



Respect ▪ Responsibility ▪ Excellence



# ARARAT COLLEGE

## THE MIDDLE YEARS

*Handbook*

# WELCOME TO THE MIDDLE YEARS

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As you enter the Middle Years, expectations change. There are greater demands, and there is a need for a mature, well organised approach to your education.

The Middle Years offers more individualised choice for students to pursue their interests, talents and career ambitions as they develop a clearer understanding of their future goals and pathway.

Clearly, success flows from a consistent work ethic: being well organised, meeting classroom deadlines, adopting a cooperative approach and striving to do your best. You will be challenged in your learning, encouraged to move outside your comfort zone, so that you enrich your understanding of yourself and the community and society you are a part of.

It is our mission that all students exceed their potential and for this to happen students need to be a part of a supportive community. This is through an effective network of internal and external programs and organisational structures and where all are treated with respect and consideration.

In the initial selection process, you are required to undertake studies in the key learning areas of English, Mathematics, Science, Physical Education and Careers which are all compulsory. When choosing your electives, I would encourage all students to not only select subjects they are interested in but also subjects that will challenge them and broaden their horizons.

The timetable is methodically organised so that students can attempt subjects at a higher level. Don't be afraid to take risks and extend yourself.

I recommend that you consult with your coordinators, teachers and Mr Sherwell, our Careers Practitioner, about your subject choices. Parents are most welcome to make an appointment with these people.

I encourage you to set yourself goals and to be self-motivated to achieve them. The greatest satisfaction comes to students who are able to do this.

If you use the resources of the College in a positive way, remembering our school values of 'Respect, Responsibility, Excellence' you will reap the rewards!

**Ellie McDougall**  
**Principal**



# CURRICULUM

This booklet aims to assist you in the choice of subjects in Years 9 and 10.

## Core Subjects

- All students must study English, Mathematics, Science and Physical Education.
- Students will attend one (1) class of Careers each week.

## Elective Subjects

Students will select six (6) electives each year; three (3) per semester.

Students must ensure they include **at least one elective** from each of the following domains as part of the 6 electives they choose.

- Arts
- Humanities
- Technology - Workshop
- Technology - Food Studies
- Health\*

Students should select an extra four (4) electives when making their choices in case their choices are unavailable or there is a timetable clash.

\*Health is a compulsory subject for one semester in Year 9.

## **Repeating an Elective Subject**

Students should study each elective **once only** over a two year period. However, if a student believes they have a **genuine** need to repeat an elective, in some circumstances, permission may be granted. The process for completing an 'Application to Repeat an Elective' can be found on the Xuno student portal.

Year 9	
Semester 1	Semester 2
Core Subjects	
English 5 lessons per week	English 5 lessons per week
Mathematics 5 lessons per week	Mathematics 5 lessons per week
Science 4 lessons per week	Science 4 lessons per week
Physical Education 3 lessons per week	Physical Education 3 lessons per week
Careers 1 lesson per week	Careers 1 lesson per week
Electives	
Health** 4 lessons per week	Elective 4 4 lessons per week
Elective 2 4 lessons per week	Elective 5 4 lessons per week
Elective 3 4 lessons per week	Elective 6 4 lessons per week

Year 10	
Semester 1	Semester 2
Core Subjects	
English 5 lessons per week	English 5 lessons per week
Mathematics 5 lessons per week	Mathematics 5 lessons per week
Science 4 lessons per week	Science 4 lessons per week
Physical Education 3 lessons per week	Physical Education 3 lessons per week
Careers 1 lesson per week	Careers 1 lesson per week
Electives	
Elective 1 4 lessons per week	Elective 4 4 lessons per week
Elective 2 4 lessons per week	Elective 5 4 lessons per week
Elective 3 4 lessons per week	Elective 6 4 lessons per week

## Accelerated Learning to VCE

In some circumstances students may benefit from the opportunity to explore senior level classes whilst in Year 10. For further information on these requirements or for more information, please speak to our Senior School Leader or refer to our Accelerated VCE Policy available from the College website.

# SUBJECTS - CORE AND ELECTIVE

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## **ARTS**

**4**

Art 1  
Art 2  
Drama  
Design and Photography  
Media Production  
Media - Film and Television Studies  
Visual Communication and Design (Graphics)  
Music

## **ENGLISH**

**7**

English - Core  
Journalism  
Creative Writing  
Literature

## **HEALTH & PHYSICAL EDUCATION**

**8**

Physical Education - Core  
Health  
Outdoor Education  
Sports Science

## **HUMANITIES**

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Money Matters  
Build Your Own Business  
Horrible Histories  
The World Wars  
Geography  
People, Power and Punishment

## **LANGUAGES**

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Parlez-vous Francais 1?  
Parlez-vous Francais 2?  
Le Tour de France

## **MATHEMATICS**

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Maths Pathways - Core

## **SCIENCE**

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Year 9 Science - Core  
Year 10 Science - Core  
Coding and Robotics  
Laboratory Skills Extension  
Psychology

## **TECHNOLOGY - Workshop**

**15**

Digital Technology and Computing  
Freestyle Design  
Textiles  
Electronics / Electrical  
Mechanics, Mechanisms and Machinery  
Metal Fab / Sculpture and Welding  
Working With Wood

## **TECHNOLOGY - Food Studies**

**18**

Breads, Cakes and Pastries  
Café Cooking  
Global Food  
Introduction to the Hospitality Industry  
Learn to Cook for the rest of your life

## **Art 1 - (Elective)**

This unit is a very diverse course based on encouraging students to experience a wide variety of media and techniques. The themes of work covered are a continuation of topics introduced in both Year 7 and Year 8 Art, but more intense. Such themes include:

- Rendered drawings
- Tattoo art
- Ceramic modelling
- Mask making
- Portrait studies
- Stencil printing
- Creative painting

Within this unit students will have the opportunity to decide what themes they would like to develop and then they will plan and create their own choices. The visual diary is used to document ideas, media trials and techniques and in general, to record all of the student's progress and development with each piece of work.

## **Art 2 - (Elective)**

This is a more advanced unit of Art. It encourages the student who has a genuine passion for creativity, to develop their skills and appreciation for Art. Students will have the opportunity to become involved in a wide range of techniques used in:

- Portraiture
- Building studies
- Landscape drawing

Students will also be encouraged to design and produce artworks that reflect their own personal interests. The visual diary will be an ongoing document that records ideas, progress and personal understanding of media, techniques and skills. Each student will be encouraged to work at their own pace and show the intensity of interest with each topic that reflects their passion for Art.

This unit will also have an Art appreciation component that will give some insight into VCE Art. An awareness of the artistic interpretive frameworks will be taught and there will be an exam at the end of the unit.

## **Drama - (Elective)**

In Drama, students will use their creative spark to present a range of individual and group performances. By developing their understanding of the stagecraft elements, students will develop skills of self-expression, creativity and imagination. They will learn to be more confident about expressing themselves, as well as developing their ability to work effectively in teams. Students will have opportunities to present both scripted and improvised performances and act out real or imagined events. They will also learn how to analyse characters in order to understand their motivations and enrich their own performances.

This study will involve:

- Warm up exercises and team building activities
- Stagecraft: make up, sets, props, costume, lighting, sound, producing, acting and directing
- Performance styles include: improvisation, non-naturalistic, naturalistic, radio and absurdism
- Script writing
- Performance analysis
- Modern and traditional theatre
- The development of personal confidence
- Team dynamics

## **Design and Photography - (Elective)**

In this unit, students will learn the fundamental skills of Photography and Graphic Design. Students will gain an insight into the Design and Photography industries and will become familiar with the 'Design Process' that is used by artists and designers to produce professional and creative work. Project topics include:

- Composition and layout
- Photographic series
- Design elements and principles
- Poster design
- Magazine page design
- Folio presentation

This unit has both practical and theoretical components that are designed to prepare students for VCE Media, Art and Visual Communication Design.

## **Media Production - (Elective)**

We all love to watch movies, television programs and YouTube clips, but how are they made? In this subject, students will learn the skills and techniques required to create media productions across a range of media forms such as:

- Stop-motion animation
- Short films
- Photography
- Magazines/Newspapers

This is a project based subject where students will plan and produce media products for a specified audience. They will be introduced to the complex process involved in developing a media product which includes; creating a proposal, developing storyboards, seeking permissions, coordinating job roles, editing and post-production processes. Students will work in groups and individually throughout the semester to complete a stop-motion production and another production in a media form of their choice.

## **Media - Film and Television Studies - (Elective)**

We are subjected to forms of media every single day. It might be listening to the radio in the car, scrolling through Facebook on your phone, playing the Xbox after school or watching the TV before bed. Each of these examples are forms of media and everything we watch on these devices is constructed for our viewing. In this subject, students will develop an understanding of how media is constructed using story and production elements such as camera angles, lighting, sound, acting and the three-act structure.

Students also learn about the role of film and television in society and the increasing role that social media is having on the way that audiences can access and view media. Students will be asked to critically examine film and television shows to understand how directors and writers make deliberate choices to make the audience feel and react a certain way. You'll never watch movies the same way again!

## **Visual Communication and Design - (Elective)**

Almost everything in your world has been designed; the buildings you live in, the clothes you wear, the phone you use, the bags you carry, the wrappers around your food and the advertising in the magazines you read.

In this class you will follow a design process to develop and refine design ideas for any topic you choose. Themes may be as varied as animation, motor vehicle design, fashion design, furniture design, architecture and interior design, posters, animation and magazine layout. The choice is endless. You will learn drawing conventions and presentation techniques and work with a range of media, materials and methods both use traditional and /or digital to explore your ideas.

The design fields can include Environment Design, Industrial Design and Communication Design. So if you think you would like to become an Architect, or Fashion Designer or work in advertising, then this subject is for you.

## **Music - (Elective)**

In Music, students focus on performing in a range of musical styles. They learn the processes and techniques to develop their pieces and stage work. Simple composition and improvisation are developed and the students are encouraged to perform for a variety of audiences. Students who don't play an instrument will develop electronic performance/ composition skills focused on the use of technology.

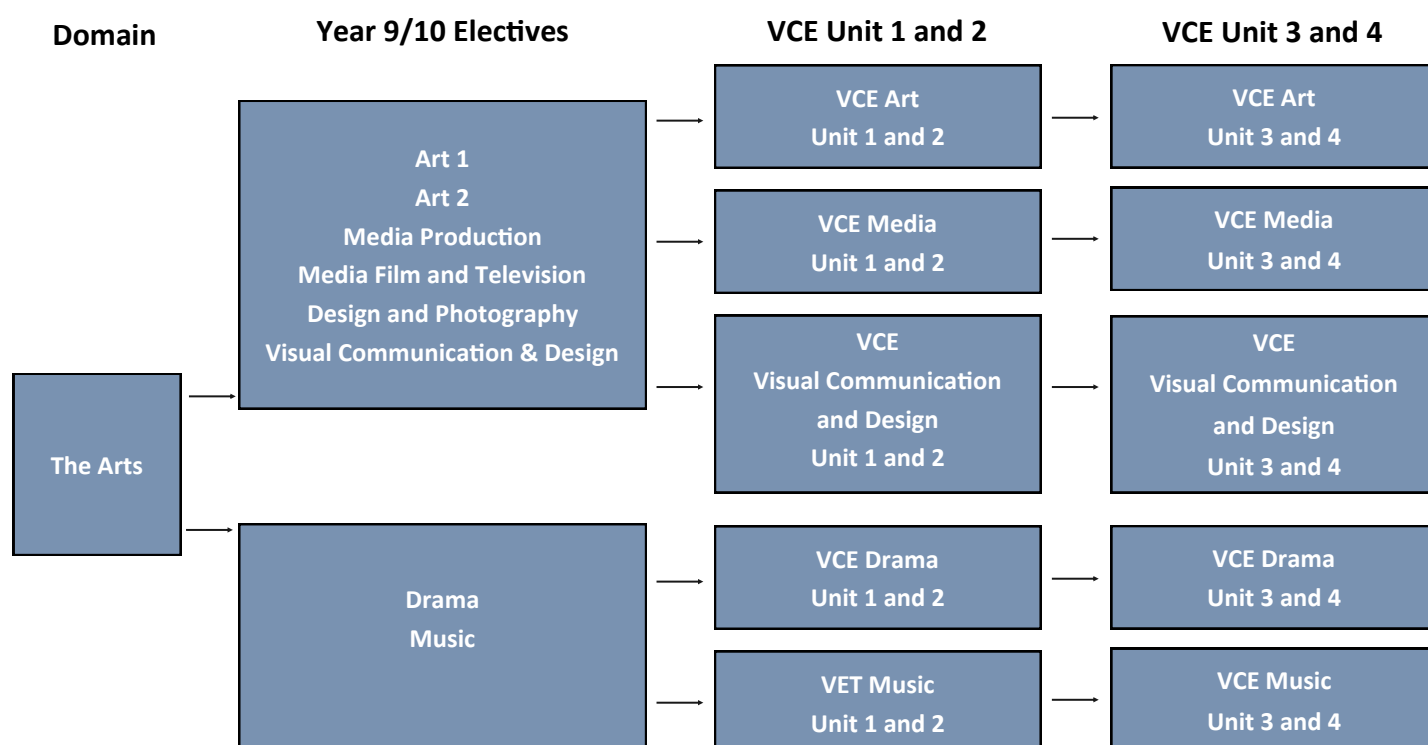
It would be possible to repeat this elective but it would require a student to perform and compose at a higher level, and to take on leadership roles within ensembles, either performing or conducting/leading.

A student completes a range of pieces for performance, performing a selection of three for assessment, (which could include their own composition). They complete rehearsal diaries and practise stage presentation and performance techniques.

Students will be taught elements of the VET music course to ensure a smooth transition to this the following year.

## **2021 Subject Pathways to VCE**

Our art courses offered are to suit different abilities and all career paths. Suggested pathways start at Year 9 and 10.



## **ENGLISH - Core**

English at Years 9 and 10 is a core subject. English includes studies of Literacy, Literature and Language and students develop skills such as critical reading, comprehension, questioning, interpretation, speaking, listening, personal writing and creative writing. Students study texts in depth to explore themes and ideas, to critically explore authors' implied views of the world. They respond creatively and critically to these texts in a variety of oral and written modes. Students study current issues in the media, analysing the language and arguments presented in persuasive texts, and they develop their own persuasive writing and presenting skills. Students complete a variety of activities designed to increase their skills in effective communication. Students study English for Literacy Skills (the ability to read and write), Thinking Skills (a life skill), Maturity of the Individual (self development) and for other school related development. Strong English skills are relevant to all subjects in terms of writing and thinking ability.

In Year 9 English students complete a creative text response, text response essays, point of view oral presentations, argument and persuasive language analysis, poetry and image analysis, comparative texts discussions and analysis, film texts, debating, language skill building and other forms of writing. The Year 9 English course is designed within the Victorian Curriculum level 9 and assessed to the level 9 standard. NAPLAN testing for literacy occurs in Year 9.

The Year 10 English course ties in with the Victorian Curriculum Level 10 and is designed to be an introduction to VCE English with the structure of the course timeline and descriptors used for assessment. Students complete a creative text response, text response essays, propaganda speech, argument and persuasive language analysis, comparative text analysis with a comparative text response essay, film texts, short answer questions, point of view oral presentations and other writing tasks.

## **Homework**

All students in middle years at Ararat College complete compulsory English homework, usually on a weekly basis. Students complete a series of short and meaningful tasks each week, focusing on foundational English skills for reading, writing and speaking. Ararat College is committed to providing students with the best opportunities to maximise their learning and improving their literacy skills is fundamental to achieving this. Regular homework and good study habits are proven to improve learning outcomes for students.

## **Journalism - (Elective)**

In this news course students will develop their teamwork, writing and media production skills through project-based journalism, which includes the option of being a valued part of the AC News team. Students will need to be self-motivated and able to work well in a team to produce a portfolio of print and TV news reports. Students will gain experience with tracking and selecting relevant news stories and media production elements such as camera work, lighting and editing. Students will be expected to develop their writing skills as a part of this unit, including contributing to our school magazine, parent 'Concord' newsletter and school Facebook page.

## **Creative Writing - (Elective)**

In this unit students develop the skills they need to produce their own creative work. Students have the opportunity to learn about the different forms of writing including poetry, song lyrics, free writing, storytelling, scripts and many more! Through creative writing workshops and self-directed learning students form an understanding of the structures and language features of literary texts and how to use these to influence an audience. Students are given the opportunity to produce a portfolio of creative writing which reflects their own personal style. Students are also introduced to the study of literature and the meaning behind texts and authorial intent.

## **Literature - (Elective)**

This course is designed to develop an enjoyment of a range of different forms of literature. The course involves reading widely, imaginatively, critically and independently. Students will study a range of text types: a novel, a film, a play-script, a collection of short stories and a collection of poems. Students will develop the skills of reading closely and critically and discuss various ways of interpreting and understanding texts. Students will also build the skills to write analytical and creative responses to texts. It is intended that students will attend a live performance of a text. This course will draw on different texts (poetry, short stories, novel and film) from different cultures with students making comparisons between them and drawing conclusions about their own situation and how it compares to those they read about.



# HEALTH AND PHYSICAL EDUCATION

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## **Physical Education—Core**

In Year 9 and 10, students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. This subject is based around using physical activity to develop game sense, group collaboration and physical fitness. Activities may include many of the recreational pursuits available in Ararat.

## **Health - (Elective)**

Students study the impact of various factors on the individual's health and development and the various resources available within the community. Areas focused on include: Personal Identity, Mental Health, Sexual Health and Reproduction, Pregnancy, Risk-Taking Behaviour, Body Image, and Relationships. Some content will be related to VCE preparation.

**\*\*Health is a compulsory subject for one semester in Year 9.**

## **Outdoor Education - (Elective)**

Outdoor Education is an opportunity for students to explore the amazing bush that we have in our region. **The estimated cost for this elective is \$250.**

This elective is made for anyone who is keen on learning about the bush and the ways that humans interact with the environment.

Students will choose from activities such as-

- Hiking
- Bush Survival Skills
- Canoeing
- Bike Riding
- Rock Climbing/Abseiling
- High Ropes
- Camping

Through participation in these activities, students will explore safety procedures, skill development, planning and more.

## **Sports Science - (Elective)**

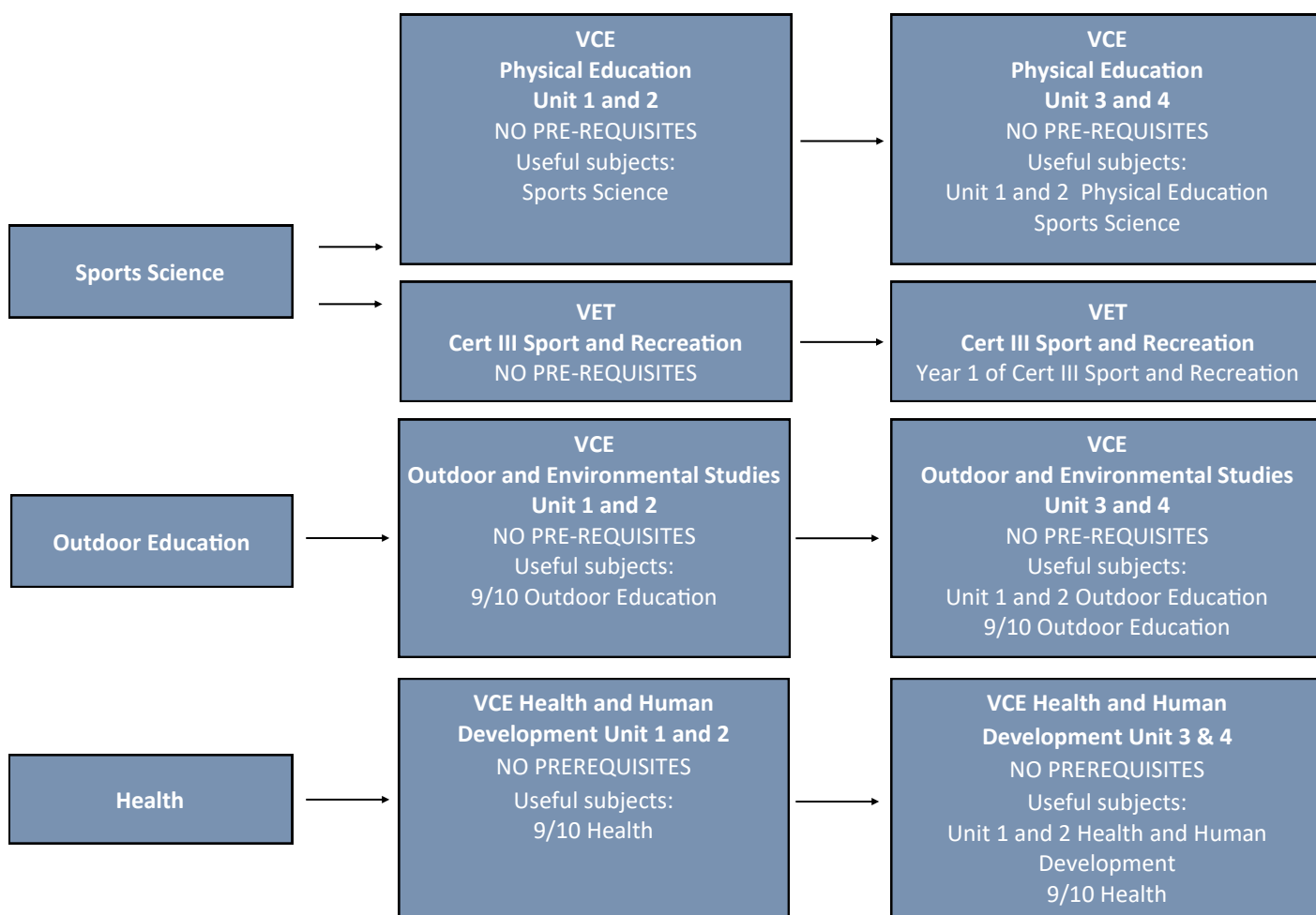
This elective has a theory and a practical component. Activities will be based around physical fitness and will include anatomy and physiology. Theory will be based around developing an understanding for Units 1 and 2 Physical Education.

## 2021 Subject Pathways to VCE:

### Year 9/10 Electives

### VCE Unit 1 and 2

### VCE Unit 3 and 4



## **Money Matters - (Elective) (Accounting)**

Financial matters affect every member of our society. Everyone has to make numerous financial decisions on a personal level, many of them with far-reaching consequences. The Money Matters course aims to help students understand the systems and processes of money management.

### **Avoiding Bad Financial Decisions**

Students will be exposed to some of the many ways in which people choose to make financial decisions. Each student will learn about various financial scams that are used in Australia, including how to recognise scams, why they work and how to avoid being 'taken in'. After developing the ability to avoid making bad decisions, students will be equipped with the skills that they require to begin making good decisions.

### **Making Good Financial Decisions**

There will be a focus on 'income and Expenses'. Students will explore the concepts of earning and managing money. They will engage in learning activities related to financial goal setting, sources of income, paying tax and budgets. Students will investigate 'Growing wealth and managing debt'. Studying Money Matters in Year 9/10 is a very worthwhile introduction to Accounting in Years 11 and 12.

## **Build Your Own Business - (Elective) (Business Management)**

In Build Your Own Business students will learn what it takes to be a business owner and how to operate successfully in our expanding business world.

### **Future Business Owners**

Students will learn about themselves in relation to being business owners and how they can use their skills and interests to discover potential business ideas.

Students will also research the way the work environment is changing in Modern Australia and overseas. Students will analyse the different jobs that will exist in the future and will study the role they will play as young people in the changing workplace.

### **Building a Small Business**

Students discover how to navigate the elements and challenges of setting up and running a small business in the current and future business environment. Students will create their own business plan including a business name and logo, product or service designs and a marketing plan including global marketing considerations. The business concepts learnt in this unit are an introduction to and are aligned with the Unit 1 & 2 VCE Business Management course.

## **Horrible Histories - (Elective) (History)**

Horrible Histories focuses on studying major historical events. Students will be able to investigate how many of these symbolic and horrible historical events have shaped our world today. Ranging from the development of early humans, through the World Wars and even Australia's involvement in Afghanistan post 9/11. Students will focus on developing historiographical study skills using topics that are sometimes horrible that appeal to them.

## **The World Wars - (Elective) (History)**

The two World Wars were such significant events in the twentieth century that they still continue to affect the world we live in today. In this unit students will investigate wartime experiences through a study of World War I and World War II, which includes:

- The causes, major events and outcomes of both Wars
- Australia's involvement in the Wars as well as War on the Home Front
- The impact on society globally, e.g. the creation of the United Nations, mass migration, etc.
- Some major technological developments that occurred directly because of the two World Wars
- Ethical implications of the World Wars

## **Geography - (Elective)**

In this unit you will learn about natural environments such as oceans, forests and rivers through field work and research. You will explore the interaction of human activities with the natural environment through the study of issues such as climate change, urbanisation and pollution. You will also look at changes to habitat and flora and fauna. This will be done through studying digital atlases, websites, maps and data.

## **People, Power and Punishment - (Elective) (Legal Studies)**

People, Power and Punishment introduces students to the studies of Australian Politics and Legal Studies.

### **Australia's Political System**

Students analyse the political system of Australia, working through the structure of Government, how decisions are made and how decisions are stalled.

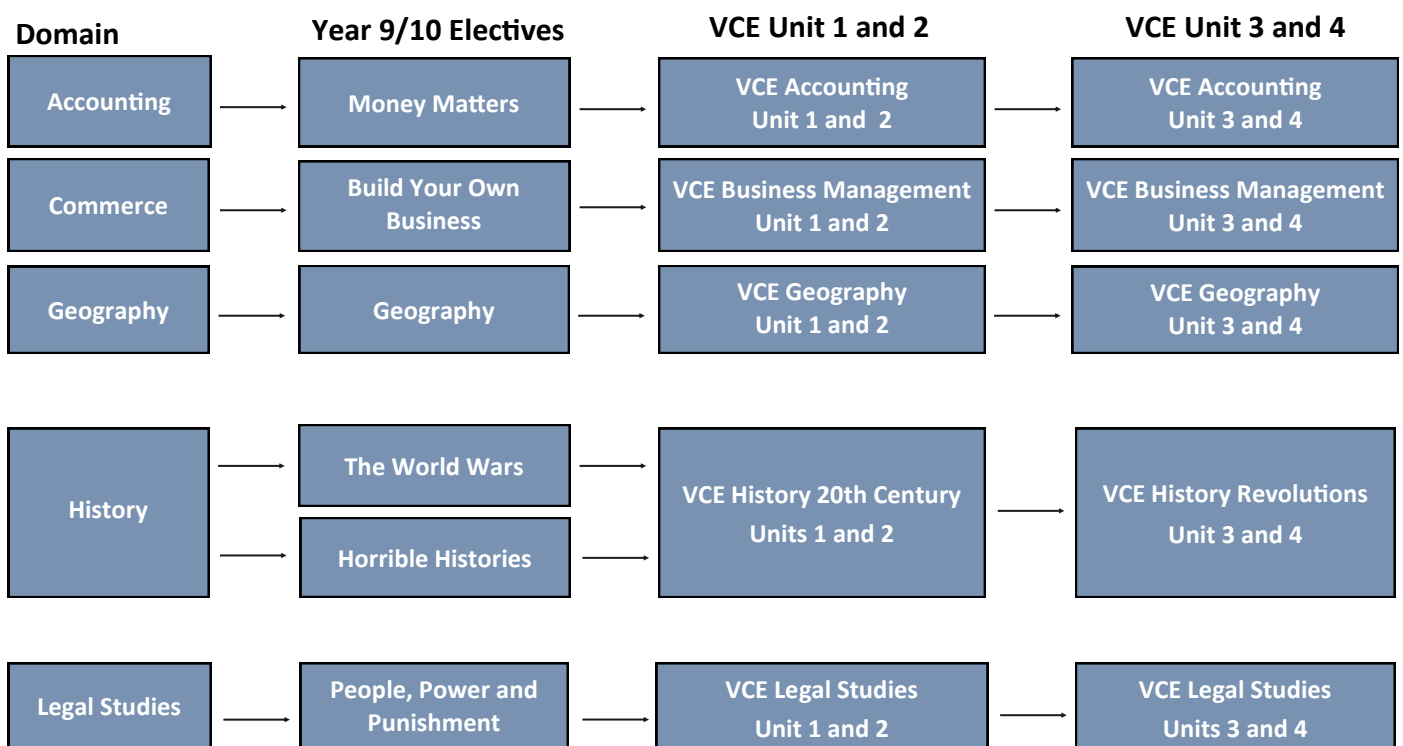
### **Civil Law**

Students also investigate the legal system of Australia, focusing on civil law and the concept of 'the rule of law' in contemporary Australia. Students examine the rights that are protected by civil law, as well as obligations that laws impose, by conducting a case study on a specific area of civil law such as sports law or environmental law.

### **Criminal Law**

Finally, students investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law.

## **2021 Subject Pathways to VCE**



# LANGUAGES OTHER THAN ENGLISH

## Parlez-vous Francais 1? - (Elective)

In this elective, the focus will be on practical and useful communication. Everyday topics will be explored within this context such as shopping, food, building inter-cultural understanding and other topics relevant to young people, both here and in French-speaking countries. This is an elective for students who are curious about the world and who want to gain a global perspective.

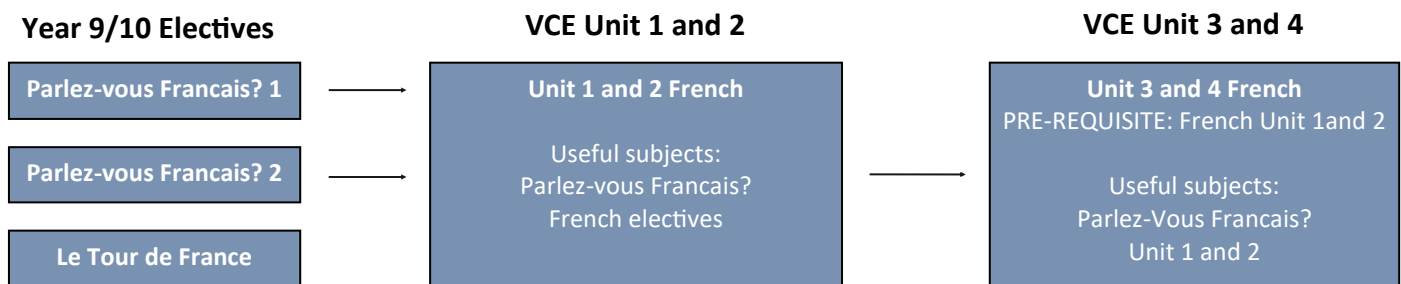
## Parlez-vous Francais 2? - (Elective)

This is the logical follow-up after completion of the first module. We will use the Lonely Planet French phrasebook as well as a range of other resources, ready for active use when travelling. Role-plays will be important. Fundraising activities, including cooking French dishes, will allow students to fully get involved and engaged. So if you see yourself travelling overseas for a school trip, a gap year or as an au-pair in the next few years, this elective is for you!

## Le Tour de France - (Elective)

This is a cultural Tour de France where famous French people such as fashion designers, artists, scientists and soccer players are at the core. Sporting events such as Le Tour De France, relevant world championships and the Olympics will also be explored. A cooking component will also be offered in order to explore French culinary delights. This elective will increase your general knowledge whilst consolidating basic everyday vocabulary.

### 2021 Subject Pathways to VCE:



# MATHEMATICS

## Maths - Core

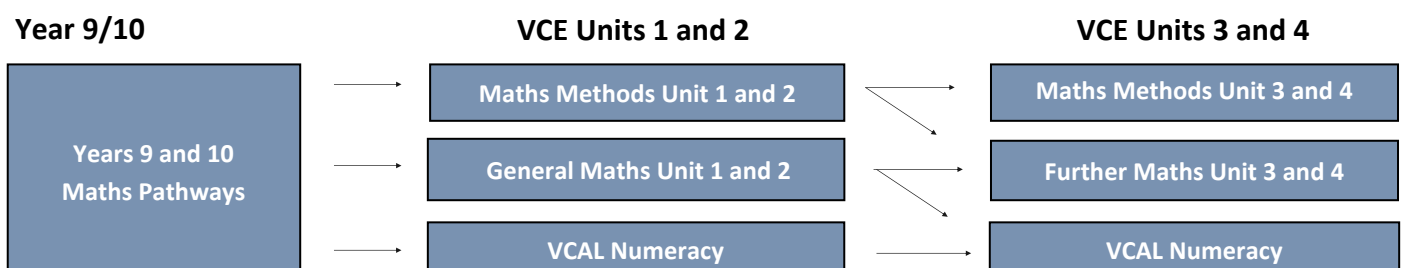
Mathematics is compulsory for students in Years 9 and 10. Students should begin to plan their Mathematics course for the remainder of their schooling. Students cover all of the required Victorian Curriculum content strands:

- Number & Algebra
- Statistics & Probability
- Geometry & Measurement

Classes will differentiate the work based on student abilities and career aspirations.

Through Years 9 and 10, students will be offered guidance and support to ensure they are making the most appropriate subject choices as they move into their senior studies.

### 2021 Subject pathway to VCE and VCAL





## **Middle Years Science Program**

At Years 9 and 10, students will be required to complete the core science subject for their year level – an outline of which is provided below. In addition to this, students may elect to undertake additional science studies, either to further prepare them for their Senior Years studies or purely because they have an interest in these areas. In 2021, the Science Department will be offering three electives for Year 9/10 students to choose from. An outline of these subjects are also provided below.

Assessment in all science subjects involves a range of tasks chosen to develop student skill sets for both future science studies and the workplace. Assessment tasks may include: Participation in classroom discussion/activities, tests, exams, group and independent work, laboratory work, modelling, written informative responses, written laboratory reports, written persuasive responses, scientific posters, speeches/presentations to the class and others.

### **Year 9 Core Science**

The Year 9 Core Science course provides students with an opportunity to deepen their understanding across five science domains. The domains and the topics to be investigated are as follows:

#### **Biology:**

Students explore ways in which the human body responds to its external environment. In particular they consider the way in which their central nervous system (brain and spinal cord) respond to stimulus and how messages travel via this system throughout the body. Students also investigate Ecosystems and the interdependencies between biotic (living) and abiotic (non-living) components.

#### **Physics:**

Students investigate electricity through the construction of electrical circuits utilising different components. They explain the operation of these circuits through engagement with the concepts of voltage and current. Coupled with this, students look at magnets and magnetic fields considering how magnets can be used to generate electricity and in the operation of motors.

#### **Chemistry:**

Students consider the atom as a system of protons, electrons and neutrons and develop an understanding of how this system can change due to nuclear decay thus giving rise to natural radioactivity. The atomic structure and properties of elements are used to organise them in the periodic table.

#### **Earth and Space Science:**

Students consider the theory of plate tectonics and how it may explain global patterns of geological activity and continental movement. The cycling of global systems, including the carbon cycle and its impacts on the atmosphere, biosphere, hydrosphere and lithosphere are also investigated.

### **Year 10 Core Science**

The Year 10 Core Science course provides students with an opportunity to deepen their understanding across five science domains. The domains and the topics to be investigated are as follows

#### **Biology:**

Students consider the involvement of DNA and genes in the transmission of heritable characteristics (traits) from one generation to the next. The theory of evolution by natural selection giving rise to the diversity of living things and the range of scientific evidence supporting it is considered.

#### **Physics:**

Students investigate how the processes of heat transfer can explain the flow of Energy in the Earth's atmosphere. Students consider how the laws of physics can be used to predict and describe the motion of objects based upon energy exchange and the interaction of forces.

#### **Chemistry:**

Students investigate different types of chemical reactions and how the rearrangement of atoms forms new substances without creating or destroying mass. They practice writing balanced chemical equations to explain what they observe and reflect upon how these reactions are important in both living and non-living systems.

#### **Earth and Space Science:**

Students consider the universe. They look at features of the Universe including galaxies, stars and solar systems and reflect upon the Big Bang Theory and how this could be used to explain the origin of the Universe.

### **Coding and Robotics—(Elective)**

Students investigate key learning areas through a problem solving task based approach. These areas are:

- Programming and Coding
- Analog communication
- Robotics, power systems and motors
- Wireless communication

### **Laboratory Skills Extension – (Elective)**

Ran alongside the core, course this subject focuses on providing opportunities for students to undertake more in depth practical activities. Each week students will be encouraged to complete a pre lab investigation, design an experiment to investigate an experimental hypothesis and then conduct and analyse subsequent data collected to determine whether the hypothesis can be supported or rejected.

### **Psychology – (Elective)**

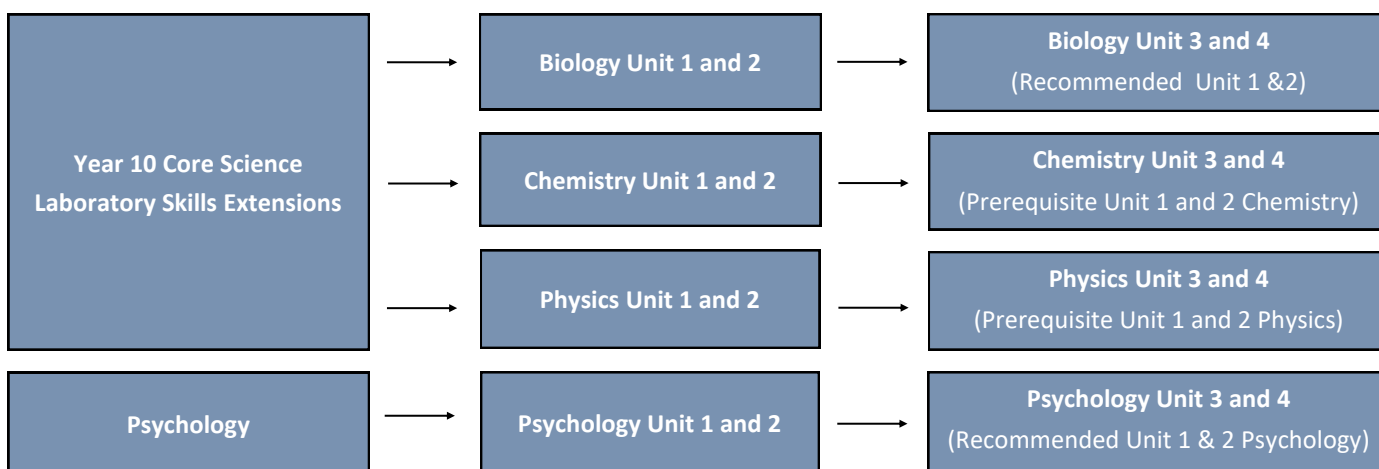
Students study the anatomical structure of the human brain and the function of various parts are investigated. The development of memory and its transition from short to long term is considered along with mnemonics (strategies to foster memory formation). Students learn about sleep – the process and benefits. Consideration is given to mental health, relationships and phobias from a biopsychosocial approach.

## **2021 Subject Pathways to VCE**

### **Year 9/10**

### **VCE Unit 1 and 2**

### **VCE Unit 3 and 4**



# TECHNOLOGY - WORKSHOP

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## **Digital Technology and Computing - (Elective)**

- Marking Logo, collating images and using Microsoft paint and other softwares
- Programming – from simple game programming using “Gamemaker” software through to 3D world programming and animation using “Unity 5” or similar software. The aim is to have students using scripts rather than object embedding by Year 10.
- Webpage to website – Creation of webpages from basic information through to frames, learning the purpose and use of Web 2.0 tools such as blogs, wiki and forums. Includes programming using HTML language by Year 10.
- Basic Microsoft Excel inbuilt functions.
- 3D printing – simple programming in 3D and printing to create caricature models of themselves or complex sculpting models such as movable parts within containers.
- Investigation of technology (such as 3D goggles), photo recognition and research on applications leading to careers in technology where experience and qualifications are needed.

## **Freestyle Design - (Elective)**

Your work in Freestyle Design will allow you to develop skills, knowledge and understanding in designing and making products from wood, metal and plastic. Each task will have an instruction sheet (design brief), which will guide you through the task requirements. If you enjoy drawing and making things, this designing elective is for you. You will learn how to communicate through sketching and technical drawing and end up making some nice looking and useful things.

This unit builds on the design work introduced in Years 7 and 8 Technology. The course is not based on any particular material but has a focus on designing to meet an end users needs. You will be encouraged to be creative and use any materials that will make a functional and aesthetically pleasing end product. The course focuses on a formal method of developing and documenting a design. It introduces a variety of sketching and drawing techniques including CAD (Computer Aided Design). The primary focus will be on designing innovative solutions. It will involve research, concept develop and prototyping i.e. making the best designs.

You will be expected to safely use a variety of hand tools and machines in the making of your products and show that you understand how to maintain a safe working environment.

The formative activities will vary depending on your knowledge, skills and abilities. Possible products could be:

- Clock
- Designer box
- Game or children's toy
- Picture frame
- Utility box

The summative activity will be a student initiated design negotiated with the teacher. This subject is ideal for students wishing to study Product Design and Technology at VCE level.

## **Textiles - (Elective)**

The focus on this course is to expand on skills learnt during Year 8 for students wishing to pursue this area of study. Students will be encouraged to investigate different materials and techniques, design, plan, construct and evaluate the completed articles. Students will have the opportunity to use a range of tools and equipment to complete their articles. Students will be encouraged to use a variety of fabric types and embellishments.

### **Electronics / Electrical - (Elective)**

Your work in Electronics will allow you to develop skills, knowledge and understanding in basic electrical theory and electronics in general. If you enjoy the cleaner technologies but still like using your hands in making things, this elective is for you. Topics to be covered are based around 4 design briefs:

- 12V/24V Continuity Tester
- eLabtronics Fun Kit
- Moisture Tester
- Solar lighting
- Hybrid electric vehicle
- AM/FM Radio
- Renewable Energy project
- The production of a basic electric motor

### **Mechanics, Mechanisms and Machinery - (Elective)**

This subject consists of theory and practical tasks that allow students to develop and extend their knowledge and skills.

The areas of study will be supported by assignments and practical activities that will allow students to develop an understanding of mechanical principles, component function and their applications.

The practical areas of study from which students may choose will include:

- identification, operation and function of motor vehicle, motorcycle and lawn mower components
- detailed operation of engines, engine tuning, testing and fault finding, using the motor vehicle and its components
- servicing and maintenance of cars and motorcycles
- the development of machining and fabricating skills while producing and repairing componentry
- the development of knowledge related to movement, leverage and force while producing a scaled size medieval weapon and mouse trap racer

Students will have the opportunity to negotiate with their teacher the areas of study they desire. Assessment will include detailed objectives, plans, procedures and evaluation.

This subject is ideal for students studying or wishing to study Systems Design or Systems Automotive or System Engineering at VCE level or VET Automotive or VET Engineering.

### **Metal Fab/ Sculpture and Welding - (Elective)**

This subject is designed to give students the opportunity to further develop the skills that have been learnt in the junior metal classes. Students use a variety of new materials and profiles during the production stage of their projects. They are exposed to new equipment and machinery that will aid them to develop better forming and sequencing skills. There is the opportunity to learn and use multiple types of welding processes as a means of joining their work. Students are encouraged to display their creative flair during the design and production stages and personalise their projects to suit their own personal needs.

Students are required to complete the set theory components and work within a design brief. The investigation, design and evaluation components of this subject are assessed as per other technology classes. This subject would suit students wishing to create a pathway to Product Design and Technology (Metal), Systems Engineering at VCE level and VET Engineering or Automotive.

## **Working with Wood - (Elective)**

In Working with Wood you will develop skills, knowledge and understanding in designing and working with timber. If you enjoy using your hands for making things, this elective is for you. You will learn techniques to manipulate timber and to solve problems and end up making some interesting creations.

Each task will have an instruction sheet (design brief), which will guide you through the task requirements.

This unit is a continuation of the work done in Years 7 and 8 Technology. The course is focused on using timber and timber products safely. It takes a 'hands on' approach to designing products that are aesthetically pleasing and functional. You will be introduced to new concepts and techniques as you research and develop innovative solutions to problems that require a practical solution. You will be required to design and make solutions that take into account a variety of constraints that are closely linked to the learning intentions. The aim is to extend your knowledge and skills in designing, making and evaluating a project so that you are better equipped to undertake designing and building a project of your own choice.

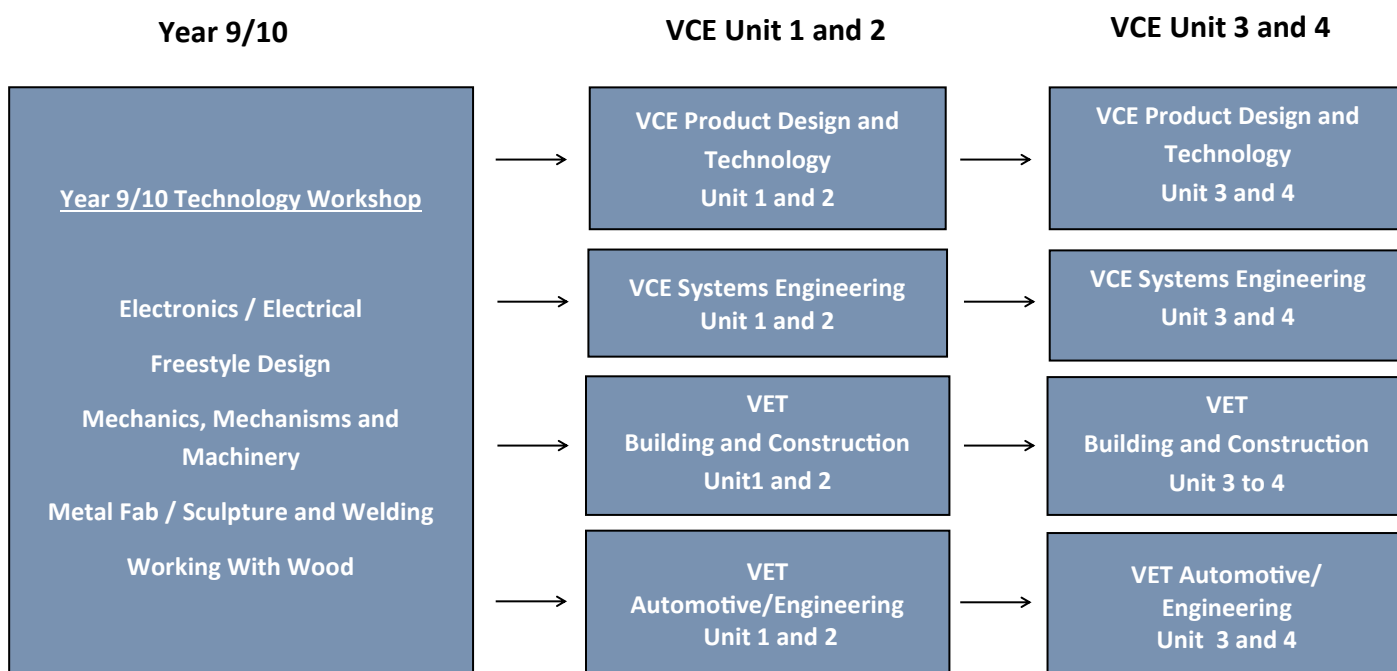
You will be expected to use a variety of hand tools and machines in making the products and you will need to show that you understand how to maintain a safe working environment.

The formative activities will vary depending on your knowledge, skills and abilities. Possible products could be:

- Laminated cutting board
- Decorative wooden stool
- Wood turning
- Bed side table
- Wine Rack
- Book Case
- Small coffee table

The summative activity will be a student initiated design negotiated with the teacher.

## **2021 Subject Pathways to VCE**





# TECHNOLOGY - FOOD STUDIES

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## Breads, Cakes and Pastries

This subject is focused on skills that would be required of a pastry chef. You will produce a variety of baked foods, learn skills and techniques that can be at home or in the workplace. So if you have a sweet tooth or love the smell and taste of baked savoury items, this is the class for you.

## Café Cooking

Learn the skills of making a variety of drinks including coffee and fruit cocktails. Learn how to make tasty meals, snacks and desserts. Run a Café for fellow students and for the general public. Gain food waiting skills and customer relation skills. This is an ideal subject for students wishing to pursue a pathway towards VET Hospitality or VCE Food Technology.

## Global Food

Visit a new country every week! This subject explores the globe through the production of traditional foods from a range of cultures. Learn about Food History, (focus on Australian history from Indigenous Australia to the influence of migration on Australia's modern day cuisine), Fair Trade, Celebration/Cultural Cooking and Food Wastage.

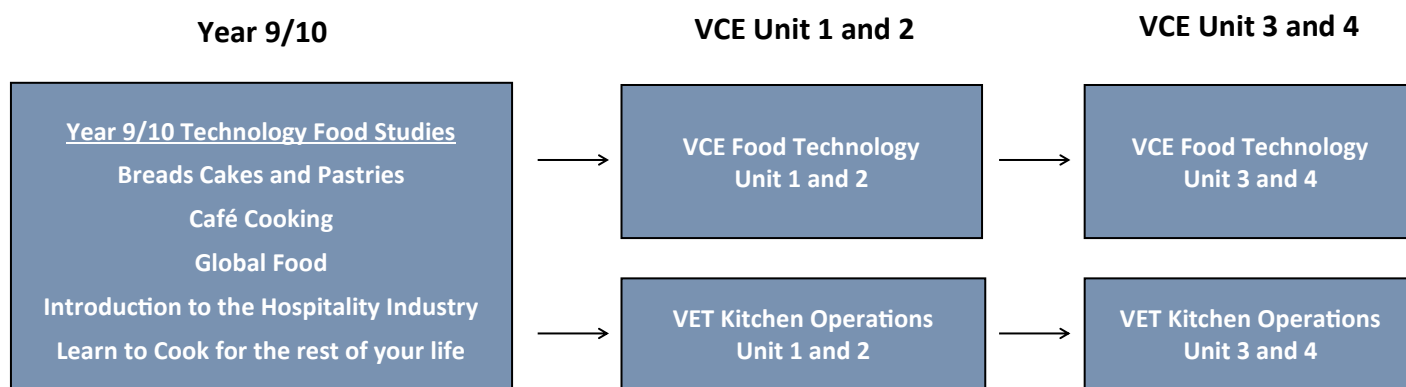
## Introduction to the Hospitality Industry

This subject covers a wide range of hospitality skills, including Coffee Making, Food Handling, Food Nutrition, Customer service and a wide range of cooking skills. It involves the planning, preparation, cooking and serving to real customers in a commercial environment. The course is set out as a lead –in for students wishing to be involved in the hospitality industry. This is an ideal subject for students wishing to pursue a pathway towards VET Hospitality or VCE Food Technology.

## Learn to Cook For the Rest of your Life

Food keeps us alive! Learn about the fuel your body needs to function to its full potential through the production of healthy meals and snacks. Topics explored include; Nutrition, Meal Planning & Shopping, Budgets, Seasonal Food, Fresh Produce vs Processed Food, Homemade vs Fast Food, Creating and Maintaining a vegie patch and Fad Diets.

### 2021 Subject Pathways to VCE



**Individual Learning Pathway—4 Year Plan**

Name: \_\_\_\_\_

<b>2021</b>		<b>2022</b>		<b>2023</b>		<b>2024</b>	
Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2

My Goal for 2021 \_\_\_\_\_

My Long Term Goal/Career Pathway: \_\_\_\_\_

Career Prerequisites: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# SUBJECT SELECTION PROCESS YEAR 9 & 10

## Pathways Team:

Kriss Ellis	- Middle School Leader
Emma Henry	- Assistant Principal
Andrew Sherwell	- Careers Advisor
Janine Poole	- Middle School Coordinator
Ellie McDougall	- Principal

## Please follow these steps to complete your subject selection.

1. Please take the time to read the course handbook thoroughly so you are familiar with all your options.
2. Mr Ellis will contact you and assign a Pathways Team Mentor to you.
3. Log on to the Edval online subject portal (details below) and submit your preliminary choice. Students should have preliminary subject choices entered **before** their subject selection virtual appointment.
4. Your Mentor will contact you from **Monday 10<sup>th</sup> August** to book a virtual appointment time to discuss your subject selection options. Appointments will be scheduled to occur between **Wednesday 12<sup>th</sup> August and Wednesday 19<sup>th</sup> August** at the latest. Parents are invited to be present during these meetings.
5. Please attend the Subject Selection Information Evening via the virtual link on **Wednesday 12<sup>th</sup> of August**. We recommend all students and parents connect to the information session, visit the subject selection website and read the handbook.
6. Final subject selection needs to be submitted online through the Edval Webchoices portal by **4pm, Wednesday 19<sup>th</sup> August**. Your Pathway Mentor will contact you if there are any concerns with your subject selections.

All students will be required to submit their 2021 subject selections online through the Edval Webchoices portal:

<https://spring.edval.education/login>

Students will need to enter their webcode to gain access to the portal.

Once logged into the portal, Year 8 and 9 students may begin their subject selections.

## Core Subjects

- Core subjects are those that all students **must** complete and are **not** optional.
- All students going into Years 9 and 10 must complete core subjects of English, Mathematics, Science and Physical Education. Students will also complete one (1) careers lesson per week. English and Mathematics will be automatically allocated to each student.

## Year 9 & 10 elective choices:

- Please use the Middle Years Handbook to select the subjects that you would like to do **IN ORDER OF PREFERENCE**.
- Students must select Six (6) electives, (3 per semester), that they would like to study in 2021 in addition to the above core subjects.
- Students in Year 9 will need to include Health as one of their electives.
- Whilst Students can select any combination of electives, they **MUST** select at least one subject from each of the Learning Areas of Humanities, Arts, Technology (Food Studies) and Technology (Workshop). These selections should be shown on the Individual Learning Pathway found on the SMT student portal.
- Students must also select four (4) other reserve subjects which they would like to study if they are unable to be in their first 6 preferences.

The subject selection portal will be open from **Monday 10<sup>th</sup> August to Wednesday 19<sup>th</sup> August**. Students may alter their selections at any time during this period.

Once students have completed the online form, they should click submit. Remember final selections need to be submitted by **4.00pm Wednesday 19<sup>th</sup> August**.



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