

# 2025 Course Information Year 9



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# Key Dates

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## Key Dates

- Year 9 2025 Information Night: Wednesday, 24 July 2024
- Subject Selection: Term 3 2024
- Semester 1 Exams: June 2025
- Semester 2 Exams: November 2025

## Homework in Year 9

Students are encouraged to be self-directed learners and to achieve this they must develop the critical skills to make good decisions about how to manage their time. Homework should not be seen as a tedious process, but rather as a critical part of the learning to be managed by a young adult. Developing a routine of regular study and homework provides a solid basis for future learning and a foundation to develop skills at Year 9. Students are expected to complete both homework and study throughout the year.

Homework tasks may include:

- Tasks which build on and contribute to the learning occurring in the classroom
- Completing research or other aspects of assessment tasks
- Synthesis and application of concepts taught
- Skills practice
- Reading
- Learning reflections
- Viewing or listening to relevant media
- Preparation for camps, excursions or major events

Study may include:

- Set revision tasks for tests and exams
- Summarising and reviewing class presentations and notes
- Self directed study and revision for exams, tests and for improved understanding of concepts taught

## Study Support and Resources

Students are encouraged to take responsibility for their learning at school, while involved in offsite programs and at home.

There is a range of applications available to students on their notebook computers that should be used as tools to support learning during their time at Year 9.

A number of online educational tools are also used for class, offsite and home learning tasks.

Study strategies and tools are introduced through the Pastoral Care program: It's A W.R.A.P.. Students are encouraged to try all of these to see what works best for their learning needs

Year 9 students are advised that they should, at minimum, devote the following time to study outside of class activities:

- 60 - 90 minutes per weeknight for 4 nights
- 2 hours on the weekend

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# Introduction

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## The Year 9 Centre

The Year 9 Centre was developed in 1997 to provide a unique educational experience for students and to meet the needs of young people in a time of change. We aim to foster a sense of individual worth and a feeling of community, by focusing on building positive relationships.

### THE YEAR 9 CENTRE'S VISION STATEMENT

We recognise that students in the 14-15 year old age group are developing a sense of who they are; spiritually, mentally, physically and socially. The Year 9 Centre provides a special environment where students can focus on the development of their individuality whilst maintaining social interaction with their peers. Students become personally involved with their education by participating and collaborating in an integrated, hands on program.

The Year 9 staff specialise in the needs of middle adolescents aged 14-15. They see the child as a whole person, an individual who needs adult support and guidance during one of the most important stages of their life. Students continue to move from a dependent stage in their development into a more independent stage. The staff help the child make the transition through this stage of their adolescence as smoothly as possible and at the same time encourage each student to become a life long learner and gain strong Christian values.

Students will learn as a member of a homeroom group in core subjects and as members of different groups in learning choices classes and Focus Weeks. Staff are focused on how students learn and work towards developing a growth mindset in students. One of our aims is to show students that learning is within their grasp and is their responsibility, assisting students in making a confident transition into Senior School.

## The Year 9 Learning Centre...

- ☐ Recognises the ongoing nature of learning
- ☐ Acknowledges that learning involves taking risks
- ☐ Recognises the variety of ways in which we learn
- ☐ Encourages participation from parents and students in decision-making
- ☐ Recognises that at different times of the year different programs require intense focus and attention, which impact significantly upon the regular delivery of the curriculum
- ☐ Ensures a team approach to the development of the whole curriculum across the year
- ☐ Focuses on current community issues
- ☐ Exposes students to the world beyond their local community
- ☐ Encourages professional interaction about the learning needs of young adolescents
- ☐ Acknowledges the value of having fun
- ☐ Promotes a culture of life long learning
- ☐ Involves teachers working with collaborative groups of students
- ☐ Provides a supportive learning environment
- ☐ Involves students in co-curricular activities
- ☐ Offers students experiences in the bush and the city as well as their local community
- ☐ Fosters a close sense of community amongst the students through the emphasis on teamwork and collaboration



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# Teaching and Learning

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The curriculum delivered at Year 9 comprises three sections:

1. Core Program
2. Learning Choices Program
3. Focus Weeks

## **The Core Program comprises:**

- English
- English Study Skills\*
- Health and Physical Education
- Humanities
- It's a W.R.A.P. (Pastoral Care Program: Wellbeing Reflection and Planning)
- Language – German
- Language – Indonesian
- Language – Chinese (Mandarin)
- Language – Advanced Chinese (Mandarin)
- Mathematics
- Accelerated Mathematics
- Religion Today
- Science

\*ESS is not an open entry subject. There are specific guidelines set by the College for entry into this subject.

## **Learning Choices**

Learning Choices fall into three categories – Authentic Learning, Depth Studies and Electives. Students may choose any combination of subjects from the Learning Choices curriculum.

**Authentic Learning** subjects are where students are engaged in producing a product or engaging in the service of others. Assessment is based on the delivery of the service or product. With the exception of Voluntary Service and Leadership, these subjects run for the whole year and will take up two elective spaces.

**Depth Studies** are based on our Core Subjects and allow students to deep dive into a subject that is of particular interest to them.

**Electives** follow the traditional format of exposing students to different learning opportunities and only run for one semester.

### Authentic Learning

- Model Solar Vehicle Challenge (whole year)
- Racing for the Future (whole year)
- Voluntary Service (one semester)\*\*
- Year 9 Leadership (one semester)

\*\*Only students participating in the Duke of Edinburgh Program can choose Voluntary Service.

### Depth Studies

- Ahead of the Game
- Digging Deeper: Explorations into History, Geography and Beyond
- Literature
- Mind Matters
- What's Growing On?

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# Teaching and Learning

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## Electives

- App Development
- Art
- Business Technologies
- Dance
- Design and Technology
- Digital Design
- Drama – Laughing Matters
- Media 1 – Analysis
- Media 2 – Production
- Music Performance 1
- Music Performance 2
- Music Technology
- Outdoor Education
- Visual Communication Design

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# Duke of Edinburgh Bronze Award

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The Duke of Edinburgh's Award scheme is an opportunity aimed at empowering young people to explore their potential and achieve success. This enriching challenge presents students a balanced, non-competitive program of voluntary activities, which encourages personal discovery and growth, self-reliance, perseverance, responsibility to themselves and service to their community. It is structured so students can design their own unique program centred on their interests and passions. The experiences gained can additionally assist those pursuing part time employment or in choosing a career path in the future.

To achieve the The Duke of Edinburgh Bronze Award students need to demonstrate a regular commitment to four distinct areas over an extended period of time. Students are able to complete the 'Service' component as a part of the Voluntary Service subject and the 'Adventurous Journey' component as a part of the Outdoor Education subject. Throughout the year, students will be required to undertake the 'Physical Recreation' and 'Skills' components of the award in their own time. At Year 9, students are supported by a program supervisor in their organisation of these components, the completion of online record keeping, finding service placement and for general program support.

Following Year 9, students are encouraged to progress through to different levels of the Award and to work towards the achievement of the Gold Award in years to come.

## Physical Recreation

Exercise is a great way to clear the mind and gain focus in other aspects of life. This component requires regular commitment to and participation in a physical activity. This could be through a team sport, individual pursuit or just for fun. It does not need to be involvement in a formal competition, but should relate to students' interests and personal goals.

**This component is to be completed during students' own time.**

## Skill

Skill requires choosing a non-physical activity which students want to improve in, or have always wanted to try. As it is so broad, Skill provides students with the opportunity to take part in an activity that truly interests them, and develop skills they previously thought out of their reach. Activities chosen should be enjoyable and the goals set, realistic so that at the end of this component, participants feel a real sense of achievement. It could include anything from refereeing, to DJing, to learning a musical instrument to jewellery making. **This component is to be completed during students' own time.**

## Volunteering

Volunteering offers a young person the opportunity to engage with society and gain an understanding of the importance of their role within both their immediate and global community. It gives them the chance to connect with individuals and groups they may have previously overlooked or not been aware of, and to make a real difference to their world. Students should be driven by their interests and passions to direct this component; this could include helping the environment, younger children or participating in charity work. **This component is offered as an Authentic Learning subject at Year 9. Students wishing to complete the Duke of Edinburgh's Award should select Voluntary Service as an elective.**



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# Duke of Edinburgh Bronze Award

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## **Adventurous Journey**

The Adventurous Journey component involves undertaking a journey in a challenging environment. Participants will experience both highs and lows throughout the training, preparation and actual journeys themselves. A huge amount of personal dedication and perseverance is required for the Adventurous Journey, and some participants find the challenge much harder than they anticipate. Students gain a sense of achievement through the involvement of the qualifying journey and often take away fantastic memories of their trip and experience a great deal of fun. **This component is offered as an elective at Year 9. Students wishing to complete the Duke of Edinburgh's Award should select either Outdoor Education or Racing For the Future.**

## **ASSESSMENT**

Students are required to submit a completed 'Online Record Book', which they can access after registering with Awards Victoria. This indicates how they have met the requirements of each component of the Award. If this is deemed satisfactory then students are awarded 'The Duke of Edinburgh's Bronze Award'.

**Note:** Please refer to the Cost Schedule for details of costs relevant to this subject.

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# CORE PROGRAM

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## English

### DURATION OF SUBJECT

Full year

### COURSE DESCRIPTION

Students are exposed to a number of writing styles and genres to enhance the English Language Modes of Reading, Writing, Speaking and Listening.

A variety of both literary and persuasive texts are explored throughout the year to enhance and develop students' English skills, as well as their critical and creative thinking. Selected texts introduce challenging questions about the world in which we live and the human experience. Students consider the way a text's vocabulary and features create meaning, and respond to these texts in a variety of forms, thus providing them with opportunities to practise and extend their writing.

A study of persuasion provides students with an opportunity to consider the way arguments are developed and delivered in many forms of media techniques. Students practise analysing persuasive texts through short-answer questions and then through extended analytical essay writing.

### ASSESSMENT

Tasks that students are required to complete may include analytical, personal, and persuasive writing, oral presentations, and end-of-semester examinations.

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# CORE PROGRAM

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## English Study Skills

### DURATION OF SUBJECT

Full year

### COURSE DESCRIPTION

English Study Skills supports skill development in reading, writing, speaking and listening for students with a demonstrated need for literacy support. As far as is practicable, the program is tailored to meet the individual literacy needs of each student. There is a high focus on consulting with staff at Year 9 to ensure that students are supported in their learning across all subject areas. Content will vary due to the individualised nature of the program but may include: developing comprehension, summarising and analysing skills, development of writing and spelling strategies, essay writing styles and skills, extension of vocabulary, compiling of bibliographies, the development of effective study habits and routines, research skills and using the Internet and other sources of information with discernment.

This is not an open entry subject. There are specific guidelines set out by the College for entry into this subject.

### ASSESSMENT

Assessment in this subject is formative and is based on negotiated individual student goals. As a result, the end of semester reports will be descriptive in nature. Activities include vocabulary building activities, creative writing tasks, explicit teaching and practice of writing structures, class discussions and note taking and summarising.

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# CORE PROGRAM

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## Health and Physical Education

### DURATION OF SUBJECT

Full year

### COURSE DESCRIPTION

Health and Physical Education incorporates two main areas: Personal, Social and Community Health, and Movement and Physical Activity. In Semester 1, students explore the application of Newton's Laws of Motion and Biomechanics in sports. They also examine a range of fitness options and develop an understanding of the importance of an active lifestyle for maintaining health and wellbeing. In Semester 2, students study the role of food in their lives and consider the influences on their choices and investigate the health and fitness initiatives implemented across the broader community.

Students take part in a range of small-sided games, individual challenges and team sports to delve into ideas, such as: fair play, ethical choices, movement strategies and concepts, utilising feedback effectively and planning to improve performance.

### ASSESSMENT

Tasks that students are required to complete may include: individual and group tasks, self assessments, peer assessments, reflective journals, written reports or multimedia presentations.

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# CORE PROGRAM

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## Humanities

### DURATION OF SUBJECT

Full year

### COURSE DESCRIPTION

Students undertake a study of History between 1750 and 1918 in which they explore experiences and perspectives held throughout the colonisation of Australia, with a focus on cause and effect.

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history. They examine where Australia fought, the nature of warfare and the Gallipoli campaign.

Skills in historical reasoning and interpretation are developed including: analysing sources, creating research questions, locating relevant resources, consulting a wide range of primary and secondary sources and extending their use of referencing and bibliographies.

In the Geography unit, students examine the personal and global patterns of food production and consumption. They investigate the capacity of the world's environment to sustainably feed the projected future population, in the face of competing land uses such as biofuel and urbanisation.

Students also examine the connectedness of Australia with its region and the world. They explore the nature and impact on Australia's connections (with particular emphasis on social and economic ties). The ability of a student to act locally, but with a regional and global view of the consequences is investigated.

### ASSESSMENT

This course is assessed through the completion of individual and group research tasks, written and oral responses, essays and examinations.

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# CORE PROGRAM

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## **It's a W.R.A.P. (Pastoral Care Program: Wellbeing Reflection and Planning)**

### **DURATION OF SUBJECT**

Full year

### **COURSE DESCRIPTION**

The Pastoral Care Program at the College focuses on the values of respect, learning and community and is underpinned by the ethos of the Anglican Church. The program promotes student wellbeing and aims to facilitate strong social relationships among members of the College community. Skills that students aim to develop and improve include: general organisation, conflict resolution, resilience, goal setting and self-reflection, coping and problem-solving, confidence and effective communication.

At Year 9, Pastoral Care is undertaken weekly during It's a W.R.A.P. These sessions allow students to develop the above skills through the use of class conferences and meetings, circle time activities and thinking routines. Students are also involved in reflective discussions and activities which aim to improve their metacognitive skills and enhance the goal setting experience through the use of a digital reflective tool. As examinations approach, Pastoral Care time is also used to assist students to develop key study skills including: organising their time, homework routines, utilising goal planners, summarising, note taking and revising. As they reflect on their progress, students consider personal strengths and weaknesses and explore possible pathways into Senior School and beyond.

During It's a W.R.A.P. sessions, students investigate social and emotional issues relevant to their adolescent development. Throughout the year, students will develop skills and understanding in the topics of Growth Mindset, Healthy Relationships, Adolescent Risks and Identity. Guest speakers are invited to share their expertise related to adolescent topical issues.

Throughout the year, assemblies are held during this time. Student leaders are charged with the task of preparing assemblies and aim to give as many students as possible the opportunity to speak in front of their peers, thus providing valuable public speaking experience. Students' work is celebrated and recognised in front of the Year 9 cohort and awards are presented to individual students to acknowledge their efforts.



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# CORE PROGRAM

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## Language – Chinese (Mandarin)

### DURATION OF SUBJECT

Full year

### COURSE DESCRIPTION

This course is designed to provide students with language skills and intercultural knowledge to enable them to communicate effectively in the target language. It provides a potential pathway to VCE to study Chinese as Second Language.

The Chinese language course places emphasis on cross-cultural communication skills and enhances intercultural awareness. Students will use the language learnt through diverse learning activities. To further enhance student cultural experience in this language, students are offered opportunities to participate in various activities, competitions and workshops.

Students learn to apply knowledge of the standard, everyday spoken and written Chinese to a range of simple tasks and roles. They will understand, speak, read and write the standard language in a range of familiar and unfamiliar settings and in social-cultural and social-linguistics contexts. Topics include jobs and future aspirations, clothing, directions and friends' characters.

### ASSESSMENT

Tasks that students will be required to complete include listening and reading comprehension assessments, a range of speaking tasks and written tasks. Students will be assessed through oral and skills assessments on topics learnt for each term.

**Note:** Current OACC students will undertake one of the four Languages subjects, or English Study Skills as a continuation of the study choice they completed in Middle School.

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# CORE PROGRAM

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## Language – Advanced Chinese (Mandarin)

### DURATION OF SUBJECT

Full year

### COURSE DESCRIPTION

This course is designed to extend students who have completed the CLIL Mandarin program through Year 8, have been recommended for the subject by their Year 8 Mandarin teacher, or already have background proficiency of Chinese either through significant interactions with this language or through their initial linguistic development in their formative pre-school years. This course offers an advanced study of the social, cultural, and linguistic study of Chinese Language (Mandarin) and will provide a foundation for VCE preparation. Students will deepen their understanding and knowledge of this language and extend their proficiency in reading and listening comprehension as well as oral and written expression.

Students learn to apply knowledge of the standard, everyday spoken and written language to a range of roles. They will understand, speak, read and write the standard language in a range of familiar and unfamiliar settings and in social-cultural and social-linguistics contexts. Topics include jobs and future aspirations, clothing and shopping, home and directions, and friends' characters.

### ASSESSMENT

Students will be presented with a range of assessment tasks where they will need to demonstrate an advanced level of proficiency, accuracy and complexity in listening, speaking, reading and writing in Chinese. They will also demonstrate culturally appropriate strategies such as correct style and register to enhance their presentation of work.

**Note:** Current OACC students will undertake one of the four Languages subjects, or English Study Skills as a continuation of the study choice they completed in Middle School.

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# CORE PROGRAM

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## Language – German

### DURATION OF SUBJECT

Full year

### COURSE DESCRIPTION

This course is designed to provide students with language skills and intercultural knowledge to enable them to communicate effectively in German and provide a sound foundation for VCE studies.

The German language course places emphasis on cross-cultural communication skills and enhancing intercultural awareness. Students will use the target language in diverse learning activities. To further enhance student cultural experiences in German, students are offered opportunities to participate in activities such as language competitions, workshops and films.

Students apply their knowledge of everyday spoken and written German to a range of simple tasks and roles. They will understand, speak, read and write the standard language in a range of familiar and unfamiliar settings and in social-cultural and social-linguistic contexts. Topics include sport, food, giving instructions, feeling unwell, jobs around the house and describing things that have happened in the past.

### ASSESSMENT

Tasks that students will be required to complete will include: listening and reading comprehension assessments, a range of speaking tasks, vocabulary and grammar tests and written tasks.

**Note:** Current OACC students will undertake one of the four Languages subjects, or English Study Skills as a continuation of the study choice they completed in Middle School.

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# CORE PROGRAM

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## Language – Indonesian

### DURATION OF SUBJECT

Full year

### COURSE DESCRIPTION

This course is designed to provide students with language skills and intercultural knowledge to enable them to communicate effectively in the target language and provide the foundation for VCE preparation.

The Indonesian language course places emphasis on cross-cultural communication skills and to enhance intercultural awareness. Students will use the target language learnt through diverse learning activities. To further enhance student cultural experience in this language, students are offered opportunities to participate in language excursions such as language festivals, competitions, workshops and films.

Students learn to apply knowledge of the standard, everyday spoken and written language to a range of simple tasks and roles. They will understand, speak, read and write the standard language in a range of familiar and unfamiliar settings and social-cultural and social-linguistics contexts. Topics include sports, hobbies and entertainment, and weather.

### ASSESSMENT

Tasks that students will be required to complete will include: listening and reading comprehension assessments, a range of speaking tasks, vocabulary and grammar tests and written tasks. Students will be assessed through oral and skills assessments on topics learnt for each term.

**Note:** Current OACC students will undertake one of the four Languages subjects, or English Study Skills as a continuation of the study choice they completed in Middle School.

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# CORE PROGRAM

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## Mathematics

### DURATION OF SUBJECT

Full year

### COURSE DESCRIPTION

Students undertake a series of units of study throughout the year that address the areas of study. In Semester 1, the units include Number and Financial Arithmetic, Linear Functions and Relations, Pythagoras and Trigonometry, and Index Laws. In Semester 2, students study Statistics, Algebraic Expressions, Geometry and Quadratic Equations. Measurement, Geometry and Financial Mathematics are also addressed in the Grand Designs Focus Week. The proficiency strands of Understanding, Fluency, Problem-solving and Reasoning are an integral part of the curriculum delivery and allow for a deep understanding of mathematical concepts explored. Further to this, students gain skills in revision and the preparation of reference materials that can be used for some assessment tasks.

### ASSESSMENT

A variety of assessment tasks are completed through the year. This includes the completion of class tasks, topic tests, assessment tasks and end of semester examinations. Students are introduced to ‘Technology Free’ assessments with no reference materials and calculators, and ‘Technology Active’ assessments with the use of reference materials and a scientific calculator.

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# CORE PROGRAM

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## Accelerated Mathematics

### DURATION OF SUBJECT

Full year

### COURSE DESCRIPTION

Selected students are invited to take part in the Accelerated Mathematics program at Year 9. Selection is based on a strict set of criteria based on Mathematical understanding, standardised testing results and academic performance, as well as the student's dedication to learning and work ethic in Middle School. A mature application of knowledge is also sought. A selection panel will determine which Accelerated Mathematics program students are invited to participate in. Students who are selected will receive regular monitoring of their progress as per established procedures.

### 9 EXTENSION MATHEMATICS

The study of 9 Extension Mathematics will assist students to think critically and act logically to evaluate situations, solve problems and make decisions, identify patterns and form generalisations, use technology, and effectively communicate ideas and information.

In this study, students will practice mathematical algorithms, routines and techniques and use them to solve both standard and complex problems and apply mathematical knowledge and skills in routine and non-routine situations which require investigative, modelling or problem-solving approaches. This will be complemented with skill development in the use of CAS calculators.

Students will develop knowledge in the areas of Financial Mathematics, Algebra and Indices, Pythagoras and Trigonometry, Linear Relationships, Measurement, Real Numbers, Geometry, Non-Linear Relationships and Statistics. Technology to support the learning of mathematics will be incorporated throughout the course in the use of CAS calculators.

This study is suitable for students who wish to continue into Year 10 Mathematical Methods.

### 10 MATHEMATICAL METHODS

The study of Mathematical Methods will assist students to think critically and act logically to evaluate situations, solve problems and make decisions, identify patterns and form generalisations, use technology, instruments, tools, and information systems, effectively communicate ideas and information, plan and organise activities and collaborate with others. This course provides a sound background in Number, Algebra, Function, Measurement, Geometry, Probability and Statistics. The appropriate use of technology to support the learning of mathematics will be incorporated throughout the course in the use of CAS calculators, spreadsheets, graphing packages and computer algebra systems.

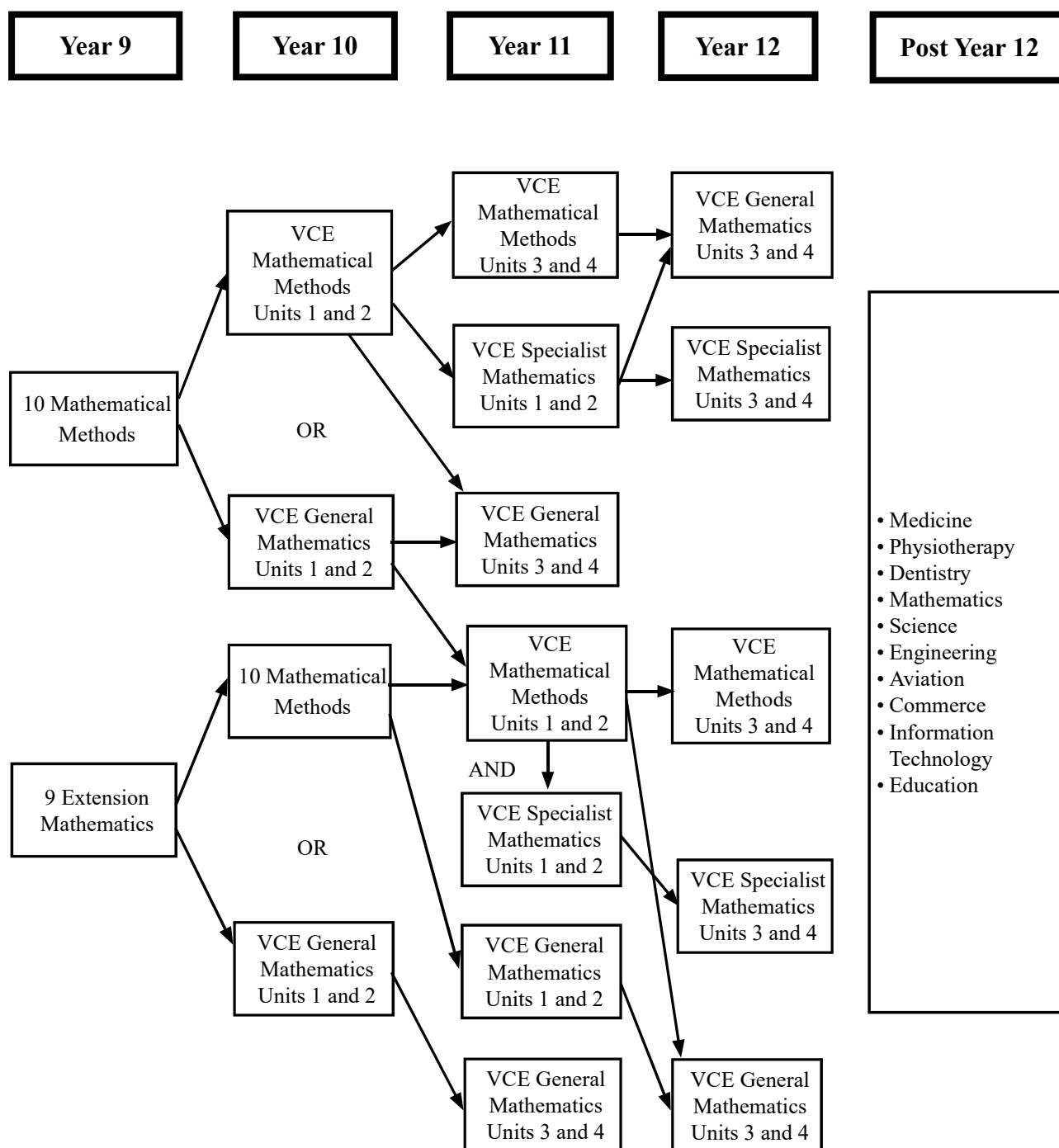
This study provides extended mathematical training for those students who wish to continue their studies in Functions, Algebra and Calculus. Students choosing this subject generally intend to continue to a tertiary level of study which may require mathematics as a prerequisite for entry. Mathematical Methods contains additional content suitable for development of student mathematical background in preparation for further study of Functions, Algebra, Calculus, Statistics and Trigonometry.

Students satisfactorily completing Mathematical Methods in Year 9 may apply to accelerate to VCE Mathematical Methods Units 1 and 2 or VCE General Mathematics Units 1 and 2.



# CORE PROGRAM

## Year 9-12 Accelerated Mathematics Pathways



**Note:** Students are advised to check prerequisites for tertiary courses with the Student Career Development Leader. The above is a list of examples, not an exhaustive list.

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# CORE PROGRAM

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## Religion Today

### DURATION OF SUBJECT

Full year

### COURSE DESCRIPTION

The Religion Today course at Year 9 enables students to explore ethical dilemmas that are relevant to their stage of development. The course investigates how the many values, ethics and morals people exhibit in life are based on many contributors, including core religious values.

In Semester 1, students examine the concept of ethical, moral and social justice, and how religion creates a framework for how we, on a personal level and as a community, address certain contemporary and historical issues.

In Semester 2, students consider the ontological, teleological, cosmological and religious experience as the four main arguments for the existence of God. They then undertake an examination of each argument to determine which has the most credible evidence.

### ASSESSMENT

Assessment for this subject will include a research presentation and smaller independent and group tasks.

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# CORE PROGRAM

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## Science

### DURATION OF SUBJECT

Full year

### COURSE DESCRIPTION

Students undertake studies in Chemistry, Biology and Physics throughout the year. In Chemistry, students explore writing chemical reactions, neutralisations reactions, combustion, nuclear chemistry, and endothermic and exothermic reactions. In Biology, students investigate further the interrelationship of the human body systems, concentrating on how systems contribute to the maintenance of homeostasis. The Physics unit explores how energy transfer through different mediums can be explained using wave and particle models. Ecology is addressed in the Focus Week program – Ecosystems. In this unit, students explore the role of the carbon cycle in the different biospheres and investigate conservation strategies currently being utilised for the dwindling grassland ecosystems.

Students further develop practical skills and understanding their importance in the conceptual understanding of scientific principles. A focus on accurate and appropriate scientific reporting is undertaken.

### ASSESSMENT

Students are required to complete a variety of assessment pieces including class work, school assessed coursework, practical reports and examinations.

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# FOCUS WEEKS

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## General Information about the Focus Weeks

During Focus Weeks, the regular timetable ceases and students rotate through five week-long, specific learning units. During a Focus Week, students will concentrate all of their core learning time on the set area of focus, encouraging them to delve deeply into a specific challenge. Each program addresses Year 9 students' needs by providing relevant learning experiences which help develop 21st Century Skills. They collaborate, think creatively, problem solve and develop products for an authentic purpose and audience. While providing a unique learning experience, Focus Weeks also address the core outcomes of the regular program, supporting the everyday learning at Year 9.

### ASSESSMENT

Assessment is a combination of the final product as well as ongoing skills, such as collaboration, I.C.T. and work habits.

### Camps

The Outdoor Education camps, which make up the “Adventurous Journey” component of the Duke of Edinburgh Award, take place in two of the Focus Weeks. Each week is dedicated to a separate group. Additional time during the semester is dedicated to camp preparation and skill building.

### Mighty Melbourne

Throughout this program, which is aligned with Humanities, students develop independence and confidence as they explore Melbourne's inner city. They use their mapping and negotiation skills, undertake research, collaborate with local organisations and work in a team to discover the city of Melbourne in depth.

### Grand Designs

The Grand Designs Focus Week program is aligned with the core subject, Mathematics. Students work in small teams to design, construct and finance a building that meets their given client's needs. Mathematical skill in scale, measurement, geometry and financial mathematics is applied throughout the development of this project.

### Faith in Action

In Faith In Action, students undertake an in depth exploration of religious, ethical and social values in relation to homelessness. By doing this, students are able to understand, experience and demonstrate faith and religion in action in modern societies.

### Ecosystems

In Ecosystems, students examine the carbon cycle and investigate how key processes including photosynthesis, respiration and combustion rely on interactions between the Earth's four spheres. The week culminates into an awareness campaign designed by students which focuses on issues impacting the carbon cycle.

### Writers' Workshop

Writers' Workshop links Year 9 students with a Junior School “buddy” with whom they meet throughout the week. Based on the Junior School student's interests, the Year 9 student writes a children's narrative using age appropriate language and literary devices. Year 9 students are exposed to a range of artistic techniques relevant to illustrating a children's book. The final illustrated product is presented as a gift to the Junior School student at the conclusion of the week.

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# LEARNING CHOICES PROGRAM

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## General Information about Learning Choices

The Learning Choices program is a key component of the Year 9 experience. Students are encouraged to use the opportunities provided in the program to extend their learning, try new things and to pursue interests and passions.

Students are encouraged to select a variety of subjects to ensure their Year 9 program has a degree of breadth. There are three different kinds of Learning Choices.

### Electives

Electives form the majority of Learning Choices on offer. These comprise of a range of subjects drawn from learning areas not addressed in the Core program, including Visual Arts, Technologies and Performing Arts. Students are encouraged to select subjects which reflect a diverse learning experience throughout the year and enable them to continue to develop their skills in a number of areas.

### Authentic Learning

Students benefit from the opportunity and incentive to achieve success in meeting challenges with real world goals and rewards. The Authentic Learning program is about providing opportunities for such experiences. There are four subjects offered to students in Year 9. Each with an emphasis on working toward a real life performance, product or contribution.

### Depth Studies

Depth Studies are learning opportunities which build on the skills addressed in learning areas taught through the Core program. These subjects are designed to engage students with a passion for the learning area to further their skills and knowledge. These studies provide an excellent learning opportunity for students considering undertaking an accelerated subject in Senior School, although they are not a prerequisite.

### Duke of Edinburgh

Students wishing to complete the Duke of Edinburgh's Award should note that they must have Outdoor Education or Racing for the Future and Voluntary Service in their Learning Choices program.

**Note:** Please refer to the Cost Schedule for details of costs relevant to the Learning Choices program.

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# LEARNING CHOICES PROGRAM

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## Ahead of the Game

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Depth Study

### COURSE DESCRIPTION

Ahead of the Game offers students a broad study of the performance of individuals and groups in team sports. It will combine theory and practical activities to enable students to analyse skill classification and skill acquisition.

Students will develop an understanding of how the three major energy systems work together to enable us to exercise at a variety of intensities and durations. Students will develop an understanding of how the body systems work together to enable us to exercise at a variety of intensities and durations. They will explore how these systems can be trained to improve sporting performance.

### ASSESSMENT

Students analyse the role of a coach in skill acquisition and strategies to support performers throughout the various stages of learning.

They complete an analysis of Human Body Systems and their contribution towards sporting performance.

### Why choose this subject?

This subject provides a lead in to Year 10 Physical Education, in particular it provides an excellent foundation to accelerate into VCE Physical Education (in Year 10).



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# LEARNING CHOICES PROGRAM

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## App Development

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

“I wish there is an app that .....” Have you ever said this out of frustration? This course lets you explore this question with a view to coming up with a working idea.

Computational thinking, problem-solving and writing algorithms are skills essential to becoming innovative thinkers. In this course, you will develop these thinking skills – skills that will become so important for the jobs of the future.

The App Development course requires students to work individually or in small teams to work through several tutorials which assist students to unpack and understand various coding concepts. Students will design applications for the iOS platform, learn about digital systems and develop skills in basic programming. Students will move through the App Development process by using design tools to develop the logic and the look of the App they want to develop. Using code learnt in the tutorials, they will then code one part of their idea.

### ASSESSMENT

Students are required to work in small teams to complete weekly tutorials and complete a final individual project based on their own design.

### Why choose this subject?

This subject is suitable for any student who has an interest in computer programming. It provides an excellent foundation for those wishing to study Digital Technologies in Senior School.

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# LEARNING CHOICES PROGRAM

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## Art

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

The Art subject involves students making and responding to artworks, drawing on the student's world as a source of inspiration. It includes the study and practice of various two or three dimensional methods of creating artworks and develops competence in adapting a variety of materials and techniques to express ideas. Design, creativity and choice are a major focus of this course, and there is a component of Art history.

### ASSESSMENT

Students' work is monitored throughout the semester. They are required to submit a folio of work for formal assessment at the end of the course. A visual diary of material that corresponds to and supports the folio is also an important component of the assessment. The development of design skills and techniques is the focus of this support material. Another important component of the assessment is each student's ability to discuss their own and other's artworks.

### Why choose this subject?

The arts are integral to our sense of identity – as individuals, as communities and as a nation. Through the arts and creative cultural expression, we learn about ourselves: who we are, where we have come from and what we feel, value and believe.

Art builds upon prior knowledge obtained in Middle School and provides a solid foundation to prepare for senior visual arts subjects. It is highly recommended that students interested in pursuing the visual arts in senior school undertake this subject.

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# LEARNING CHOICES PROGRAM

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## Business Technologies

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

This course will provide students with an opportunity to explore approaches to collecting, managing and analysing data using Digital Technologies with a business focus. Students use problem-solving strategies, computer-based tools and a range of software programs to explore project management from concept to implementation.

Students will also develop essential skills in Business Communication and explore practices involved in effectively conveying information within a business context.

Students will produce project management plans, generate software spreadsheets, create websites, and access web-based applications to develop marketing and promotional resources for a business situation. Students develop time management, creative thinking, negotiation and public relations skills.

This unit enables students to develop specific Digital Technologies skills, including:

- learning about and using appropriate apps and software
- testing and predicting results using an interactive approach
- implementing digital solutions

Further skills this unit addresses include:

- the presentation of ideas and understandings to a client
- selection of appropriate strategies to process and organise information
- creative thinking strategies

### ASSESSMENT

Assessments are based on Digital Technologies tasks developing digital solutions to support the planning, organisation and presentation of a project.

### Why choose this subject?

Students who have a passion for Digital Technologies and who are interested in developing interpersonal, digital and planning skills would enjoy this Elective.

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# LEARNING CHOICES PROGRAM

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## Dance

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

This course allows those students with an interest in performance to further develop their practical and theoretical skills in dance. Students learn a variety of technical dance skills and styles such as contemporary, jazz, hip hop, funk and Broadway. They are required to demonstrate technical competence of these learnt skills and styles through solo and group performances. They experiment with, select, vary combinations of and manipulate the elements of dance (time, space and energy) to create their own work, and effectively realise their ideas by creating expressive intentions. They maintain a record of how their ideas develop in the creating and making process. Students focus on safe dance practices, anatomy, the warm up and cool down process, musicality and performance.

Students also research different dance styles, eras and choreographers and consider how they have influenced 21st century dance.

### ASSESSMENT

Students are assessed on their practical performances throughout the semester, their own choreography and their critical ability to analyse and interpret their own and other choreographers' dance pieces.

### Why choose this subject?

This subject may be valuable for anyone who wants to enhance both their practical and theoretical dance skills. It provides an excellent foundation for those wishing to study Dance in Senior School.

**Note:** Please refer to the Cost Schedule for details of costs relevant to this subject.

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# LEARNING CHOICES PROGRAM

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## Design and Technology

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

In this subject, students use the design process to think about, design and build a small product for a specific purpose. They develop practical and thinking skills in using a range of different materials and processes. The subject is aimed at promoting students' confidence to make practical and design decisions for themselves and there is a focus on the development of a range of design thinking skills. Evaluation of the students' own designs and the design work of others is also an important part of this unit.

### ASSESSMENT

Students are required to complete a design folio and a finished product made from a range of materials. The overall folio should show students' technical competence using design skills (thinking, writing and drawing tasks) and the use of construction methods and materials that are appropriate to the project developed by the student.

### Why choose this subject?

Students will learn to apply design, construction and thinking skills to create innovative solutions to design problems. It will suit students who enjoy writing about design, who have some skills in drawing, and who love practical problem-solving.

The design and construction skills that are developed through the subject will prepare students for Year 10 Design and Technology subjects and VCE studies.

**Note:** Please refer to the Cost Schedule for details of costs relevant to this subject.

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# LEARNING CHOICES PROGRAM

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## **Digging Deeper: Explorations into History, Geography and Beyond**

### **DURATION OF SUBJECT**

One semester

### **SUBJECT TYPE**

Depth Study

### **COURSE DESCRIPTION**

Digging Deeper - Explorations into History, Geography and Beyond is a research based subject which aims to support students as they conduct an extended investigation into a focussed learning area. Students are guided through a process of developing, hypothesising, conducting an in depth research investigation, evaluating and presenting research in a creative manner. The research topic will be determined by the individual student and may be an extension of an area of curriculum already being undertaken within the Core Humanities program, or it may be a topic which develops Humanities skills exploring different content. This may include topics such as an investigation into a particular historical event or period; exploration of an environmental issue; research into global political structures, or another approved Humanities based investigation.

Students develop skills in conducting independent research, forming an opinion, defending and justifying their conclusions based on their research findings. They work towards meeting regular deadlines and checkpoints, with each working toward a final product. The research culminates in the development of a final product shareable with peers and the wider community.

### **ASSESSMENT**

The major assessment for this subject is the research project, which is completed in several parts. These stages meet set outcomes based on research and Humanities skills as well as negotiated outcomes based on the student product.

### **Why choose this subject?**

Digging Deeper - Explorations into History, Geography and Beyond provides an excellent foundation for critical thinking and research skills useful for and applicable to most learning areas in Senior School. Students who have a passion for History or Geography, Civics and Citizenship or Economics would enjoy this subject as would any student interested in exploring a topic in great depth.



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# LEARNING CHOICES PROGRAM

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## Digital Design

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

This program involves investigating the use of technology and its application into a real world project. In this program, students are involved in practical activities that enable them to explore digital photography, file storage, image manipulation, and exercise creativity in presenting information. Through a variety of practical exercises and activities, they explore the features and capabilities of digital design programs such as Adobe Photoshop and Illustrator.

Students work in small teams to design and develop layouts, digital artworks and presentations. The focus is on representing the activities and events held throughout the school year at the Year 9 Centre.

### ASSESSMENT

Assessment for this subject comes in the form of a developmental folio, which documents students' use of the design process to take an idea from a concept to a fully resolved digital design.

### Why choose this subject?

Given the variety of media use opportunities, this program provides students with an opportunity to develop skills in digital photography, photographic manipulation, digital illustration and graphic design. Topics covered in this course provide fundamental skills for students wishing to study Media, Visual Arts and Visual Communication Design in the future.

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# LEARNING CHOICES PROGRAM

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## Drama – Laughing Matters

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

The Year 9 Drama course is aimed at enhancing a student's comic and satirical expressive skills, performance skills and character development. Then applying this knowledge in their performance – making process with a focus on strengthening their confidence and self-awareness.

Students explore specific dramatic techniques and the conventions of comedy theatre styles such as Basel Mask, Slapstick, Clowning, Bouffon, and Commedia Dell 'Arte that enrich their understanding of both verbal, non-verbal communication and the joy of laughter. Students learn how to manipulate their own acting skills to create contrasting characters and explore dramatic elements to heighten comic potential. They brainstorm, improvise, script and interpret a range of historical, cultural, and social contexts to create and perform comedic drama.

Students will also undertake challenging and stimulating learning activities supported by access to a range of practical workshops and ICT technologies that will assist achieving desired dramatic learning outcomes. These include collaborative and interactive research activities, information processing and communication.

Students will make, analyse, discuss and support judgments about the value, intentions and qualities of comedy produced by themselves and others. Students use these performance development processes to devise and perform a comic class ensemble performance for a junior school audience.

### ASSESSMENT

Students will be required to complete a variety of assessments throughout the semester in the areas of:

- comic performance styles and comedy techniques
- drama analysis, script exploration and development of character
- creation, rehearsal and presentation of an ensemble performance

### Why choose this subject?

Find a Year 9 that doesn't like to clown around whether at home, at school – in class, with friends or in public? This course reveals to students how challenging and fun clowning can be if you take it seriously. The Year 9 Drama course seeks to provide students with a broad foundation on which to continue the study of Drama at Year 10 and VCE. It offers:

- opportunities to develop tolerance and mutual respect
- opportunities to be challenged individually, academically, culturally and socially
- opportunities to explore different types of human interaction; encouraging students to expand their knowledge and communication skills for a society in which they want to be informed and participating citizens
- an engaging medium for personal exploration, social criticism, celebration and entertainment
- opportunities to learn and develop confidence through risk taking

**Note:** Please refer to the Cost Schedule for details of costs relevant to this subject.

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# LEARNING CHOICES PROGRAM

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## Literature

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Depth Study

### COURSE DESCRIPTION

This Depth Study is an introduction to the study of Literature and its importance in responding to human experience. Language is both an intensely personal and social experience. Authors often use their writing to explore emotions, issues and relationships that impact on their world.

Students will learn to make connections across their reading of both written and visual texts and they study how authors create meaning through words, characterisation and symbolism. The course is designed to promote critical thinking from in-depth discussion, debate and exploration of texts. Students will study poetry, an extended written text and film.

When studying Literature, students can learn not only language aspects such as vocabulary items but also that language can be used for specific and aesthetic purposes. In addition, they develop the skills to write accurately, effectively and analytically, using Standard English, a wide vocabulary and knowledge of literary and linguistic terms.

An enjoyment and appreciation of Literature will give students the ability to develop this into an interest in reading as they move away from their studies and into their adult lives with the confidence to approach and tackle new texts and writing.

### ASSESSMENT

Students are required to complete a variety of assessment tasks throughout the semester. These include both written and oral tasks.

### Why choose this subject?

This subject prepares students for Year 10 Literature, VCE English and Literature. It provides each student with the opportunity to further experience and appreciate a wide range of literary texts.

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# LEARNING CHOICES PROGRAM

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## Media 1 – Analysis

### DURATION OF SUBJECT

One semester (Semester 1)

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

This subject offers students the opportunity to develop and refine Media analytical skills. They will achieve this by developing their understanding of the different deliberate choices media creators make to form meaning.

Students investigate the theoretical aspect of Media, including the construction of genre and purpose, whilst also considering any possible social and cultural influence.

### ASSESSMENT

Assessment for this subject comes in the form of an analytical response.

### Why choose this subject?

Students will be exposed to a wide range of fundamental media skills and knowledge for enjoyment and future learning in Media and Film Studies. Ongoing teamwork is an important feature of this subject.

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# LEARNING CHOICES PROGRAM

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## Media 2 – Production

### DURATION OF SUBJECT

One semester (Semester 2)

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

Media 2 – Production follows on from Media 1 – Analysis. Media 1 is not a prerequisite for this subject. Students may choose Media 2 without having completed Media 1.

This subject offers students the opportunity to develop and refine Media production skills. They will achieve this by developing their understanding of planning, script writing, storyboarding, set and character construction, filming, photography and editing.

Students investigate the technical aspects of film theory and photography by predominantly using the technology found in their own smart phones and notebook computers.

### ASSESSMENT

Students are required to complete and submit one major film which comprises three components: film pitch, pre-production portfolio and short film production. Assessment also comes in the form of authentic feedback provided by showcasing of student achievement throughout the semester, both in class and at Year 9 events.

### Why choose this subject?

Students will be exposed to a wide range of fundamental media skills and knowledge for enjoyment and future learning in Media and Film Studies. Ongoing teamwork is an important feature of this subject.

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# LEARNING CHOICES PROGRAM

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## Mind Matters

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Depth Study

### COURSE DESCRIPTION

Mind Matters will investigate global, national and local statistics regarding various concepts and measures of human wellbeing. Students will critique behaviours and contextual factors that influence the health and wellbeing of individuals and populations. Mind Matters will combine theory and practical activities for a wide variety of research-based mindfulness and wellbeing practices.

Students will also develop an understanding of the scientific research regarding sleep. This includes the effects of sleep deprivation on psychological functioning, including emotional, behavioural and cognitive functioning, as well as the importance of sleep hygiene, circadian rhythm and ways to improve the sleep-wake cycle will be studied.

Mind Matters aims to enable students to refine and apply their own strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations.

### ASSESSMENT

Assessment will occur throughout the semester and will require students to complete practical reports for the strategies and experiments that they participate in. They will complete a presentation that requires them to display their knowledge of various concepts and measures of wellbeing as well as suggest strategies that individuals could employ to improve mental health and wellbeing in a diverse range of hypothetical scenarios. Students will be specifically assessed on the knowledge acquired on the science of sleep.

### Why choose this subject?

Students interested in further studies in Health and Human Development, Psychology, Physical Education or those who have a passion for mental health and wellbeing are encouraged to consider this subject.

**Note:** Please refer to the Cost Schedule for details of costs relevant to this subject.

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# LEARNING CHOICES PROGRAM

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## Model Solar Vehicle Challenge

### DURATION OF SUBJECT

Full year

### SUBJECT TYPE

Authentic Learning

### COURSE DESCRIPTION

This challenge provides students with a hands-on engineering experience that expands their knowledge across a range of Science and Technology (STEM) disciplines. Working in teams and individually, students explore the potential of renewable energy while building model boats and cars powered by solar panels. They are involved in all areas of their vehicle's design, construction and final presentation of their process at State competition level.

### ASSESSMENT

In this subject, students choose model vehicles to construct and compete at the Victorian Model Solar Challenge. As part of this process, marks are awarded for vehicle construction and presentation of a poster outlining the design and construction of the vehicle, showcasing knowledge of how solar panels produce sustainable energy.

### Why choose this subject?

This subject suits students who are interested in working across a range of engineering (STEM) disciplines and in developing a more sustainable approach to energy use.

**Note:** Please refer to the Cost Schedule for details of costs relevant to this subject.

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# LEARNING CHOICES PROGRAM

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## Music Performance 1

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

Music Performance provides students who are passionate about music, with the practical and theoretical foundations needed to study music in Year 10 and beyond. This subject will extend students musically and guide their growth as performers. The emphasis is on developing general and specific performance skills on their chosen instrument and on learning the theoretical and aural knowledge needed to improve solo and ensemble performance. It is designed to lay the foundations for future musical study in Year 9 Music Performance 2, Year 10 Music Performance and at VCE, as well as for personal enrichment and reward.

### ASSESSMENT

Solo or Ensemble Performance: students are required to perform in a solo or ensemble context. There is no prescribed standard for this, though it is strongly recommended that students should be taking private lessons to fulfil this assessment task.

Theory Assessment: students are expected to complete a series of assessments focusing on music theory.

### Why choose this subject?

This subject provides invaluable opportunities for students learning an instrument or studying voice, to deepen their musical knowledge and to increase their performance skills. This subject prepares students to take music subjects in Senior School.

**Note:** Please refer to the Cost Schedule for details of costs relevant to this subject.



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# LEARNING CHOICES PROGRAM

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## Music Performance 2

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

Music Performance 2 follows on from Music Performance 1. It offers students the opportunity to further develop their practical skill while learning about analysis, theory and composition through the study of film music. This subject will extend students musically and guide their growth as performers and analysers of music. In this way, students will be equipped for future musical study at Year 10 and VCE as well as for personal enrichment and reward.

### ASSESSMENT

Assessment is on-going through a series of performances and written activities.

### Why choose this subject?

This subject provides invaluable opportunities for students learning an instrument or studying voice, to deepen their musical knowledge and analytical skills, and to develop their performance skills. This subject is strongly recommended to students considering the study of Music at Year 10 and VCE.

**Note:** Please refer to the Cost Schedule for details of costs relevant to this subject.

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# LEARNING CHOICES PROGRAM

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## Music Technology

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

This subject is designed to introduce students to composing, arranging and remixing using professional software. Logic Pro will be used to develop the students' theoretical and software understanding, enhancing their ability to create music in a variety of electronic styles. Students interested in any style of music would enjoy this subject, and throughout the course they are encouraged to experiment with a variety of genres.

Key skills that are developed in the unit include:

- skills in arranging, remixing and mixing
- sampling
- exploring and applying common compositional techniques used in current music styles

### ASSESSMENT

Students are required to create a folio of original compositions and remixes throughout the semester.

### Why choose this subject?

This subject prepares students for Year 10 Music Technology and also provides enrichment for students intending to study VCE Music.

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# LEARNING CHOICES PROGRAM

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## Outdoor Education

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

The Outdoor Education program is about preparing for and undertaking expeditions in a challenging environment, with a clear purpose. During this course, students undertake a number of outdoor experiences which can include navigation, paddling skills, camp craft and camp cooking, in preparation for the 5 day Mitchell River Experience. Outdoor Education is about team work and social connection, with team members and with the staff who train, instruct, supervise and assess them. The program provides the opportunity for students to engage in activities that require determination, physical effort, perseverance, problem-solving and cooperation.

During the course of the subject, students develop skills which can be applied to the outdoors. This includes the reading of topographic maps, environmental awareness and preparing for camp experiences. The program helps students develop their leadership competence and their understanding of group dynamics. It is a great opportunity to gain independence and work cooperatively.

### ASSESSMENT

Compulsory attendance of the 5 day camp program “The Mitchell River Experience”.

Completion of environmental, navigation and camp preparation theory and practical activities.

Students involved in The Duke of Edinburgh’s Award Scheme will be assessed both by the College and externally.

### Why choose this subject?

Participants experience both highs and lows throughout the training, preparation and actual journeys themselves. A huge amount of personal dedication and perseverance is required for the Mitchell River Experience, and some students can find the challenge is much harder than they anticipated. The rewards at the completion of the Mitchell River Experience, however, are hard to match – elation, a sense of achievement, self confidence, trust, and belief in oneself and others.

This subject can be selected as part of the Duke of Edinburgh’s Award scheme, or as an independent subject. If choosing Outdoor Education as part of the Award, Voluntary Service must also be chosen.

**Note:** Please refer to the Cost Schedule for details of costs relevant to this subject.

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# LEARNING CHOICES PROGRAM

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## Racing for the Future

### DURATION OF SUBJECT

Full year

### SUBJECT TYPE

Authentic Learning

### COURSE DESCRIPTION

Racing for the Future is a year long Authentic Learning subject that offers students the opportunity to work with their hands, their bodies, their minds and their peers. The overarching focus for the year is to prepare for a 24-hour endurance bike race, known as the Energy Breakthrough Challenge.

Students will work in teams to design and develop features of a bike and participate in the endurance race. In preparation for this event, students will enhance their theoretical understanding and practical application of knowledge in engineering, technologies, physical fitness, design and team work.

Students interested in this subject are encouraged to visit the Energy Breakthrough website (<https://www.eb.org.au/>) to enhance their understanding of the event and the extensive preparation required.

### ASSESSMENT

Students complete a research project on energy resources that fuel physiological performance. Ultimately, students are assessed based on the scores that the team obtains over the duration of their endurance race. Marks are awarded for design and construction, display and presentation and knowledge of sustainable production and energy systems and the final distance covered in the endurance race.

Attendance at the Maryborough Energy Breakthrough 3-day camp is essential to complete the course.

### Why choose this subject?

Students who are interested in keeping fit, have an interest in environmental and sustainability issues, engineering and enjoy working cooperatively as a team member would benefit from this subject. This is a subject that offers students an opportunity to experience a hands-on learning challenge with practical applications for all their subjects. This may be chosen to qualify for the Adventurous Journey component of the Duke of Edinburgh Award; if this is the case, Voluntary Service must also be chosen.

**Note:** Please refer to the Cost Schedule for details of costs relevant to this subject.

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# LEARNING CHOICES PROGRAM

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## Visual Communication Design

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Elective

### COURSE DESCRIPTION

This subject comprises of a series of continuing units aimed at developing knowledge of Communication, Environmental and Industrial design processes. It includes the study and practice of various methods of communicating visually, developing competence in expressing ideas, and gaining knowledge of a variety of design techniques. There is a focus on manual drawing methods supported by the understanding and practice of the design elements and principles.

### ASSESSMENT

Student work is assessed throughout the semester. They are required to submit a folio of work for formal assessment at the end of the course. A visual diary of material that corresponds to and supports the folio is also an important component of the assessment. The focus of the visual diary is to document student use of the design process and the development of specific skills covered throughout the course. The overall folio should demonstrate technical competence using a variety of techniques to create images that communicate effectively.

### Why choose this subject?

Visual Communication Design builds upon prior knowledge obtained in Middle School and provides a solid foundation to prepare for senior design subjects. It is highly recommended that students interested in pursuing Visual Communication Design in Senior School undertake this subject.

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# LEARNING CHOICES PROGRAM

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## Voluntary Service

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Authentic Learning

### COURSE DESCRIPTION

This elective is only available to students qualifying for the Duke of Edinburgh's Bronze Award.

Students will undertake an exploration of Christian ethical and social values pertaining to the plight of the homeless and other disadvantaged members of the community. The theory component of the course is then implemented in a meaningful way through volunteering their time to a local group.

The program expects students to actively organise a placement in a not-for-profit organisation in the community. Students then attend this placement once a week for the remainder of the semester. Students are required to keep a reflective journal and log the hours completed. Placements range from working with animals, children and the elderly and volunteering services for a charity. Students maintain their records each week in the 'Voluntary Service Weekly Record Booklet', to be able to demonstrate that they have met the requirements of 15 hours service over a minimum of three months for the Duke of Edinburgh's Bronze Award.

If students are unable to fulfil their service commitments during the semester, they will need to complete the remaining hours in their own time.

### ASSESSMENT

Detailed record keeping and the ability to independently source a service placement will form part of the internal assessment of the subject.

The external component will be assessed by the Duke of Edinburgh's Award scheme.

### Why choose this subject?

Voluntary Service offers students the opportunity to engage with society and gain an understanding of the importance of their role within both their immediate and global community. It gives them the chance to connect with individuals and groups they may have previously overlooked or not been aware of, and to make a real difference to their world. By getting involved with the community, students enjoy making a real difference to the lives of others, and through this, develop a greater responsibility to themselves and wider society. Through regular commitment, they will begin to form a lifelong habit of community involvement and voluntary service.

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# LEARNING CHOICES PROGRAM

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## What's Growing On?

### DURATION OF SUBJECT

One semester

### SUBJECT TYPE

Depth Study

### COURSE DESCRIPTION

Students will learn about fundamental principles in horticulture, including food production, and will have the opportunity to cultivate and harvest food crops. The course will commence with simple propagation and growth techniques and move into more advanced scientific concepts. Progressively, sustainability issues and agricultural practices will be examined. The future of food will be explored by investigating factors that need to be considered for growing food space.

### ASSESSMENT

Assessment will occur through the semester and will comprise of scientific reports, debates and the creation of a scientific poster to communicate findings on a student developed experiment, centered around plant growth and propagation.

### Why choose this subject?

This subject will appeal to students who are curious about growing plants and food and the science involved in plant growth. It will also engage students interested in food security and sustainability. This subject will further develop experimental design and foster creative thinking, problem solving and curiosity. It provides an opportunity for students to literally get their hands dirty.

It has links with VCE Biology and Environmental Studies.

**Note:** Please refer to the Cost Schedule for details of costs relevant to this subject.

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# LEARNING CHOICES PROGRAM

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## Year 9 Leadership

### DURATION OF SUBJECT

One semester (Semester 1)

### SUBJECT TYPE

Authentic Learning

### COURSE DESCRIPTION

This subject is designed to help students discover and develop their talents as a leader. Everyone has the potential to lead, and every day provides opportunities and possibilities to lead.

In class, students will be actively engaged in activities and group discussions. They will develop interpersonal and intrapersonal skills and explore attributes of great leaders in the process. Students will also learn about advocacy and the governing processes of our school, which will help them understand how to request and propose new initiatives. Students will be involved in weekly board meetings, in which they will learn the protocols of having a chairperson, agendas and action plans.

A major part of the course is the development of project planning and directing of the Year 9 school and community, events, including student-led assemblies. Members of the leadership team will be able to work on their areas of passion and expertise in order to conceive, plan and deliver initiatives to and for the Year 9 cohort.

Student leaders will build team cohesion and will have opportunities to experiment, take risks, work as part of a collaborative group and review their projects, in order to reflect upon and evaluate the impact they are having on the environment around them.

This is an exciting subject which will enhance student understanding of the world around them, while developing important 21st Century skills:

- creativity and innovation
- collaboration and teamwork
- critical thinking and problem-solving
- communication
- leadership

### ASSESSMENT

1. Submission of an Action Plan document for a Year 9 key event.
2. Organisation and delivery of a team based initiative, which is built upon College Values and the Overnewton Anglican Community College House Shields Program.



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# Cost Schedule

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## **DANCE**

There is a fee of \$40 to cover the cost of an excursion associated with this subject.

## **DESIGN AND TECHNOLOGY**

There is a fee of \$40 to cover the cost of materials and equipment associated with this subject.

## **DRAMA**

There is a fee of \$50 to cover the cost of an incursion/excursion to a live professional performance.

## **DUKE OF EDINBURGH BRONZE AWARD**

There is a fee of \$120 that partially contributes to the cost of registration to participate in the award.

## **MIND MATTERS**

There is a fee of \$40 to partially cover the cost of specialist guest presenters.

## **MODEL SOLAR VEHICLE CHALLENGE**

There is a fee of \$55 to cover the costs of specialised materials, equipment, incursions and excursions associated with this subject.

## **MUSIC PERFORMANCE 1**

There is a fee of \$40 to cover the cost of an incursion/excursion to a live professional performance.

## **MUSIC PERFORMANCE 2**

There is a fee of \$40 to cover the cost of an incursion/excursion to a live professional performance.

## **OUTDOOR EDUCATION**

There is a fee of \$600 to cover the cost of excursions associated with this subject.

## **RACING FOR THE FUTURE**

There is a fee of \$175 to cover the cost of this subject.

## **WHAT'S GROWING ON?**

There is a fee of \$40 to cover the cost of specialised materials associated with this subject.

# Notes



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