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# YEAR 9 COURSE INFORMATION

**Mullauna College**



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## Year 9 COURSE ORGANISATION

The Year 9 program includes a combination of core subjects and elective subjects.

Subjects	Periods per week
English	4
Health & Physical Education	2
Humanities – Geography & History	3
Mathematics	4
Science	3
Skillz	6
Sport	2
Elective 1	3
Elective 2	3

### Elective Subjects

In 2017, Mullauna College students will be undertaking combined Year 8 and 9 Elective subjects. This will enable students to select from a wider variety of subject choices.

Year 9 students will undertake 2 elective subjects each semester from the list below. Each elective subject will be timetabled for 3 periods per week. Students may not undertake the same elective twice in any year. Please note elective subjects will only run if selected by enough students.

Students electing to continue with German in Year 9 will undertake this elective for the entire year. It is strongly recommended that students proceed with their study of German through to VCE because of the increments this provides in boosting a student's Australian Tertiary Admission Ranking (ATAR) scores.

Students who include German and Higher Level Mathematics in their VCE studies are eligible to be awarded the new VCE Baccalaureate. This is highly regarded by tertiary institutions when considering students for admission.

### 2017 Elective List:

#### General:

Creative Writing, Forensic Science, Invent and Learn, Sport Science

#### Languages:

German

#### Performing Arts:

Centre Stage, Excel Instrumental, Lights, Camera & Action, Musical Performance Masterclass, Screen and Stage Music, Stage School

#### Technology:

3D Product Design, Food and Culture, Food for Life, Game Design & Coding, Information Technology, Robotics

#### Visual Arts:

2D Art (Draw, Paint, Print), 3D Art (Ceramics & Sculpture), 3D Drawing & Design, Creative Media, Digital Storytelling, Graphic Design

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## ASSESSMENT

There are three modes of assessment at Years 9.

### 1. Assessment Tasks

A numerical score will be awarded for specific tasks and projects. The grades indicate how well the student is performing in these areas of the unit.

Assessment tasks can include major projects, topic tests, written reports, oral presentations and folios. A numerical score will be awarded for each task.

To satisfactorily complete a unit, a student must:

- a. Complete all assessment tasks.
- b. Obtain a score less than 5.0 in no more than one assessment task.

### 2. Level of Achievement against Statewide Learning Standards

In 2017, Mullauna College will implement the Victorian Curriculum. This framework identifies eight learning areas and four general capabilities for the Prep to Year 10 curriculum. The Learning Areas describe distinct disciplines, while the capabilities represent knowledge and skills that are developed and applied across the curriculum.

The Victorian Curriculum includes standards at ten levels. The level broadly associated with schooling at Year 9 is Level 9.

Progress within the learning areas and general capabilities will be rated as follows:

- A. Well above the standard expected at this time of year
- B. Above the standard expected at this time of year
- C. At the standard expected at this time of year
- D. Below the standard expected at this time of year
- E. Well below the standard expected at this time of year

### Learning Skills

Students are assessed in the Work Habits of Effort, Class Behaviour and Organisation

## HOMEWORK

Home study reinforces the development of skills in organisation, planning and self-management that are crucial in assisting students to become independent learners.

It is expected that students in Year 9 will complete a minimum of 8 to 10 hours' homework per week.

Students should set aside regular times in the week that will best suit their schedule of activities. This time should be used to ensure that all required work (set homework, incomplete classwork, assignments, and test revision) is completed and submitted for assessment by the due date. Mathematics and German require regular practice, and, for English, it is essential that the reading of set texts and independently selected books is a nightly practice.

A **Student Homework and Study Planner** is provided for each student to facilitate the recording, organisation and management of homework. Parents can assist this process by regularly checking that homework has been recorded.

This **Course Information Booklet** should be kept in a safe place for reference throughout the year. Like the Planner, it assists students in monitoring their progress

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## CORE SUBJECTS

### ENGLISH

#### Overview

##### Content

English is the area in which students continue to practise, consolidate and extend what they have learnt from previous levels. Students study the craft of writing and use the English language in all its variations and develop a sense of its richness to evoke feelings, convey information, form ideas, persuade and argue. Students learn to write, create and reflect on complex and sophisticated texts. At this level, students are required to participate in oral language activities, whereby they present viewpoints and information in a variety of situations, listen attentively and respond constructively. They are encouraged to take responsibility for their learning and become independent learners.

##### Key Skills

On completion of this course students are able to:

- Produce, in print and electronic forms, writing for a variety of purposes;
- Read and view imaginative, informative and persuasive texts;
- Produce a range of responses, including interpretive pieces and personal reflections;
- Present creative, informative or persuasive responses to texts, themes and issues, as individuals or in groups;
- Ask clarifying questions and build on the ideas of others.

##### Assessment Tasks

- **Writing:** a variety of writing tasks for different purposes and audiences.
- **Text response:** a minimum of three texts studied and relevant assessment activities completed.
- **Wide reading:** a minimum of two texts to be read independently and relevant assessment activities completed.
- **Oral presentation:** a minimum of one oral activity per semester.
- **Examinations:**  
Semester 1: a 1½ hour examination paper.  
Semester 2: a 2 hour examination paper.

### ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

#### Overview

##### Content

EAL students are a highly diverse group, of different ages, at different stages of learning English, from differing first-language backgrounds and with varying amounts of education in their first language. The subject EAL accommodates this by providing English language development within a set of standards describing expectations for EAL learners. The secondary stages (Year 7-10) of EAL learning are described as S1, S2, S3 and S4, and provide a set of practical, observable ways in which students are likely to demonstrate their achievements in English language learning.

This subject will run on a needs basis.

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## HUMANITIES: GEOGRAPHY

### Overview

#### Content

Students develop knowledge about a major natural system that is part of the biosphere and atmosphere. They study how people have interacted with their physical environments and the issues that have developed due to this. Students identify strategies to address these issues and explore ways of managing them. Topics may include tourism, biomes, global issues and feeding the world.

#### Key Skills

On completion of this course students are able to:

- Explain the processes and interactions between people and major natural systems, and evaluate the factors affecting the distribution of human population;
- Predict the effects of resource development on the environment and develop a strategy to resolve an environmental issue;
- Understand the impact of global issues;
- Understand characteristics of development that occur across the globe.

#### Assessment Tasks

- **Research Report:** a structured research report focusing on an aspect of the curriculum and utilising a wide range of reference materials
- **Analytical Exercise:** an analysis and evaluation of audio-visual material, documents, or other resource material
- **Essay:** a formal essay on selected course work
- **Examination:** an examination at the end of the semester

## HUMANITIES: HISTORY

### Overview

#### Content

Students study human progress, how people have organized themselves into societies over time, and how events and ideas shape history. Students examine the motives and actions of people at the time, and explore different interpretations of the past. Topics may include the Industrial Revolution, Colonisation of Australia, conflict with the Indigenous population, Australia in World War 1,

#### Key Skills

On completion of this course students are able to:

- Understand the technological innovations that led to the Industrial Revolution and other conditions that influenced the industrialisation of Britain and of Australia;
- Analyse the effects of contact between European settlers in Australia and Aboriginal and Torres Strait Islander peoples;
- Describe and analyse events which have contributed to Australia's social, political, and cultural development from colonial to modern times;
- Analyse the impact of significant events and ideas, attitudes, and values in shaping world history in the early Twentieth Century.

#### Assessment Tasks

- **Research Report:** a structured research report focusing on an aspect of the curriculum and utilising a wide range of reference materials
- **Analytical Exercise:** an analysis and evaluation of audio-visual material, documents, or other resource material
- **Essay:** a formal essay on selected course work
- **Examination:** an examination at the end of the semester



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# HEALTH AND PHYSICAL EDUCATION

## Overview

### Content

Health and Physical Education provides students with knowledge, skills and behaviours to enable them to develop and maintain their physical, mental and social health. Students demonstrate proficiency of movement skills during complex activities, with the emphasis being on strategic thinking and tactical knowledge to improve individual and team performance. They maintain regular participation in moderate to vigorous activity and analyse and evaluate their fitness levels. Students explore the positive and negative health outcomes of a range of personal behaviours and actions.

### Key Skills

On completion of this course students are able to:

- Evaluate individual and group tactics, skills and movement patterns;
- Employ games, physical activities and sports to improve performance;
- Display leadership and teamwork skills in different situations;
- Identify a range of issues associated with youth relationships;
- Identify fitness components in a variety of sports.

### Assessment Tasks

- **Sequential skill development:** ability to perform complex movement and manipulative skills.
- **Game sense:** ability to combine motor skills, strategic thinking and tactical knowledge.
- **Written Health work:** a minimum of one piece for each Health unit

# SPORT EDUCATION

## Overview

### Content

Sport Education provides students with knowledge, skills and behaviours to enable them to be lifelong participants in physical activity. Emphasis is on combining motor skills and tactical knowledge to improve individual and team performance. Engaging in sport contributes to a sense of community and social connectedness, thus improving wellbeing. Students select a different sport each term to participate in and have the opportunity to represent the college in interschool competition.

### Key Skills

On completion of this course students are able to:

- Perform complex movement patterns that form part of team games;
- Analyse strategies and tactics used in team games;
- Explain the rules, player positions and roles associated with sports;
- Use equipment safely and confidently;
- Identify a variety of roles in sports such as umpire, scorer, coach, player, captain, team member, spectator and administrator and assume responsibility for the organisation of aspects of a sporting competition.

### Assessment Tasks

- **Activity Level:** Participation level in moderate to vigorous activities.
- **Games Sense:** Ability to combine motor skills, strategic thinking and tactical knowledge.

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# MATHEMATICS

## Overview

### Content

Students will use mathematics to model and investigate a broad range of mathematical situations. They will build on skills in the areas of number and measurement. Students will apply mathematical working to a variety of activities involved in the topics of space, algebra, probability and statistics.

### Key Skills

On completion of this course students are able to:

- Use a range of mathematical techniques to solve mathematical problems;
- Communicate their understanding using correct mathematical language and notation;
- Problem solve by employing a variety of strategies;
- Define key mathematical concepts;
- Select appropriate technologies as an integral part of their mathematical activities.

### Assessment Tasks

- **Tests:** complete tests within each topic.
- **Assignments:** a range of mathematical investigations.
- **Analytical tasks:** a range of in depth analysis tasks.
- **Examination:** an examination at the end of each semester.

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# SCIENCE

## Overview

### Content

Students will cover topics including materials, atomic structure, chemical changes, energy, ecosystems and body communication systems

Students build on scientific ideas through investigations, research and experiments. They collect data, analyse information and discuss evidence to suggest solutions to their individual scientific questions and ideas. They understand that some scientific theories are never agreed upon, but they are powerful ways of explaining the world we live in.

### Key Skills

On completion of this course students are able to:

- Demonstrate safe and technical use of a range of instruments and chemicals;
- Design and carry out their own ethical and safe experiments;
- Understand the similarities and diversity of living things;
- Explore ways in which the human body as a system responds to its external environment;
- Understand the major components of an ecosystem;
- Describe how different forms of energy such as heat, light and sound are transferred;
- Describe the properties of different of synthetic and natural materials.

### Assessment Tasks

- **Tests:** completion of a range of topic tests at the end of each unit
- **Projects:** a major project including research and/or analysis is to be completed each semester
- **Practical reports:** a written report, completed individually based on experiments and practical activities run in class
- **Examinations:** an exam at the end of each semester

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## SKILLZ

### SKILLZ@MULLAUNA

#### Overview

##### Content

All Year 9 students will be involved in this project for one day per week. A different theme will be explored each term:

- It's my life!
- It's my city!
- It's my future!
- We can do it!

For each theme, students will undertake a range of activities to develop skills that will help them to achieve success in Year 10 and beyond. Communication, time management, data presentation, multimedia and other skill areas will be explored.

During each term, students will complete a major assessment task utilizing a range of ICT and multimedia programs. This work will be evaluated and then be displayed to celebrate the students' achievements.

A major component of the project will be excursions to various institutes as well as the use of guest speakers to explore the various themes. A 4-day challenge camp will be held in December to develop individual and team skills.

#### Key Skills

On completion of this course students are able to:

- Use a range of skills to communicate their ideas;
- Access and use multimedia to present their assessment tasks;
- Analyse and interpret information to develop an understanding of complex issues;
- Work independently and as a member of an effective team;
- Manage their own learning.

#### Assessment Tasks

**Explore:** each semester read and evaluate one of the books on the list provided

**Design:** complete a complex assessment task on each of the four themes

**Skills Passport:** participate in the development of practical skills and techniques

**Celebrate:** present their work at a range of forums

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## ELECTIVE SUBJECTS

The following section provides information on elective subjects:

### Languages

#### GERMAN

##### Overview

##### Content

Students will continue to develop knowledge, confidence, communication skills and enjoyment in studying another language. The German lessons will promote awareness of the culture and ways of life in German-speaking countries. This year there is an emphasis on the southern German state of Bavaria. Topics studied will be transport, places and buildings, shopping, clothes and prices, ordering food, describing people and talking about the weather.

##### Key Skills

On completion of this course students are able to:

- Identify relevant information and ideas from spoken and written texts, and use the language in new contexts;
- Use a range of strategies to assist in listening comprehension;
- Participate in conversations related to specific topics, by modifying modelled language to express themselves
- Read authentic texts on a variety of topics
- Write in paragraphs using linked sentences
- Create original materials in speaking and writing for specific audience and purpose;
- Read short selected passages with fluency and apply their knowledge of appropriate pronunciation and expression

##### Assessment Tasks

- **Written work:** a variety of exercises including creative writing.
- **Listening:** written response to spoken texts.
- **Reading:** a variety of texts studied and relevant questions answered.
- **Conversation:** participation in role-plays.

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## Visual Arts

### 2D ART – Draw, Paint, Print

#### Overview

##### Content

Students will explore a variety of art materials and learn skills in drawing, painting and printmaking. They will learn new techniques in drawing and apply the skills in a variety of interesting topics involving acrylic painting and printmaking. They will apply the design elements and principles of art to create individual art pieces. Research will also accompany the practical component of the course.

##### Key Skills

On completion of this course students are able to:

- Use a range of ideas to create artworks and develop a personal style;
- Explore themes, issues and ideas when making and presenting artworks;
- Use a range of 2D materials and techniques;
- Analyse and interpret the work of a range of artists and their artworks;
- Use appropriate art terminology.

##### Assessment Tasks

- **Folio of Practical Work:** completion of a range of tasks including a major piece
- **Workbook:** documentation of the design process
- **Written Presentation:** a written report based on research into a set topic and will be supported by visual material

### 3D ART – Ceramics and Sculpture

#### Overview

##### Content

Students will explore a variety of 3D art materials such as clay and other mediums. Students will learn to design and create 3-dimensional artworks using clay. Construction, glazing and firing techniques will be taught. Other materials such as wire and mixed media will be explored to create interesting sculptures. They will apply the design elements and principles of art to create individual art pieces. Research of a variety of sculptors will also accompany the practical component of the course.

##### Key Skills

On completion of this course students are able to:

- Use a range of ideas to create 3D artworks and develop a personal style;
- Explore themes, issues and ideas when making and presenting artworks;
- Use a range of 3D materials and techniques;
- Analyse and interpret the work of a range of artists and their artworks;
- Use appropriate art terminology.

##### Assessment Tasks

- **Folio of Practical work:** completion of a range of tasks including a 3D major piece
- **Workbook:** documentation of the design process
- **Written Presentation:** a written report based on research into a set topic and will be supported by visual material

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## 3D DRAWING AND DESIGN

### Overview

#### Content

Students will undertake creative tasks exploring product design, interior design and architecture. They will apply the design process to develop designs to suit specific purposes and audiences. Students will explore technical and freehand drawing methods to communicate their ideas and use both digital and manual techniques to present their final designs. The work of other designers will be analysed through theory tasks.

#### Key Skills

On completion of this course students are able to:

- Apply technical drawing skills
- Demonstrate freehand drawing and rendering skills
- Apply the design process to develop 3D designs suitable for a set purpose
- Use both digital and manual techniques to present final designs
- Analyse examples of visual communications

#### Assessment Tasks

- **Environmental Design Task:** completion of environmental design task, including all relevant development work.
- **Industrial Design Task:** completion of industrial design task, including all relevant development work.
- **Written Presentation:** a written report, completed individually.
- **Examination:** students will undertake an examination at the end of the semester

## GRAPHIC DESIGN

### Overview

#### Content

Students will undertake a range of creative tasks exploring the way graphic design uses images and type to communicate messages and ideas. They will apply the design process to develop designs to suit specific purposes and audiences. Students will consider the use of design elements and principles, typography and layout to develop design ideas. They will use both manual and digital methods to present final designs. The work of other designers will be analysed through theory tasks.

#### Key Skills

On completion of this course students are able to:

- Demonstrate freehand drawing and rendering skills;
- Apply the design process to develop graphic designs suitable for a set purpose;
- Create effective design layouts;
- Use both digital and manual techniques to develop and present final designs;
- Analyse examples of visual communications.

#### Assessment Tasks

- **Design Process Task:** completion of a graphic design task, including all relevant development work.
- **Type in Design:** folio of design tasks focusing on the application of type, including all relevant development work
- **Written Presentation:** a written report, completed individually.

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## CREATIVE MEDIA

### Overview

#### Content

In Creative Media, students develop media production skills and enhance their understanding of the different forms of media. Students are introduced to the production process and learn how to operate equipment and master techniques to enhance their creativity. They put their skills into practice, producing a series of short production exercises. Then, in production teams, students work together to produce a creative media product for an intended purpose and audience.

#### Key skills

On completion of this course, students are able to:

- Follow media practices and employ creative media techniques;
- Use stimuli to investigate, plan and produce a range of creative media products;
- Confidently use a range of media equipment and applications;
- Use appropriate media terminology;
- Integrate practical work with theoretical concepts.

#### Assessment tasks

- **Folio of practical work:** a folio of finished Media productions
- **Workbook:** documentation of the production process and reflection on learning
- **Analysis responses:** written responses to media texts

## DIGITAL STORYTELLING

### Overview

#### Content

Students develop digital storytelling skills by exploring a range of media forms and equipment. Students focus on developing skills in media literacy by responding to media narratives. They study the ways in which media texts are constructed and their effect on the viewer. Students use this knowledge to plan and produce their own digital stories for an intended purpose and audience, focusing on how the production techniques of composition, sound and editing can convey meaning.

#### Key skills

On completion of this course, students are able to:

- Analyse and interpret the structure, content and conventions of media texts;
- Use stimuli to investigate, plan and produce a range of media narratives;
- Use a range of media equipment and applications;
- Use appropriate media terminology;
- Integrate practical work with theoretical concepts.

#### Assessment tasks

- **Folio of practical work:** a folio of finished Media productions
- **Workbook:** documentation of the production process and reflection on learning
- **Analysis responses:** written responses to media texts

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## Performing Arts

### MUSIC – Excel Instrumental

#### Overview

##### Content

This subject is aimed at students who already learn an instrument (not necessarily within the College) and are seeking an accelerated experience of music making. This subject is highly performance and rehearsal based. Students will explore a number of styles of music in solo and group situations.

##### Key Skills

On completion of this course students are able to:

- Present solo and group performances
- Work in a team in collaborative manner
- Display characteristic traits of a range of music styles
- Analyse and interpret theoretical concepts of music
- Develop independence and organisation skills
- Use appropriate musical terms

##### Assessment Tasks

- **Solo Performance:** presentation of a technical work.
- **Group Performance:** presentation of a collaborative group performance
- **Practice Journal:** documentation of practice and rehearsal progress
- **Musical Theory:** students will present a workbook of theoretical work and undertake an aural and theory test at the end of the semester.

### MUSIC – Musical Performance Masterclass

#### Overview

##### Content

This subject is aimed at students who enjoy playing their instrument and are seeking an accelerated experience of music performance. This subject is highly performance and rehearsal based. Students will explore different performance techniques and the elements of putting together concert performances.

##### Key Skills

On completion of this course students are able to:

- Present performances
- Work in a team in collaborative manner
- Analyse and interpret theoretical concepts of music
- Develop independence and organisation skills
- Use appropriate musical terms

##### Assessment Tasks

- **Solo Performance:** presentation of a technical work.
- **Group Performance:** presentation of a collaborative group performance .
- **Event management:** putting on a concert and evaluating.
- **Assignment:** review writing task.

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## MUSIC – Screen and Stage Music

### Overview

#### Content

Using film music as the source material, students will explore the many elements of music and demonstrate their knowledge through composition and performance. We look at the purpose of music in both film and on stage.

#### Key Skills

On completion of this course students are able to:

- Use technology to compose music for a dramatic setting
- Explore the links of style & genre in music and film
- Successful performance in a variety of settings.
- Use a range of analytical techniques

#### Assessment

- **Creative composition/arranging:** using garage band or similar technology to compose or arrange a soundtrack to accompany a visual sequence
- **Written Presentation:** compare and contrast the musical elements in different chosen films
- **Performance:** performance of film music in a variety of musical settings

## DRAMA – Centre Stage

### Overview

#### Content

This course caters to students who love acting and performing. During this unit, students will focus on broadening and refining their drama skills to enable them to create and participate in a range of performances of varying theatrical styles. Over the semester students will have the opportunity to sample different performance styles with a focus on Soap Opera/ Melodrama.

#### Key Skills

On completion of this course students are able to:

- Understand how to manipulate a range of theatrical conventions and apply them to presentations.
- Understand how to use body language to express emotions and communicate ideas
- Manipulate and modulate their voice to create and develop a character in performance
- Use improvisation to develop a variety of dramas around specific themes and from a range of stimuli

#### Assessment Tasks

- **Performance and class participation:** devised performances presented in class.
- **Workbook:** documentation of class notes, process writing and reflections for activities.
- **Group performance:** presented to an audience.

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## DRAMA – Lights, Camera, Action

### Overview

#### Content

This unit has been designed to help train young actors who aspire to perform both on the stage and in front of the camera. It will help students to develop their technique in acting through learning the basic performance skills of body language, mime, voice and improvisation. This will culminate in the presentation of a performance in front of the camera.

#### Key Skills

On completion of this course students are able to:

- Understand theatre styles including naturalism and the techniques required to present these styles.
- Use improvisation to develop a variety of dramas around specific themes and from a range of stimuli
- Understand the processes of production and performance within the film and TV industry.
- Build a performance using theatrical conventions and dramatic elements as stimuli for a recorded performance.

#### Assessment Tasks

- **Performance and class participation:** devised performances presented in class.
- **Group performance:** presented in a digital format to an audience.
- **Script & Folio:** to accompany digital performance

## DRAMA – Stage School

### Overview

#### Content

Over the semester, students will work on developing performance skills and theatre techniques that are essential to the staging of, and performance in a small or large scale production. This subject will allow students to experience different stagecraft elements, such as acting, directing, costume/prop/set designing and stage management. Students will have the opportunity to showcase their new skills by creating, directing and designing their very own small scale production.

#### Key Skills

On completion of this course students are able to:

- Understand the elements of stagecraft to enhance performance.
- Understand the processes of production and performance within the theatre industry.
- Manipulate dramatic elements to enhance their presentations.
- Understand and participate in the development of a performance.

#### Assessment Tasks

- **Group performance:** presented to an audience.
- **Folio:** documentation of class notes, process writing and reflections for activities.

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## Technology

### 3D PRODUCT DESIGN

#### Overview

##### Content

In 3D Product Design, students will investigate, design and construct products using materials such as wood, plastics and metal. They use materials testing as one method of determining the appropriateness of the materials for specific purposes. Students will learn about the design process and the impact materials have on our planet. They start to recognize that the supply of some materials is limited and examine possibilities for reusing and recycling materials.

##### Key Skills

On completion of this course students are able to:

- Explain how the specific characteristics of materials affect design requirements;
- Prepare designs for products and organise and undertake a range of production processes;
- Explain some of the social and environmental implications of using particular materials in products
- Justify, develop and implement design ideas, using some complex equipment and processes and evaluate the efficiency of the processes used;
- Analyse the appropriateness of using particular materials, including emerging materials, for specific purposes;
- Prepare detailed design proposals, make products using some complex equipment and analyse the effectiveness of the products with reference to specified criteria.

##### Assessment Tasks

- **Investigation:** a research report on a relevant topic.
- **Design:** application of design concepts related to production.
- **Production:** implementation of practical skills and techniques.

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## FOOD AND CULTURE

### Overview

#### Content

Students will explore a wide range of factors that influence food and culture. They will discover how the Indigenous people of Australia successfully lived off the land. Students will also explore how immigration and lifestyle changes over generations have shaped Australian cuisine. A global perspective is also examined when students research the cuisine of a chosen country. During both theory and practical classes, students will develop an understanding of different cooking techniques and ingredients.

#### Key Skills

On completion of this course students are able to:

- Investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas;
- Generate, develop, test and communicate design ideas, plans and processes for various audiences;
- Effectively and safely use materials, tools and equipment;
- Independently develop criteria for success to assess design ideas and processes;
- Use organizational strategies when working individually and collaboratively.

#### Assessment Tasks

- **Research Report:** a research report on a chosen country that highlights how that country's cuisine has been shaped.
- **Project:** a project based on the design process.
- **Bookwork:** an accurate and organized workbook.
- **Production:** prepare sweet and savoury dishes using a wide range of skills and techniques.

## FOOD FOR LIFE

### Overview

#### Content

Students will explore a wide range of topics including: health and nutrition, factors influencing food choices, healthy alternatives, ethical and sustainable food production, product development, marketing and reading food labels. They will consider the role that food plays in a social context and how it relates to every day life.

#### Key Skills

On completion of this course students are able to:

- Investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas;
- Generate, develop, test and communicate design ideas, plans and processes for various audiences;
- Effectively and safely use materials, tools and equipment;
- Independently develop criteria for success to assess design ideas and processes;
- Use organizational strategies when working individually and collaboratively.

#### Assessment Tasks

- **Research Report:** a research report on a relevant topic.
- **Project:** a project based on the design process.
- **Bookwork:** an accurate and organized workbook.
- **Production:** prepare sweet and savoury dishes using a wide range of skills and techniques.

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## GAME DESIGN AND CODING

### Overview

#### Content

Do you like to play games? Do you secretly want to develop your own games? This course presents an overview of the games development process including important historical perspective, content creation strategies, production techniques, and a look into the future. The course covers game development history, platforms, goals and genres, player elements, story and character development and gameplay. It also considers levels, interface, audio, development of team roles, game development process, and marketing and maintenance. Students will play games, analyze them, and construct portions of game designs.

#### Key Skills

On completion of this course students are able to analyse and develop:

- Rules of Play;
- Interactivity Modes;
- Game Theory and challenges;
- Gameplay and Documentation;
- Level design and structure;
- Time interface and game features.

#### Assessment Tasks

- **ePortfolio of Practical Work** : completion of a range of tasks including a major piece (all size 10)
- **Visual Presentation**: related to the history of Game development.

## INFORMATION TECHNOLOGY

### Overview

#### Content

Students study the nature and potential effects of emerging information technology and communication. They will use equipment, techniques and processes in order to solve information and communication problems. Through a problem solving approach students will be exposed to a variety of data handling techniques to enable them to make informed choices. They plan and create an e-portfolio to store their work.

#### Key Skills

On completion of this course students are able to:

- Develop new thinking and learning skills that produce creative and innovative insights;
- Develop more productive ways of working and solving problems individually and collaboratively;
- Create information products that demonstrate their understanding of concepts, issues, relationships and processes.

#### Assessment Tasks

- **Folder of Practical Work**: completion of a range of tasks including a major piece.
- **Visual Presentations**: related to the use of Macro functions in Excel; and the use of Tables, Queries and Reports in Database.

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# ROBOTICS

## Overview

### Content

Students will experience building and design tasks as well as an introduction to programming. Programmable equipment along with student friendly programming software will be used to teach students about the difference between a machine and a robot, viable building designs and how to master programming by manipulating a flow chart screen. Students will design and build a range of machines that use gears, motors and pneumatics that can fulfill certain task requirements. Students will learn how to use programming software to write short programs that can be loaded on to the NXT (command centre) on their robot. They will manipulate motors, light sensors, sound sensors and any attachments they create for their robot. The robots will be under the students' full control and will be programmed to compete a range of complex tasks from playing soccer to moving through mazes and dancing to music!

### Key Skills

On completion of this course students are able to:

- Identify key differences between a machine and a robot;
- Follow instructional building guides to successfully build a range of Lego machines;
- Use their own innovation to design new machines to fulfill certain tasks;
- Write basic programs that manipulate moving parts of their robot;
- Edit complicated programs to allow their robot to compete a multitude of tasks.

### Assessment Tasks

- **Folio of Practical Work:** completion of a range of building tasks along with reflections and written work on each piece
- **Assignments:** multiple individual written tasks incorporating research and analysis
- **Practical Tests:** students demonstrate abilities in efficient and effective programming



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## Additional/General

### CREATIVE WRITING

#### Overview

##### Content

Students will examine writing as a craft, and explore the process by which good writing is produced. Students will build the specific skills required to write in a number of genres and forms. They will engage in the different steps involved in the writing process and learn to employ a variety of strategies to engage their target audience.

##### Key Skills

On completion of this course students are able to:

- Write in a range of styles, forms, and genres;
- Use a range of literary devices;
- Understand the important elements of narrative writing;
- Develop an individual style and voice;
- Use a range of software, including word processing programs, to create, edit and publish texts imaginatively.

##### Assessment Tasks

- **Writing pieces:** a variety of writing pieces in different genres and forms
- **Writing Folio:** completion of various skills building activities and reflections
- **Written Presentation:** a published work using an elected software to a target audience

### FORENSIC SCIENCE

#### Overview

##### Content

Students will apply scientific knowledge and techniques to investigate aspects of forensic science. This will include the study of DNA and inherited traits, collection and examination of physical evidence and identifying victims and fake documents.

##### Key Skills

On completion of this course students are able to:

- Explain how science inquiry skills are used to investigate and evaluate evidence;
- Formulate their own hypotheses and conduct investigations in order to prove or disprove them;
- Describe the role of DNA as the blueprint for controlling the characteristics of organisms;
- Distinguish between circumstantial forensics evidence and definitive evidence.

##### Assessment Tasks

- **Topic Tests:** written tests on concepts studied in each topic
- **Practical Reports:** written report in correct experimental format
- **Assignment:** a major project on genetics and forensics

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## INVENT AND LEARN

### Overview

#### Content

In this unit, students will undertake a variety of design challenges, requiring creativity and innovative thinking. Exciting real world challenges and problems will be explored and students will create solutions using a variety of robotics, electronics, materials and programming. Invention and engineering will be crucial as students tinker with ideas and test prototypes.

#### Key Skills

On completion of this course students are able to:

- Develop and explore inquiry questions
- Conduct extensive research using a variety of sources
- Create models and 3D prototypes and presentations
- Apply problem solving skills

#### Assessment Tasks

- **Design Process:** a log of student planning, ideas and reflections
- **Investigation:** a series of research and practical projects undertaken
- **Presentation:** showcasing of ideas as individuals and groups to their peers

## SPORTS SCIENCE

### Overview

#### Content

Students will gain insight into science as a human activity and the relationship between science, technology and sport. This will develop students understanding of the body systems and their functions in sporting activities as well as external factors that can influence sporting ability.

Students will investigate a range of the following concepts: body movement, biomechanics, careers in sport science, sports medicine and drugs in sport, sports psychology and the evolution of sporting equipment and clothing.

#### Key Skills

On completion of this course students are able to:

- Explain the internal systems of the body that allow for active movement;
- Evaluate their aerobic capacity in relation to their cardiovascular system and their fitness;
- Utilise a range of technologies and experimental processes to analyse data;
- Discuss the short and long term effects of natural and synthetic drugs in sport;
- Evaluate scientific developments in sporting equipment and clothing to predict future designs and materials.

#### Assessment Tasks

- **Topic Tests:** written tests on key concepts studied in each topic
- **Practical Reports:** written report in correct experimental format
- **Assignment:** a major project on exercise physiology