Song Writing and Music Styles
Food and Technology – Celebrity Chef	Product Design and Technology – Small Furniture
Languages – German	Visual Communication and Design – Digital Design
Languages – Japanese	
Systems and Materials – Mechanical Systems	

Semester 2

Block 1	Block 3
Art 2	Agriculture and Horticulture – Cows and Conservation
Computing – Coding is Fun	Food and Technology – The Gourmet Traveller
Drama – Performance Project	Media – Editing and Manipulation
Equestrian – Skill Development	Music – Song Writing and Orchestration
Food and Technology – The Gourmet Traveller	Product Design and Technology – Making for Others
Languages – German	Visual Communication and Design – Industrial Design
Languages – Japanese	
Systems and Materials – Electrical Systems	

CHANGE OF SUBJECT

There may be times during the year when students need to reassess their Elective subject choices.

A “Change of Subject” form will need to be completed and signed before a change may occur. The “Change of Subject” form can be found on Crest Connect or obtained from the Senior School Administration Office.

The earlier on in a semester that a change is made, the better, as it makes it more feasible to catch up in the subject newly taken.

The final dates by which students **can change** from one Elective subject to another are:

Semester 1: **Friday 26th January, 2018**

Semester 2: **Friday 15th June, 2018**

YEAR 9 CURRICULUM

Details and Explanation

Each subject is developed from a Christian perspective so that the teaching reinforces the basic Christian values and principles that are necessary for the development of Christian integrity and character.

Learning Outcomes

The Learning Outcomes expressed in each subject outline specify the teacher's aims for the unit. These should be recognised as realistic and attainable aims for students at the particular level. Parents, students and teachers should take active roles in monitoring student performance and if a problem arises the Year Level Coordinator should be alerted. It is our intention that parents, students and teachers work together to ensure all students develop to their full potential.

Assessment Tasks

Assessment Tasks are the means by which a student's level of performance is determined. These tasks may include Tests, Assignments, Essays, Presentations, Reports, Examinations or other specified tasks. The specific information regarding Assessment Tasks will be documented in the Student Course Outline which is distributed to students, and also accessible on the School Learning Management System – Crest Connect, at the beginning of each semester.

Reporting

Assessment Task results and feedback will be available on Crest Connect throughout the Semester.

The End of Semester Academic Summary will also be available online and include the following:

- A pastoral comment about your child
- Each subject listed and their overall result – showing where they place according to the standards set in the Australian Curriculum
- A rating on a five-point scale about their attitude and effort towards learning

Learning Conferences will also be held at regular intervals throughout the year so that the student's progress can be discussed.

LEARNING TECHNOLOGIES

Students in Year 9 are encouraged to become independent learners; able to be resourceful and solve problems before seeking teacher assistance.

The development of the College online course management system, Crest Connect, means students can constantly check their progress and learning pathway.

The College encourages students to complement their studies and instruction at school with supporting Web 2 technologies.

HOMework

The College Homework Policy is that all Year 9 students should be engaged in a minimum of one and a half hours of homework each week night. This involves completing, reinforcing, revising or practising course work completed recently in class. This is not to be confused with study. Study is consolidating in an organised manner all of the material covered in a unit of work. This means that students need to be disciplined in their approach to study in order to maximise the learning process.

Students will be provided with a Homework Timetable at the start of the year which indicates the nights allocated to each subject. The distribution of homework sessions for each subject over the ten-day cycle is as follows:

Subject	Number of 30 minute sessions
English	6
Mathematics	6
Science	6
Humanities	6
Health and Physical Education	2
Electives	4 (2+2)
Total	30 sessions

USEFUL HINTS FOR HOMEWORK AND STUDY

The Study Environment

The student should have a quiet study area which is free of distractions and interruptions. To study effectively students need a bookcase, desk and chair, a reasonably neat and well organised work area and adequate lighting. Research studies and experience have shown that serious, effective study cannot occur if the television, stereo, or radio is turned on (no matter what the student may say). Similarly, telephone interruptions should be kept to a minimum and spaced in such a way that they correspond to the study breaks. Students in Year 9 should be completing a minimum of one and a half hours of homework each week night with the understanding that they have worked conscientiously at school.

Organising Study Time

At this level the students should be organising their study times in blocks of 30-45 minutes. It has been shown that concentration and efficiency of work is better if the time is broken up with times of relaxation in between. However, there is always the danger of reluctance to return to work and this should be taken into consideration. Students should, with the help of their parents, decide what works best for them. The study time is generally spent in three ways: doing homework, revising for examinations and tests and revising the content completed in class. Each Semester students review their study routine and set goals as the means of organisation and accountability.

Set Homework

Students are encouraged to keep a diary designed to help them organise their work. All homework should be recorded in the diary, and if parents and the school work together, then the students will benefit. Good diary habits are absolutely essential if students are to be successful in the Senior School and further studies. A "running list" of assignments, test dates and other significant dates should be kept once a week to avoid leaving work to the last minute. Specific homework set for the next day should also be entered. Each night the student should complete the most urgent work first, followed by assignment work, study for tests, etc. Students should not avoid difficult work, but if they cannot complete the work set by the due date, then a note from the parent to that effect is required before the day it is due.

Study

If no specific homework is set, students should be constantly revising their text books and engaging in note taking. A good hint for this type of longer-term preparation is for the student to purchase one small exercise book for each subject. The important aspects of each subject can then be noted in these books and become "study notes" for consolidation of the material covered.

Wider Reading

Students can always be reading ahead in some subjects. It is beneficial to read certain scientific magazines, other textbooks and reference materials. Regular reading of daily newspapers is also highly recommended, as many subjects; English, History and Geography, in particular, refer to current events.

Extra Commitment

Some students do put in more study time than required and this usually results in improved grades. Students should be encouraged to develop a serious approach to their studies. However, if parents are concerned about their child's study habits they should contact the Year Level Coordinator or Pastoral Teacher.

Contact with the School

If parents have any concerns regarding their child's subject progress, homework, behaviour, or attitude, they are invited to contact the relevant Head of Department or Year Level Coordinator.

YEAR 9 – CORE SUBJECTS

Christian Studies

English

Health Education

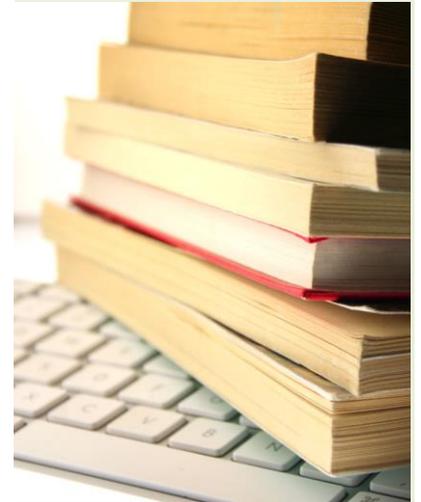
Humanities – Geography

Humanities – History, Civics and Citizenship

Mathematics

Physical Education

Science



How can a young man keep his way pure? By living according to your word. I will seek you with all of my heart; do not let me stray from your commands.

Psalm 119: 9-10

For the Lord gives wisdom, and from his mouth come knowledge and understanding.

Proverbs 2: 6

In his hand are the depths of the earth, and the mountain peaks belong to him. The sea is his for he made it, and his hands formed the dry land. Come, let us bow down in worship; let us kneel before the Lord our Maker.

Psalm 95: 4 – 6

Course Content

In Year 9 Christian Studies, students will study the effects of the Holy Spirit at work in Christian believers and in the world. They are helped to make ethical choices and to understand their personal growth, the importance of relationships, and the possibilities for fruitful engagement in the world today. Students will study the development of religion in general and Christianity specifically in the history of Australian settlement. They will learn how a Christian worldview impacts everyday life including family interactions and forgiveness of others.

Areas of Study

- Who Am I?
- What Do I Believe?
- How Should I Behave?
- Asking God “Why?”

Course Content

Year 9 English is a core subject. The course addresses the specific learning needs of all students. Through responding to and composing texts, students learn about the power, value and art of the English language for communication, knowledge and pleasure. Students will engage with a variety of texts that include the literature of past and contemporary societies. The course aims to develop clear and precise skills in speaking, listening, reading, writing, viewing and representing. The course aims to build knowledge and deepen understanding of language forms and features, and structures of different text types.

Australian Curriculum Strands

Language; Literature; Literacy

Learning Outcomes

On completion of this unit students should be able to:

- show how the selection of language features can achieve precision and stylistic effect
- explain different viewpoints, attitude and perspectives through the development of cohesive and logical arguments
- develop their own style by experimenting with language features, stylistic devices, text structures and images
- create a wide range of texts to articulate complex ideas
- demonstrate understanding of grammar and vary vocabulary choices for impact

Assessment Tasks**Semester One:****1. Language**

Students are required to complete a persuasive oral presentation.
This assessment contributes 15% to the final grade.

2. Literature

Students are required to complete a text response essay.
This assessment contributes 15% to the final grade.

3. Literacy

Students are required to complete a creative response essay.
This assessment contributes 15% to the final grade.

4. Poetry

Students are required to complete a poetry assignment.
This assessment contributes 15% to the final grade.

5. Examination

Students are required to complete an examination at the end of the semester which covers the topics studied during the course.
This assessment contributes 40% to the final grade.

Semester Two:

1. Language

Students are required to complete a literature anthology oral presentation.
This assessment contributes 20% to the final grade.

2. Literature

Students are required to complete a persuasive essay and a text response essay.
These assessments contribute 20% to the final grade.

3. Literacy

Students are required to complete a creative response essay.
This assessment contributes 20% to the final grade.

4. Examination

Students are required to complete an examination at the end of the semester which covers the topics studied during the course.
This assessment contributes 40% to the final grade.

Australian Curriculum Achievement Standards

1. Receptive modes (listening, reading and viewing):

Students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

2. Productive modes (speaking, writing and creating):

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts.

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

Course Content

This course will provide students with an opportunity to examine the foundations of health and fitness. Students will participate in an Abstinence Education program unit called 'No Apologies'. To further encourage safety and personal boundaries, students will study risk-taking, smoking, responsible drinking and drug use. Students will also learn basic wilderness first aid and survival skills, such as how to cook with a Trangia, setup a tent and stay safe in the wilderness in preparation for the Mitchell River Camp.

Areas of Study

The benefits of Health and Fitness, Training Methods and Physical Activity Recommendations, Identity Development, Media Influence, Boundaries and Choices, Dating and Marriage, Abstinence, Risk-taking (Smoking, Alcohol and Drugs), Emergency First Aid, Surviving in the Wilderness

Learning Outcomes

At the end of the year students should be able to:

- implement strategies to improve their health and wellbeing
- identify high risk situations and strategies to minimise harm
- make responsible decisions in relation to character development, relationships and sexual behaviour, and other high risk situations
- research and report on the dangers of drug use
- apply basic first aid, setup a tent and cook with a Trangia

Assessment Tasks

Semester 1

1. Personal Fitness Reflection

Students are required to evaluate their personal fitness levels using their fitness training results and to devise a strategy to address the weak components.

This assessment contributes 20% to the final grade.

2. Research Project

Students are required to complete a research project on a youth health concern and design a community health centre to improve the health and well-being of youth.

This assessment contributes 50% to the final grade.

3. Examination

Students will complete an Examination on the Abstinence Unit.

This assessment contributes 30% to the final grade.

Semester 2

1. Drug Research Project

Students will research a drug of their choice and present their findings to the class using power point, a movie, poster or play.

This assessment contributes 50% to the final grade.

2. First Aid Assignment

Students will complete a wilderness first aid scenarios booklet.

This assessment contributes 20% to the final grade.

3. Examination

Students will complete an examination which will include the following topics - risk taking, drugs, smoking, alcohol, drink spiking, first aid and wilderness survival skills.

This assessment contributes 30% to the final grade.

Course Content

There are two units of study in the Year 9 curriculum for Geography: 'Biomes and food security' and 'Geographies of interconnections'.

'Biomes and food security' focuses on investigating the role of the environment and its role in food production. This unit examines the biomes of the world, their alteration and significance as a source of food, and the environmental challenges of expanding food production in the future.

'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally.

Both of these units are explored using studies drawn from Australia and across the world.

Australian Curriculum Strands

Geographical Knowledge and Understanding; Geographical Inquiry and Skills

Areas of Study

Biomes; Food Production and the Effect of Human Action on Food Security; Geographies of Interconnections

Learning Outcomes

At the end of the Semester students should be able to:

- understand the effect of food production on the environment and the factors influencing future world food security
- apply the concept of environment to analyse the effect of food production on biomes
- apply the concepts of place and space to explain the patterns and effects that people's behaviour and choices are having on places
- apply the concept of sustainability to analyse the success of strategies and plans which have been designed to protect future food security and to analyse existing or proposed plans for built places and spaces
- understand the various tiers of government and how to participate actively in a democracy

Assessment Tasks**Semester 1****1. Tests**

Students are required to complete a test based on the geographical knowledge and skills taught throughout the biomes and food diversity unit.

This assessment contributes 20% to the final grade.

2. Assignments

Students are required to complete two assignments:

- (1) "Food Security" - An in-depth study of a developing country relating to food security issues.
- (2) "Journey of a Product" - A project relating to global interconnectedness

These assessments will contribute 20% each to the final grade.

3. Examination

An examination will be given at the end of the semester and will cover all topics studied during the course. This assessment contributes 60% to the final grade.

Australian Curriculum Achievement Standards

1. Students explain how geographical processes change the characteristics of places.
2. Students predict changes in the characteristics of places over time and identify the possible implications of change for the future. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments.
3. Students propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns. They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response.
4. Students use initial research to identify geographically significant questions to frame an inquiry. They collect and evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. They represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions.
5. Students analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes. They synthesise data and information to draw reasoned conclusions and present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms.
6. Students propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal.

The Making of the Modern World**Course Content – History**

The Year 9 curriculum covers the history of the Making of the Modern World and Australia from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the 'war to end all wars'.

Students will consider broad inquiry questions, including:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Australian Curriculum Strands

Historical Knowledge and Understanding; Historical Skills

Areas of Study

Making a Better World? – The Industrial Revolution (1750-1914); Making a Nation; World War I.

Learning Outcomes

At the end of the unit students should be able to:

- use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- use historical terms and concepts
- identify and select different kinds of questions about the past to inform historical inquiry
- evaluate and enhance these questions
- identify and locate relevant sources, using ICT and other methods
- identify the origin, purpose and context of primary and secondary sources
- process and synthesise information from a range of sources for use as evidence in an historical argument
- evaluate the reliability and usefulness of primary and secondary sources
- identify and analyse the perspectives of people from the past
- identify and analyse different historical interpretations (including their own)
- develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced
- select and use a range of communication forms (oral, graphic, written) and digital technologies

Course Content – Civics and Citizenship

In this unit students' build on their understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

Students will consider broad inquiry questions, including:

- What influences shape the operation of Australia's political system?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

Australian Curriculum Strands

Civics and Citizenship Knowledge and Understanding; Civics and Citizenship Skills

Areas of Study

Government and Democracy; Laws and Citizens; Citizenship, Diversity and Identity

Learning Outcomes

At the end of the unit students should be able to:

- develop, select and evaluate a range of questions to investigate Australia's political and legal systems
- identify, gather and sort information and ideas from a range of sources as appropriate
- critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues
- account for different interpretations and points of view
- recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues
- use democratic processes to reach consensus on a course of action relating to a civics and citizenship issue and plan for that action
- present evidence-based civics and citizenship arguments using subject-specific language
- reflect on their role as a citizen in Australian, regional and global contexts

Assessment Tasks

1. Industrial Revolution Research Assignment

Students are required to research a topic of their choice relating to the Industrial Revolution, culminating in a written report, informative booklet or poster.
This assessment contributes 20% to the final grade.

2. Mock Election Campaign

Students are required to run a mock election campaign, including a presentation to their peers.
This assessment contributes 20% to the final grade.

3. Making a Nation Oral Presentation

Students are required to research a topic of their choice relating to nation building and present their findings to the class.

This assessment contributes 20% to the final grade.

4. World War I Historical Essay

Students are required to complete an essay on the causes that led to World War I and Australia's involvement in the conflict.

This assessment contributes 20% to the final grade.

5. Examination

Students are required to complete an examination covering Civics and Citizenship, the Industrial Revolution (1750 – 1918), Making a Nation and World War I. The examination will include multiple choice questions, short answer, source analysis and extended response questions.

This assessment contributes 20% to the final grade.

Australian Curriculum Achievement Standards – History

1. Students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time.
2. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.
3. Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.
4. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past.
5. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources.

Australian Curriculum Achievement Standards – Civics and Citizenship

1. Students evaluate features of Australia's political system, and identify and analyse the influences on people's political choices.
2. Students explain the key principles of Australia's system of justice and analyse the role of Australia's court system.
3. Students analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.
4. Students analyse a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance and reliability.

5. Students compare and account for different interpretations and points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and negotiate solutions to an issue.
6. Students develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts.
7. Students analyse ways they can be active and informed citizens in different contexts.

Course Content

The Year 9 Mathematics course seeks to build a solid understanding of basic concepts in: Number and Algebra, Measurement and Geometry, Statistics and Probability through discovery, exploration and application of mathematical properties. There is a strong emphasis on working mathematically and students are instructed in how to use a variety of strategies to investigate problems and to document this process in a clear and logical manner. Wherever possible, examples are drawn from real life situations and highlight the unique patterns and order God created in our World. The course also seeks to incorporate Technology as a learning tool to reinforce skills taught and aims to develop student confidence, a positive attitude towards mathematics and effective work and study skills.

Australian Curriculum Strands

Proficiency: Understanding, Fluency, Problem Solving and Reasoning

Content: Number and Algebra, Measurement and Geometry, Statistics and Probability

Areas of Study

Pythagoras' Theorem; Similarity; Trigonometry; Measurement; Transposition; Linear Functions; Simultaneous Equations; Algebra – Expansion and Factorisation, Quadratics; Indices; Irrational Numbers; Statistics and Probability

Learning Outcomes

At the end of the year students should be able to:

- define and explain key concepts as outlined in the Australian Curriculum strands and apply a range of related mathematical routines and procedures consisting of: skills exercises, skills tests, homework activities
- apply a range of mathematical processes in routine and non-routine contexts and analyse results requiring problem solving, modelling or investigative techniques or approaches.

Assessment Tasks

Semester 1 and 2

1. Skills Tests

Students are required to complete skills tests for each of the topics studied. The final grade will be determined by averaging the results of these tests.

This assessment contributes 40% to the final grade.

2. Problem Solving Activities

Students are required to select and complete set problem solving and modelling activities using the appropriate format in a Problem Solving Journal. The results of the journal and a problem solving test each term will be averaged to determine the final grade.

This assessment contributes 10% to the final grade.

3. Homework Activities

Students are required to complete a range of assessed homework activities related to the skills concepts and processes studied in class. The final grade will be determined by averaging the results of these activities.

This assessment contributes 10% to the final grade.

4. Examination

Students are required to complete an examination which covers all of the skills topics undertaken throughout the semester.

This assessment contributes 40% to the final grade.

Australian Curriculum Achievement Standards

1. Students use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles.
2. Students interpret ratio and scale factors in similar figures. They explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios.
3. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders.
4. Students solve problems involving simple interest.
5. Students find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations.
6. Students expand binomial expressions.
7. Students apply the index laws to numbers and express numbers in scientific notation.
8. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.
9. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

Course Content

This course will provide students with an opportunity to participate in a wide variety of sports that will improve their overall health and fitness levels.

Students are required to wear the full sports uniform for practical classes as indicated in the College Diary, unless otherwise instructed.

Areas of Study

Fitness training; Striking, Invasion, SEPEP and Netball games

Learning Outcomes

At the end of the year students should be able to:

- propose and evaluate interventions to improve fitness and physical activity levels in their community
- demonstrate critical and creative thinking, developing movement concepts and strategies, implementation and evaluation of skill
- refine movement skills using performance analysis tools and different feedback methods
- demonstrate leadership skills, cooperation, collaboration, fair play and ethical decision making.

Assessment Tasks**Semester 1 and 2****1. Fitness Testing**

Students are required to complete a range of fitness tests which assess cardiovascular fitness, speed, agility, muscular endurance, flexibility, coordination, muscular power, balance and reaction time.

This assessment contributes 25% to the final grade.

2. Movement Concepts and strategies

Students will be assessed on critical and creative thinking, developing movement concepts and strategies, implementation and evaluation of skill.

This assessment contributes 25% to the final grade.

3. Refining Movement Skills

Students will be assessed on their ability to refine their movement skills using performance analysis tools and different feedback methods.

This assessment contributes 25% to the final grade.

4. Working Collaboratively

Students are required to demonstrate fair play, cooperation and the ability to work collaboratively to improve performance.

This assessment contributes 25% to the final grade.

Course Content

This course aims to encourage and develop the concept that all aspects of Science and things pertaining to the world are interrelated. Develop the student's analytical and scientific reasoning skills through extended research tasks and to gain understanding of complex scientific principles and models through scientific inquiry, and use of scientific investigative methods. To refine student laboratory skills, using experimentation to investigate and to problem solve. Provide students with opportunities to examine new scientific developments, explore technology, work collaboratively and develop as an Independent learner.

Australian Curriculum Strands

Science Inquiry Skills; Science as a Human Endeavour; Science Understanding

Areas of Study

Body Systems; Health and Disease; Inside the Atom; Chemical Reactions; Energy Transmission; Heat and Electricity; Ecosystems; Movements of the Earth's Surface

Learning Outcomes

At the end of the year students should be able to:

- demonstrate an understanding of more abstract and complex scientific models and theories being presented and apply knowledge in both familiar and unfamiliar settings
- analyse and test models and theories based on the evidence that is available and problem solve using scientific enquiry and reasoning skills
- use scientific skills in the laboratory by planning and investigating science through experimentation and drawing conclusions from results obtained by experimentation.

Assessment Tasks**Semester 1 and 2****1. Unit Tests**

Students are required to summarise, and use scientific reasoning skills to demonstrate an understanding of the key aspects of each topic. Short formative tests may be completed during a topic. This assessment contributes 20% to the final grade.

2. Multimedia Projects

Students are required to explain scientific theory, modelling and advances in science through extended investigative work. Purposeful communication will be completed with students making use of both modern technologies and traditional methods. This assessment contributes 20% to the final grade.

3. Practical Applications

Students are required to submit selected reports on laboratory experimentation undertaken in class. This assessment contributes 25% to the final grade.

4. Online Quizzes

Students are required to complete regular online quizzes to support their learning throughout each Area of Study. This assessment contributes 10% to the final grade.

5. Examination

Students are required to summarise, and using scientific reasoning skills, to demonstrate an understanding of the key aspects of each topic completed in that semester. This assessment contributes 25% to the final grade.

Australian Curriculum Achievement Standards

1. Students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales.
2. Students analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.
3. Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

YEAR 9 – ELECTIVE SUBJECTS

Agriculture and Horticulture

1. Farming and Livestock
2. Cows and Conservation

Art

1. Art 1
2. Art 2

Computing

1. The Online Entrepreneur
2. Coding is Fun

Drama

1. Devising Drama
2. Performance Project

Equestrian

1. Horsemanship
2. Skill Development

Food and Technology

1. Celebrity Chef
2. The Gourmet Traveller

Languages – German

Languages – Japanese



Yet, O Lord, you are our Father. We are the clay, you are the potter; we are all the work of your hand.

Isaiah 64:2

Your love, O Lord, reaches to the heavens, your faithfulness to the skies. Your righteousness is like the mighty mountains, your justice like the great deep. O Lord, you preserve both man and beast. How priceless is your unfailing love!

Psalms 36: 5-7

YEAR 9 – ELECTIVE SUBJECTS

Media

1. Focus on the Camera
2. Editing and Manipulation

Music

1. Song Writing and Music Styles
2. Song Writing and Orchestration

Product Design and Technology

1. Small Furniture
2. Making for Others

Systems and Materials

1. Mechanical Systems
2. Electrical Systems

Visual Communication and Design

1. Digital Design
2. Industrial Design



Be still and know that I am God; I will be exalted among the nations, I will be exalted in the earth.

Psalm 46: 10

And this gospel of the kingdom will be preached in the whole world as a testimony to all nations.

Matthew 24: 14

My heart is steadfast, O God, my heart is steadfast; I will sing and make music.

Psalm 57: 7

Course Content

This course aims to provide a variety of practical and 'hands-on' experiences in a wide range of important agricultural and horticultural enterprises. It involves working with and caring for the school farm animals, as components of studies of the Australian livestock industries. The practical component of this course will include care and husbandry of common farm livestock including sheep, cattle and pigs. The range and type of activity may vary due to the influence of factors including costs, season/weather and timeliness of operations. Students also study aspects of farm tractor safety and operation, tractor implements and the mechanisation of farming in Australia. Production and amenity horticulture are studied through the establishment and maintenance of the student gardens. Theory will cover farm safety; the beef industry in Australia; farm systems; product marketing and supply chains and farm management practices and sustainability.

Areas of Study

Tractor Safety and Operation, Farming Implements and Their Use, Farm Safety, The importance of Agriculture in Australia; Calendar of Operations for a Farm; Marketing Produce; Environmental Impacts of Agriculture; Farm Management Practices Related to Livestock: Pigs, Sheep and Cattle

Learning Outcomes

On completion of this unit students should be able to:

- develop knowledge and skills in implementing cooperative and safe work practices specific to Agriculture and Horticulture
- understand farm practices and marketing processes
- explain the importance of animal care and husbandry to production Agriculture
- understand issues related to sustainability within Agriculture.

Assessment Tasks

1. Farm Safety Test

Students are required to complete a test on various hazards associated with farm activities. A pass must be achieved before commencement of practical work.

This assessment contributes 20% to the final grade.

2. Beef Cattle Assignment

Students are required to complete an assignment which compares the traits and uses of different breeds of cattle.

This assessment contributes 40% to the final grade.

3. Examination

Students are required to complete an examination at the end of the semester.

This assessment contributes 40% to the final grade.

Course Content

The main emphasis for this semester is the dairy industry and related Australian farm enterprises. As part of the *Cows Create Careers* program students are responsible for caring for two calves for three weeks.

The course aims to provide a variety of practical and 'hands-on' experiences in a wide range of important agricultural enterprises. A major component of the study is observing, monitoring, feeding and caring for young dairy calves. Another area of study is garden operations and production horticulture. The practical component of this course will include planting and maintenance of the school garden and this will be influenced by factors such as cost, season, weather and availability. Theory includes Health and Safety (H &S); horticultural practices; fodder conservation; soil management; farm systems; farm sustainability; interactions and farm enterprises; marketing; farm management practices and sustainability related to the current practical work.

Areas of Study

Calf rearing; Dairy Industry; Health and Safety at School and on the Farm; Maintenance and Sustainability of the School Farm; Horticultural Practices; Fodder Conservation; Soil Science; Farm Sustainability; Marketing Produce; Interactions and Farm Enterprises; Composting; Farm Management Practices Related to the Current Practical Work

Learning Outcomes

On completion of this unit students should be able to:

- use skills to monitor and care for calves
- explain the importance of the Australian dairy industry and understand the processes within this industry
- understand farm practices and how technology is used in modern Australian horticulture
- develop knowledge and skills in implementing cooperative and safe work practices in horticultural situations
- understand the scope of career pathways in Agriculture and Horticulture
- demonstrate a responsible attitude for the care of the school garden
- understand issues related to sustainability and the environment.

Assessment Tasks

1. Cows Create Careers Projects

Students are required to complete a series of tasks including reports, letters and a 'moo-tube' movie which relate to the work performed in the practical component.

This assessment contributes 40% to the final grade.

2. Fodder Conservation Report

Students conserve fodder, as silage, and evaluate its quality.

This assessment contributes 20% to the final grade.

3. Examination

Students are required to complete an examination at the end of the semester.

This assessment contributes 40% to the final grade.

Course Content

Students will develop ideas and concepts around the theme of *Flora and Fauna*. Students will explore the art forms of drawing, photography, montage and printmaking. The work of historical and contemporary artists will inspire students to develop their own ideas using the art process.

Areas of Study

Students will explore a range of materials and techniques including drawing, photography, montage and printmaking. Students will draw and collect inspiration from the work of other artists to develop their concepts. Students will explore the art elements and principles and consider how they can be manipulated to enhance aesthetic qualities and visual language.

Learning Outcomes

On completion of this unit students should be able to:

- explore ideas through the art process, including research of artistic inspiration, develop concepts and refine ideas toward the production of artworks
- develop skills in the production of at least one final piece
- display understanding of the art elements and principles, materials and techniques, and art styles
- analyse and interpret the work of historical and contemporary artists.

Assessment Tasks

1. Practical Folio

Development of ideas, exploration of technique and planning of final piece. Drawing inspiration from artists' research.

This assessment contributes 40% to the final grade.

2. Final Artworks

Final artworks will be formally assessed at the end of the semester.

This assessment contributes 30% to the final grade.

3. Theory Tasks

Research assignment(s) will be completed with a variety of extended responses and art analyses.

The assessment contributes 10% to the final grade.

4. Examination

Students will complete a final examination at the end of the semester.

This assessment contributes 20% to the final grade.

Course Content

Students will develop ideas and concepts around the theme of *Transformation*. Students will explore the art forms of painting and sculpture. The work of historical and contemporary artists will inspire students to develop their own ideas using the art process.

Areas of Study

Students will explore a range of materials and techniques including painting and sculpture. Students will draw inspiration from the work of other artists and collect inspiration to develop concepts. Students will explore the art elements and principles and consider how they can be manipulated to enhance aesthetic qualities and visual language.

Learning Outcomes

On completion of this unit students should be able to:

- explore ideas through the art process, including research of artistic inspiration, develop concepts and refine ideas towards the production of artworks
- develop skills in the production of at least one final piece
- display understanding of the art elements and principles, materials and techniques, and art styles
- analyse and interpret the work of historical and contemporary artists.

Assessment Tasks**1. Practical Folio**

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This assessment will contribute 30% to the final grade.

3. Theory Tasks

Research assignment(s) will be completed and a variety of extended responses and art analyses.

The assessment contributes 10% to the final grade.

4. Examination

Students will complete a final examination at the end of the semester.

This assessment contributes 20% to the final grade.

Course Content

Students explore the tools and uses of the Internet. They describe and apply problem-solving processes to design, produce and evaluate websites for a given purpose. They will use appropriate software applications to manipulate graphics and video footage. They will investigate the conventions of animation or video production.

Areas of Study

Search Engine Basics; Hardware and Software Requirements for Internet Access; Understanding the Ranking Algorithms; Basics of the Design Process; Use of Animation in Web Design; Problem Solving Processes; Working Collaboratively; Online Communities

Learning Outcomes

On completion of this unit students should be able to:

- identify minimum hardware and software requirements for Internet access and website development
- design websites for a particular context, including documentation of design issues and design specifications
- compare and contrast Hypertext Markup Language with web authoring tools
- identify basic graphicPro file formats and describe the advantages and disadvantages of each type for communicating
- identify audio and video formats suitable for web pages
- apply aesthetic considerations and design principles in the production of documents and communications
- select appropriate graphic formats to suit the audience and hardware/software profiles
- research alternative methods of producing websites, including Web 2.0 technologies
- identify and describe examples of methods of securing websites through encryption
- debate World Wide Web usage and issues in relation to chat rooms.

Computer Applications: Adobe Premiere Elements, QuickTime, Real Player, Windows Media Player, etc.

Assessment Tasks**1. Folio Tasks**

Students are required to complete Rich Assessment Tasks which address the key learning outcomes. This assessment contributes 40% to the final grade.

2. Major Assignments

Students will complete a major assignment researching the use of the internet and producing a website for a specific purpose. This assessment contributes 40% to the final grade.

3. Examination

Students are required to complete an examination at the end of the semester based on the topics covered. This assessment contributes 20% to the final grade.

Course Content

This unit is designed to introduce students to some of the innovative developments in programming – based technology. The course aims to develop an understanding of how computer systems are used to provide programs, and how they are used in the real world for education, information, entertainment and persuasion. The course provides a great opportunity to develop logic and analytical skills required in computer programming.

Areas of Study

Ergonomics and Safety Whilst Using a Computer at School and the Workplace; Hardware and Software Required for Programming in the Business World; Producing Games and Other Forms of Interactivity; Investigation of Other Programming Software

Learning Outcomes

On completion of this unit students should be able to:

- use computer hardware and software for the purpose of programming and animation
- understand programming and game design
- analyse, design and develop a software solution
- explore the varieties of hardware and software available for programming
- examine an existing program and identify functions, assignment statements, variables and constants
- modify an existing program to assess the effects on the output of the program and changing variables.

Assessment Tasks**1. Programming Tasks**

Students are required to complete a series of programming tasks which explore game development. This assessment contributes 40% to the final grade.

2. Major Assignments

Students are required to complete a major assignment which focuses on an individually chosen problem and its solution.

This assessment contributes 40% to the final grade.

3. Examination

Students are required to complete an examination at the end of the semester based on the topics covered. This assessment contributes 20% to the final grade.

Course Content

Students will gain essential skills and knowledge for developing their dramatic skills. They will learn how to devise a variety of effective and entertaining Drama skits in groups using play-making techniques. The Semester will cover a variety of units such as Voice Production, where the students will learn how to effectively project their voices & develop their ability to use verbal dynamics to convey story and meaning. The students will then learn to devise their own Drama work according to both prepared and spontaneous improvisation models, distinguishing between the different styles of Drama within their group Drama presentations.

Areas of Study

Introduction to Drama Voice Production; Spontaneous & Prepared Improvisation Techniques; Work on Performance Skills; Introduction to Non-Naturalistic Techniques; Performance to a Known Audience; Exploring Relevant Themes and Working with Stimulus.

Learning Outcomes

On completion of this unit students should be able to:

- create improvised Drama, using a variety of play-making techniques
- use voice effectively in the creation of Drama to convey story and meaning
- effectively work in collaboration with their peers to create improvised Drama work using relevant themes and stimulus material
- perform the work to a known audience
- provide feedback and self-assessment.

Assessment Tasks**1. Devising Group Performances**

Students create three mini-scenes within the classroom.
This assessment contributes 30% to the final grade.

2. Workshop Participation and Drama Journal

Participation, communication and cooperation in various workshops as well as written reflections.
This assessment contributes 10% to the final grade.

3. Devised Work Performance

Students work in a group to create a scene within a particular context and using a given style.
This assessment contributes 20% to the final grade.

4. Dialogue Performance Exam

Students work in pairs to create a polished dialogue performance.
This assessment contributes 20% to the final grade.

5. Drama Exam

This assessment contributes 20% to the final grade.

Course Content

Students will engage with different styles of theatre. They will use skills and techniques performing characters and stories authentically based on the theatrical conventions of the given theatre style. They will devise work in groups based on the theatrical conventions of Melodrama, Commedia Dell Arte and Elizabethan Theatre.

Areas of Study

Devising Drama based on Commedia Dell arte, Shakespeare, Melodrama, Character Development, Plot Development, Improvisation

Learning Outcomes

On completion of this unit students should be able to:

- use play-making techniques to develop characters and stories
- use expressive skills effectively in the development of stock characters to convey story and theatrical style
- effectively work in collaboration with their peers to develop authentic scenes based on scripts
- perform the scenes to a known audience
- evaluate and analyse their own performances.

Assessment Tasks

1. Commedia Dell Arte Performances

Students work in pairs to create three commedia scenes based on the theatrical conventions and stock characters of commedia using mask and physicality.

This assessment contributes 20% to the final grade.

2. Melodrama Performance

Students work in pairs or group to create a melodrama, working within the theatrical conventions of melodrama and creating a skit based on the usual melodramatic plotline.

This assessment contributes 20% to the final grade.

3. Shakespeare in 60 Seconds Performance

Students work in pairs or group to create a video working with the Elizabethan theatrical conventions of Shakespeare and condensing a play into 60 seconds.

This assessment contributes 20% to the final grade.

4. Solo Performance: The Great Ice-cream Heist

Students work as a soloist to create a non-naturalistic solo piece based on commedia and melodramatic characters.

This assessment contributes 20% to the final grade.

5. Drama Exam

This assessment contributes 20% to the final grade.

Course Content

The course covers horse riding, animal husbandry, stable management, exposure to equine event management and equestrian competitions. It will introduce some basic concepts that will be explored in the Year 10 subject, Vet in VCE Cert II in Equine Industry. Beginners and more experienced riders, horse owners and those without, will gain insight into the various recreational and Olympic pursuits, with a view to extending their knowledge and skill. We encourage beginners to take part and offer a challenging curriculum for the more experienced student. A reasonable level of fitness is required to take part in this sport. All our staff are qualified instructors with Horse Safety Australia, working with appropriate horses, using industry standard facilities, including stables, day yards, arenas and riding equipment.

Areas of Study

Students are directed according to their skill, ability, level of fitness, and areas of interest. Practical skills include dressage through arena lessons, equitation through correct riding position and techniques, show jumping over professionally built equipment, and recreational riding in the college environmental wetlands. Horsemanship skills are developed and extended by students actively maintaining College horses. Other activities include event management, physiology and anatomy, equine nutrition, and stable management of the college equestrian facilities. An opportunity will exist to view the horse breeding program, racing industry and riding instructor programs. Excursions and an overnight camp with the horses are part of the year's activities.

Learning Outcomes

On completion of this unit students should be able to:

- perform basic skills in riding a horse, or move to the higher levels of riding for more experienced riders
- handle a horse safely
- understand and apply the requirements in caring for a horse
- run a simple equestrian competition
- identify the points of a horse or extended knowledge as required
- understand horse psychology
- work as a team
- understand risk assessments.

Assessment Tasks**1. Practical Assessment**

Students are required to set personal riding goals to extend their own knowledge and ability after a riding assessment. Appropriate horses are assigned to the rider in consultation with the instructors. There are regular riding lessons to assist in this self-paced challenge.

This assessment contributes 30% to the final grade.

2. Research Project

Students have a major assessment task each semester which is centred on the student's personal interests in this broad field. Topics include breeds, anatomy, property management, injury and disease, and others. Student's presentation style can include power points, posters, verbal presentations, or news articles.

This assessment contributes 30% to the final grade.

3. Classwork

Students are required to complete prescribed classwork activities.

This assessment contributes 20% to the final grade.

4. Examination

Students complete both a written examination and a riding assessment.
This assessment contributes 20% to the final grade.

Course Content

The course covers horse riding, animal husbandry, stable management, exposure to equine event management and equestrian competitions. It will introduce some basic concepts that will be explored in the Year 10 subject, Vet in VCE Cert II in Equine Industry. Beginners and more experienced riders, horse owners and those without, will gain insight into the various recreational and Olympic pursuits, with a view to extending their knowledge and skill. We encourage beginners to take part and offer a challenging curriculum for the more experienced student. A reasonable level of fitness is required to take part in this sport. All our staff are qualified instructors with Horse Safety Australia, working with appropriate horses, using industry standard facilities, including stables, day yards, arenas and riding equipment.

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On completion of this unit students should be able to:

- perform basic skills in riding a horse, or move to the higher levels of riding for more experienced riders
- handle a horse safely
- understand and apply the requirements in caring for a horse
- run a simple equestrian competition
- identify the points of a horse or extended knowledge as required
- understand horse psychology
- work as a team
- understand risk assessments.

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Students are required to set personal riding goals to extend their own knowledge and ability after a riding assessment. Appropriate horses are assigned to the rider in consultation with the instructors. There are regular riding lessons to assist in this self-paced challenge

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Students have a major assessment task each semester which is centred on the student's personal interests in this broad field. Topics include breeds, anatomy, property management, injury and disease, and others. Student's presentation style can include power points, posters, verbal presentations, or news articles.

This assessment contributes 30% to the final grade.

3. Classwork

Students are required to complete prescribed classwork activities.

This assessment contributes 20% to the final grade.

4. Examination

Students complete both a written end of semester exam and a riding assessment.
This assessment contributes 20% to the final grade.

Course Content

This unit of study will enable students to cook great food that tastes sensational, saves the environment and, will help them lead a healthier life. Students learn more about renowned chefs, their areas of interest, styles of cooking and methods of presentation. Students will experiment with molecular gastronomy as they produce foods using some of Heston Blumenthal's techniques; learn more about nutrition as they make every day healthy meals by chefs like Curtis Stone; and prepare more environmentally friendly meals by well-known chefs such as Jamie Oliver. Throughout this course, students will use the design process to produce food that is safe and challenging to make in a state-of-the-art commercial kitchen. This course may assist students who wish to study Year 10 and VCE Food Studies and VCE Health and Human Development.

Areas of Study

Hygiene and Safety with Jamie Oliver, The Healthy Chef and Chefs in the Media

Learning Outcomes

On completion of this unit students should be able to:

- investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating
- investigate and make judgments on the ethical and sustainable production of food
- investigate and make judgments on how the characteristics and properties of food, techniques, utensils and equipment can be combined to create food products
- apply design thinking, creativity, innovation skills to develop, modify and communicate design ideas of increasing sophistication
- develop project plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, safety issues and production processes
- evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

Assessment Tasks

1. Production Records and Written Tasks

Students are required to undertake a range of investigation, design and production evaluations tasks throughout the semester.

This assessment contributes 20% to the final grade.

2. Design Task

Students are required to document the design process and make products incorporating ideas from the media, such as the cooking competitions in MasterChef and My Kitchen Rules.

This assessment contributes 20% to the final grade.

3. Production Performance

Students are required to demonstrate their knowledge and skills by safely and hygienically producing a range of food products by renowned chefs.

This assessment contributes 40% to the final grade.

4. Examination

Students complete an examination at the end of the semester that relates to both practical and theoretical knowledge covered during the semester.

This assessment contributes 20% to the final grade.

Course Content

In this course, students gain new experiences in food preparation and presentation as they venture on a culinary journey around the world. This course gives students an opportunity to learn more about other cultures and to prepare recipes from other countries as well as from Australia. Students will use nutritious ingredients, contemporary recipes and the new commercial kitchen facilities to prepare a range of challenging multicultural food items. Throughout this course students will use the design process to produce food that is safe to eat and challenging to prepare. This course may assist students who wish to study Year 10 and VCE Food Studies, and VCE Health and Human Development.

Areas of Study

Personal hygiene and, kitchen and food safety; Our food, health culture; Multicultural Australia; Food in Developing Countries and Celebrations around the world

Learning Outcomes

On completion of this unit students should be able to:

- investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating
- investigate and make judgments on the ethical and sustainable production of food
- analyse factors, including social, religious, nutritional, ethical and sustainability considerations, that influence the type of food designed, produced and consumed in Australia
- investigate how technology and education has improved access to food and sustainable production of food in developing countries
- work flexibly to safely test, select, justify and use a range of foods, tools equipment and techniques to make a range of multicultural food products
- develop production plans using digital technologies to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes.

Assessment Tasks

1. Production Records and Written Tasks

Students are required to undertake a range of investigation, design and production evaluations tasks throughout the semester.

This assessment contributes 20% to the final grade.

2. Design Tasks

Students are required to document the design process to make products from other cultures, such as an original gingerbread creation and an appetizer for a Multicultural Expo.

This assessment contributes 20% to the final grade.

3. Production Performance

Students are required to demonstrate their knowledge and skills by safely and hygienically producing a range of multicultural food products.

This assessment contributes 40% to the final grade.

4. Examination

Students complete an examination at the end of the semester that relates to both practical and theoretical knowledge covered during the semester.

This assessment contributes 20% to the final grade.

Students choosing to study German are expected to complete the subject for both semesters.

Course Content

This course aims to further develop the students use and understanding of German. It will extend socially and culturally appropriate language and text-types through which communication takes place. The topics chosen help to increase the students' ability to communicate, using German in the practical aspects of everyday life.

Areas of Study

Describing People; Weather; Rooms and Furniture; Household Chores; Earning and Spending Money; Talking About What You Did on the Weekend; Excursions and Trips; Music; Film and TV Programs

Learning Outcomes

On completion of this unit students should be able to:

- demonstrate an understanding of aspects of German culture
- initiate, sustain and extend interactions
- create texts in a variety of forms
- develop and use grammatical rules with increasing accuracy.

Assessment Tasks

Semester 1 and 2:

1. Listening Tasks

Students access and analyse different types of spoken text. They recognise regularities and irregularities of spoken German.

This assessment contributes 25% to the final grade.

2. Speaking Tasks

Students socialise and exchange views on local issues. They manage shared learning experiences and monitor peer and own performance levels.

This assessment contributes 25% to the final grade.

3. Reading, Writing and Grammar Tasks

Students compose different types of texts using appropriate linguistic, textual and cultural elements. They convey information on selected topics using different modes of presentation to suit different audiences.

This assessment contributes 25% to the final grade.

4. Examination

Students are required to complete an examination at the end of each semester which covers systems of language, reading, writing and responding.

This assessment contributes 25% to the final grade.

Students choosing to study Japanese are expected complete the subject for both semesters.

Course Content

In this course, students will study a variety of topics, which will expose them to the Japanese language and culture. The topics chosen will help to increase the students' ability to communicate using LOTE in the practical aspects of everyday life. The students will participate in role-plays and conversations to further develop their skills in reading, writing, speaking and understanding the Japanese language. Through this course, students' knowledge and understanding of Japanese culture will also be broadened.

Areas of Study

Daily Routines and Activities; My House; School Life; Weather and Seasons

Learning Outcomes

At the end of the year students should be able to:

- communicate effectively in Japanese in speech and writing
- demonstrate intercultural knowledge
- demonstrate linguistic and grammatical skills in Japanese
- listen to and comprehend both spoken and written texts.

Assessment Tasks

Semester 1 and 2:

1. Listening Tasks

Students are required to demonstrate comprehension of personal or factual information.
This assessment contributes 25% to the final grade.

2. Speaking Tasks

Students will maintain short exchanges and role plays.
This assessment contributes 25% to the final grade.

3. Reading, Writing and Grammar Tasks

Students will be assessed on their ability to identify the main ideas and specific information on texts as well as their vocabulary and grammar. In addition students will be required to complete writing tasks and chapter tests on the topics covered.
This assessment contributes 25% to the final grade.

4. Examination

Students are required to complete an examination which covers grammar, reading and responding.
This assessment contributes 25% to the final grade.

Course Content

Students learn about the history of photography and have the opportunity to explore the possibilities of digital photography for themselves. They will learn how to go beyond simple 'point and shoot' photography, and how to plan effective Media Products. Students will also be able to experiment with stop-motion animation.

Areas of Study

Photography: History, Genres and Significant Photographers; The Camera: Functions and Use of the Camera; Planning: Planning Effective Media Products

Learning Outcomes

On completion of this unit students should be able to:

- understand and describe the history of photography; significant movements and individuals in the field
- understand the functions of a camera
- design, plan and undertake photography projects.

Assessment Tasks**1. Technical Tasks and Planning**

Students are required to carry out and record various technical tasks to develop an understanding of the functions of the camera.

This assessment contributes 30% to the final grade.

2. Folio of Photography

Students are required to design, plan and create a portrait, extreme close up and 'movement' photograph.

This assessment contributes 30% to the final grade.

3. Research Assignment

Students are required to undertake a research task relating to the practical work conducted in class.

This assessment contributes 10% to the final grade

4. Examination

Students are required to undertake an examination covering the ideas and concepts covered in Media this semester.

This assessment contributes 30% to the final grade.

Course Content

This unit introduces students to intermediate level use of Photoshop and to the use of photography in advertising and propaganda.

Areas of Study

Photoshop: Commonly Used Tools, Manipulation of Images, Creation of New Images

Learning Outcomes

On completion of this unit students should be able to:

- understand and use the common Photoshop tools
- understand the persuasive nature of advertising and propaganda
- perform basic semiotic reading of images.

Assessment Tasks

1. Technical Tasks and Planning

Students are required to produce a range of photographic imagery, demonstrating a variety of manipulation techniques covered.

This assessment contributes 30% to the final grade.

2. Folio of Photography

Students are required to manipulate existing images to create a fictional 'Cityscape'.

This assessment contributes 30% to the final grade.

3. Research Assignment

Students are required to undertake a research task relating to the practical work conducted in class.

This assessment contributes 10% to the final grade.

4. Examination

Students will undertake an examination covering the ideas and concepts covered in Media this semester.

This assessment contributes 30% to the final grade.

Students wishing to complete musical studies in future years should complete a full year of music study in Year 9.

Please note: It is highly recommended that students undertake instrumental/vocal lessons throughout the year, and/or participate in Senior Vocal Ensemble.

Course Content

Students continue to build on their aural and musicianship skills from Semester One through the Kodaly Method. They put their musical skills to practical use by learning the art of Song writing and Orchestration. Students continue to build their proficiency on their chosen instrument/voice through performance opportunities.

Areas of Study

Musicianship; Song Writing; Orchestration; Performance

Learning Outcomes

On completion of this unit students should be able to:

- interpret and communicate musical ideas using conventional notation and solfa
- learn the process of song writing and complete their own song
- use ICT to arrange music for various instrument families
- perform a repertoire on the student's chosen instrument/voice, demonstrating technical and musical development.

Assessment Tasks

1. Musicianship Tests

Students are required to complete a series of tests on their ability to aurally recognise rhythms and melodies. They will also be required to demonstrate their understanding of music notation including transposition activities. This assessment contributes 25% to the final grade.

2. Write Your Own Musical

Students will be required to plan their own musical based on an original or existing storyline. Students will choose songs to compliment the events and mood during various points of the show. This assessment contributes 25% to the final grade.

3. Performance

Students are required to perform a group or solo prepared work for peers and teacher feedback. Students will be assessed according to their experience level on the instrument, not in comparison to other students. This assessment contributes 25% to the final grade.

4. Composition

Students will write their own song, and present it as notation, audio recordings and a journal of the process. This assessment contributes 25% to the final grade.

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4. Composition

Students will write their own song, and present it as notation, audio recordings and a journal of the process. This assessment contributes 25% to the final grade.

Course Content

This course aims to involve students in designing, making and evaluating items. Students will be encouraged to work with increased independence as they develop their own solutions to design briefs. Design briefs may centre on constructing a coffee table or other small pieces of furniture.

Areas of Study

Designing and Constructing Small Indoor Furniture

Learning Outcomes

On completion of this unit students should be able to:

- explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions
- investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions
- investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions
- develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication
- work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions
- evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

Assessment Tasks

1. Investigation

Students will investigate different types of indoor furniture.
This assessment contributes 10% to the final grade.

2. Design

Students will produce a design folio for the coffee table they will produce. This will include a step-by-step plan on how it is constructed.
This assessment contributes 20% to the final grade.

3. Development

Students will safely construct a coffee table.
This assessment contributes 30% to the final grade.

4. Safety

Students will display safe working techniques when producing their product.
This assessment contributes 10% to the final grade.

5. Evaluation

Students will evaluate their coffee table.
This assessment contributes 10% to the final grade.

6. Examination

Students will complete an examination consisting of written questions.
This assessment contributes 20% to the final grade.

Course Content

This course aims to involve the students in designing, making and evaluating a project for a young Aboriginal child from the Northern Territory. Students will learn about Aboriginal people and their needs and work with increased independence as they develop their own solutions to design briefs. Design briefs will be centred on toys that young Aboriginal children might like.

Areas of Study

Making a Toy for an Aboriginal Child; Indigenous people of Australia

Learning Outcomes

On completion of this unit students should be able to:

- explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions
- investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions
- investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions
- develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication
- work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions
- evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

Assessment Tasks

1. Investigation

Students will investigate what toys Aboriginal children like.
This assessment contributes 10% to the final grade.

2. Design

Students will produce a design folio for the toy they will produce. This will include a step-by-step plan on how it is constructed.
This assessment contributes 20% to the final grade.

3. Development

Students will safely construct a toy.
This assessment contributes 30% to the final grade.

4. Safety

Students will display safe working techniques when producing their product.
This assessment contributes 10% to the final grade.

5. Evaluation

Students will evaluate their toy.

This assessment contributes 10% to the final grade.

6. Examination

Students will complete an examination consisting of written questions.

This assessment contributes 20% to the final grade.

Course Content

This course aims to involve the students in designing, making and evaluating. Students will be encouraged to work with increased independence as they develop their own solutions to design briefs. Design briefs may centre on constructing a small mechanical toy.

Areas of Study

Mechanical Systems; How to Design and Construct a Small Mechanical Toy

Learning Outcomes

On completion of this unit students should be able to:

- explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions
- investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions
- investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions
- develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication
- work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions
- evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

Assessment Tasks**1. Design**

Students will produce a design folio for the mechanical toy they will produce. This will include a step-by-step plan on how it will be constructed.

This assessment contributes 20% to the final grade.

2. Development

Students will safely construct a small mechanical toy.

This assessment contributes 50% to the final grade.

3. Evaluation

Students will evaluate their toy.

This assessment contributes 10% to the final grade.

4. Examination

Students will complete an examination consisting of written questions.

This assessment contributes 20% to the final grade.

Course Content

This course aims to involve the students in designing, making and evaluating. Students will be encouraged to work with increased independence as they develop their own solutions to design briefs. Design briefs may centre on constructing a small electrical toy.

Areas of Study

Electrical systems; Electrical Components; How to Design and Construct a Small Electrical Toy

Learning Outcomes

On completion of this unit students should be able to:

- explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions
- investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions
- investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions
- develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise skills of increasing sophistication
- work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions
- evaluate design ideas, processes and solutions against comprehensive criteria for success recognising the need for sustainability.

Assessment Tasks**1. Design**

Students will produce a design folio for the electrical toy they will produce. This will include a step-by-step plan on how it will be constructed.

This assessment contributes 20% to the final grade.

2. Development

Students will safely construct a small electrical toy.

This assessment contributes 50% to the final grade.

3. Evaluation

Students will evaluate their small electrical toy.

This assessment contributes 10% to the final grade.

4. Examination

Students will complete an examination consisting of written questions.

This assessment contributes 20% to the final grade.

Course Content

This unit focuses on introducing a range of the essential skills required for Visual Communication Design. The students will learn a range of different drawing methods and learn how to depict form and three-dimensional space in a variety of styles. Design work is developed using freehand, instrumental and computer assisted drawing techniques.

Areas of Study

Students will study a range of drawing techniques, including instrumental and computer assisted methods, which are used in the production of visual communication design development. Students will learn to use specific technical and digital drawing instruments and tools, as well as problem solving relating to the design elements and principles. Tasks may include developing a design brief for a 'letterbox design', applying the design process and presenting a final design solution.

Students will draw inspiration from research of historical and contemporary designs that reflects development of design ideas and qualities. Students will also study the design elements and principles, in support of their own work. Understanding of the client/designer relationship and the process of product design are also emphasised.

Learning Outcomes

On completion of this unit students should be able to:

- analyse and evaluate the visual communications from different historical, social and cultural contexts, communicate ideas and information
- develop briefs and visualise, generate and develop ideas in response to audience needs
- evaluate, reflect on, refine and justify decisions and aesthetic choices
- demonstrate the use of visual communication design skills, techniques, conventions and processes in a range of design fields
- manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs.

Assessment Tasks

1. Brief

Students will develop their own brief based on instructions provided. The brief will include an identified client and establishing constraints and expectations set by the client. The brief will also discuss the purpose of the design as well as describing the characteristics of a target audience.

This assessment contributes 20% to the final grade.

2. Developmental Folio

Students will document all stages of the design process in their Developmental Folio. This provides the evidence of their progress through each task and shows their decision making process in the production of their Design Folio pieces. All folio pages will be annotated using subject specific terminology.

This assessment contributes 20% to the final grade.

3. Final Presentation

Students will complete a final presentation to present their final design. The final design will be finished and refined. It is the final design solution.

This assessment contributes 20% to the final grade.

4. Examination

Students will complete an examination on all of the topics covered throughout the semester.

This assessment contributes 40% to the final grade.

Course Content

This unit focuses on introducing a range of the essential skills required for Visual Communication Design. The students will learn a range of different drawing methods and learn how to depict form and three-dimensional space in a variety of styles. Design work is developed using freehand, instrumental and computer assisted drawing techniques.

Areas of Study

Students will study a range of drawing techniques, including instrumental and computer assisted methods, which are used in the production of visual communication design development. Students will learn to use specific technical and digital drawing instruments and tools, as well as problem solving relating to the design elements and principles. Tasks may include developing a design brief for an 'eco-friendly company', applying the design process and presenting a final design solution.

Students will draw inspiration from research of historical and contemporary designs that reflects development of design ideas and qualities. Students will also study the design elements and principles, in support of their own work. Understanding of the client/designer relationship and the process of product design are also emphasised.

Learning Outcomes

On completion of this unit students should be able to:

- analyse and evaluate the visual communications from different historical, social and cultural contexts, communicate ideas and information
- develop briefs and visualise, generate and develop ideas in response to audience needs
- evaluate, reflect on, refine and justify decisions and aesthetic choices
- demonstrate the use of visual communication design skills, techniques, conventions and processes in a range of design fields
- manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs.

Assessment Tasks

1. Logo Design

Students will develop a logo for an eco-friendly company based on a brief provided. The brief will include an identified client and establishing constraints and expectations set by the client. The brief will also discuss the purpose of the design as well as describing the characteristics of a target audience.

This assessment contributes 20% to the final grade.

2. Product Design

Students will design an eco-friendly product using the design process. The stages of the design will be documented in a folio to provide the evidence of the process and the decision making progression. All folio pages will be annotated using subject specific terminology.

This assessment contributes 20% to the final grade.

3. Environmental Design

Students will design an eco-friendly space for a specific target audience. The stages of the design will be documented in a folio to provide the evidence of the process and the decision making progression. All folio pages will be annotated using subject specific terminology.

This assessment contributes 20% to the final grade.

4. Examination

Students will complete an examination on all of the topics covered throughout the semester.

This assessment contributes 40% to the final grade.