2019
YEAR 9
INFORMATION BOOKLET

A VISION FOR ST PATRICK'S COLLEGE

EXCELLENCE
IN EDUCATION
FOR ALL
BOYS IN A
NURTURING
CATHOLIC
COMMUNITY
IN THE SPIRIT
OF EDMUND RICE.

The St Patrick's College Middle School aims to be a significant and positive experience in the life of the Year 9 boys in our care.

We acknowledge the special needs of adolescents and strive to provide opportunities for each student to become an independent and active learner through rich and innovative curriculum, a curriculum that awakens and stimulates the intelligence.

We aim to maintain and enhance student enthusiasm for learning by means of an open and user-friendly curriculum.

We foster the concept of a mental and physical new start and encourage student involvement whenever possible.

We are committed to the notion of a year filled with positive learning experiences. Our aim is to engage our students in such a way as to realise their academic and personal potential as they transition into the Senior School.

St Patrick's College and Edmund Rice Education

St Patrick's is proud to be a catholic school in the tradition of Edmund Rice. In 1802, Edmund Rice commenced his first school for boys in Waterford, Ireland. Joined by men who became known as the Christian Brothers, Edmund extended his mission of providing education to poor youth throughout Ireland and beyond. From 1868, beginning under the inspirational leadership of Brother Ambrose Treacy, schools and orphanages were established throughout Australia and New Zealand. The Gospel-centred charism of Blessed Edmund has continued to inspire Christian Brothers and members of the Edmund Rice Network in their ministry.

Drawing on the Edmund Rice Education Australia (EREA) *Charter*, we aspire to be faithful to the four Touchstones - Gospel Spirituality, Liberating Education, Inclusive Community and Justice and Solidarity

Gospel Spirituality

By continuing to explore each student's relationship with God, the Middle School Program will deepen each boy's understanding of the life of Christ and through this come to know God's unconditional love for each of us.

For many boys, the period of time around Year 9 marks that point when they become aware of the transition they are making from boy to young adult. The programs and experiences that underpin the Middle School Program allow each boy to ask and explore the answers to the question, "Who am I?" and to further recognise and consider the place of the 'other' in their lives.

Liberating Education

The teaching and learning structure and experiences that form the Middle School Program recognise that as educators we must come to know each boy at this point of time in his learning journey. With this knowledge, we aim to build a program that challenges and supports each boy's learning through dynamic and engaging curriculum based on authentic learning experiences.

To support Year 9 students with their transition to the Senior School, we also aim to challenge and extend each boy's thinking regarding his future pathways. Providing opportunities that let each student discover more about himself further informs this. Equally, we will challenge mediocrity from the boys by actively pursuing personal academic excellence.

Inclusive Community

Community Service and the Rite Journey are two important elements of the wider Middle School Pastoral Care Program that focuses specifically on enhancing each boy's understanding of his ability to bring about positive change in the world through action.

The Middle School Program also pays particular attention to furthering each boy's ability to respectfully communicate with those around him.

Justice and Solidarity

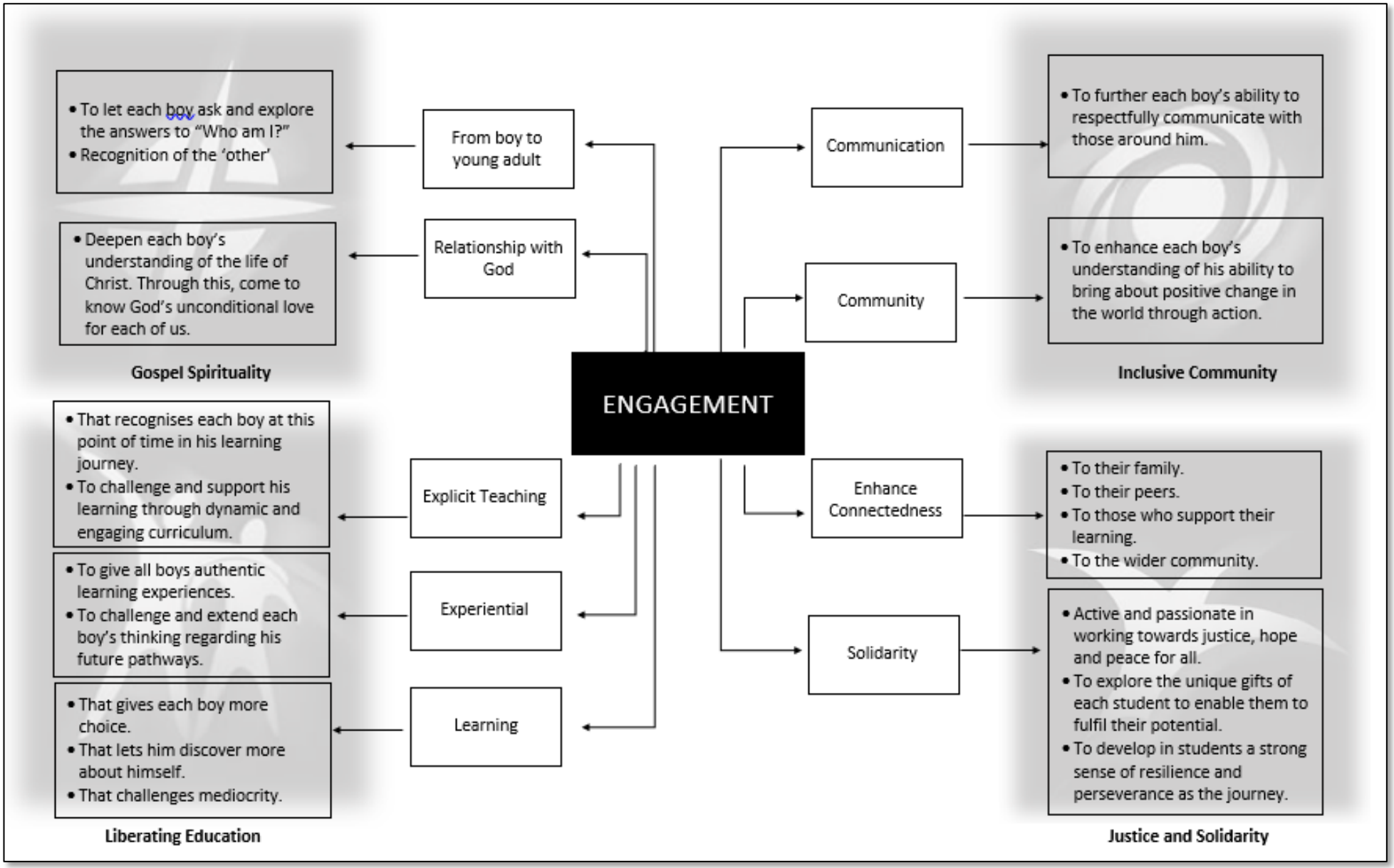
Classroom teaching and the broad range of learning experiences that form the Middle School have been developed with consideration of the importance of connectedness for adolescents. Throughout Year 9, the boys will explore and further their connectedness to their family, to their peers, to those who support their learning and to the wider community.

The Middle School Program also recognises the need for our boys to be young men who are active and passionate about working towards justice, hope and peace for all. Opportunities to explore the unique gifts of each student to enable them to fulfil their potential further supports this goal.

The Middle School Program operates as one year within a student's learning journey through St Patrick's. As such, Year 9 also aims to develop in students a strong sense of resilience and perseverance as they journey.

Informed by the Middle School Review

Through our recent review of the Middle School Program, students, parents and staff alike identified the common theme of 'Engagement' as the focus point for teaching and learning in Year 9. Having identified this theme, the College has developed an expanded vision for the Middle School Program (see following page).


ENGAGEMENT
From boy to young adult
To let each boy ask and explore the answers to "Who am I?"
Recognition of the 'other'
Relationship with God
Deepen each boy's understanding of the life of Christ. Through this, come to know God's unconditional love for each of us.
Gospel Spirituality
Explicit Teaching
That recognises each boy at this point of time in his learning journey.
To challenge and support his learning through dynamic and engaging curriculum.
Experiential
To give all boys authentic learning experiences.
To challenge and extend each boy's thinking regarding his future pathways.
Learning
That gives each boy more choice.
That lets him discover more about himself.
That challenges mediocrity.
Liberating Education
Communication
To further each boy's ability to respectfully communicate with those around him.
Community
To enhance each boy's understanding of his ability to bring about positive change in the world through action.
Inclusive Community
Enhance Connectedness
To their family.
To their peers.
To those who support their learning.
To the wider community.
Solidarity
Active and passionate in working towards justice, hope and peace for all.
To explore the unique gifts of each student to enable them to fulfil their potential.
To develop in students a strong sense of resilience and perseverance as the journey.
Justice and Solidarity

Year 9 Subject Offerings

The Year 9 Program timetable is aligned with the Senior School. As such, subjects are delivered through seven 'lines' of the Senior School timetable. Broadly, the Year 9 program consists of **Core** subjects (compulsory for all), and **Elective** subjects.

Core:

- Religious Education – 6 periods per fortnight
- English – 10 periods per fortnight
- Humanities – 10 periods per fortnight
- Mathematics – 10 periods per fortnight
- Physical Education – 4 periods per fortnight
- Science – 10 periods per fortnight
- Literacy (with the option to study one of Japanese (VET Cert II in Applied Languages), Linguistics or Literacy Extension) – 8 periods per fortnight
- Rite Journey - 2 periods per fortnight
- Community Service - 2 periods per fortnight
- Pastoral Care – 2 periods per fortnight.

Electives:

The Year 9 elective offerings come from four disciplines – Computing, Health and Physical Education, Technology and The Arts. Each semester length elective is allocated 8 periods per fortnight. One semester-length subject is to be chosen for each semester from the list below:

- 2D Art
- 3D Art
- Computing
- Design Technology – Metal
- Design Technology – Wood
- Food Studies
- Health
- Media
- Music Performance
- Music Technology
- Systems Engineering
- Theatre Studies
- Visual Communication and Design.

Please note: each of the above electives each run for one semester only. Students cannot repeat an elective subject studied in Semester One again in Semester Two.

It may not always be possible to give each boy his preferred elective choices. Student numbers, staffing, timetabling and facilities will all impact on the subjects which will run in 2019. The *2019 Year 9 Subject Selection Guide* requires students to choose reserve choices in case a student does not receive his first elective choice.

The ***2019 Year 9 Subject Selection Guide*** must be completed and returned to the boy's current Year 8 Pastoral Care Group Tutor by **Friday, September 7**.

The Rite Journey:

The Rite Journey is a year-long program delivering a comprehensive course of study to all Year 9 students. *The Rite Journey* is designed to support the development of adults as self-aware, vital, responsible, respectful and resilient. By raising each boy's consciousness about transitioning from childhood to young adulthood, and having conversations with them about what really matters, we assist in guiding each boy's journey into adulthood.

Community Service:

No act of kindness is ever wasted. Aesop

Community service is when you work for free to the benefit of your community rather than yourself. In our modern world, we need to consider community service not only as a local opportunity but, one that has the potential to recognise and meet global needs.

The St Patrick's College Middle School Community Service Program has many positive effects on our students including helping them to develop their listening and communication skills, making contacts with members of the wider Ballarat community, and allowing students to support and further others in need. By engaging in community service, the Middle School Community Service Program will provide our students with the opportunity to become active members of their community and it will have a lasting, positive impact on society at large. Most notably, the Middle School Community Service Program will enable our students to acquire life skills and knowledge, as well as provide a service to those most in need.

Personal Development Benefits

One of the big ways that students will benefit from the Middle School Community Service Program is through their own **personal development.** This happens in a number of ways:

- **Psychological benefits**: Community service increases overall life satisfaction and helps you feel good about yourself because you are helping others. It can also help to decreases stress and further mental health.
- **Social benefits**: Community service engages students with the community, creates special bonds with the population being served, and increases social awareness and responsibility.
- **Cognitive benefits**: Community service helps students enhance their personal knowledge, grow from new experiences, and develop better interpersonal communication skills.
- Many students will learn about their **personal strengths and weaknesses.** When you're working on campaigns and projects and getting to see real-life results, you'll get to know how your personal attributes and actions can make a difference.

Many of these qualities are things that students can't get good feedback on in the classroom. For example, students may learn that they have excellent skills in coping with a crisis or other stressful situations, or may learn that they find taking charge of a team to be a struggle. This kind of exposure to different situations can then teach students how to further develop skills that they have, and how to work on areas they struggle in.

In particular, students find that they are able to develop skills in **leadership, communication, working well with a team, and finding solutions for problems.**

Many students also find that community service makes them more aware of and interested in issues of **Social Justice**. Once people learn more about struggles and injustices that other groups of people face, they are more likely to want to actively take part in making a change in the policies and social structures that keep certain groups from succeeding.

Community Service also provides physical and mental rewards. It:

- **Reduces stress:** When you focus on someone other than yourself, it interrupts usual tension-producing patterns.
- **Makes you healthier:** Moods and emotions, like optimism, joy, and control over one's fate, strengthen the immune system.
- **It promotes personal growth and self-esteem**.
- **Understanding community needs helps foster empathy and self-efficacy**.

While performing community service, students will have the opportunity to see first-hand the impact of their work on the community. They get to interact with people who have vastly different backgrounds from their own, and learn patience and empathy as they develop a local and possibly even a global perspective.

Community Benefits
The Middle School Community Service Program will allow students to become directly involved in their community. Quite possibly, some students do not realise how important volunteers are to the country and to many organisations. We need our students to understand that community service is a vital investment in our community and the people who live in it.

The knowledge that our students are making a real difference will also assist them on a more personal level. When students know their work is helping someone, they show increased rates of self-esteem. Furthermore, students who volunteer are more likely to become actively involved citizens who take a strong interest in current events and local affairs. The Middle School Community Service Program will strengthen our community.

Professional Benefits
Participating in community service not only makes a difference to the organisation and people being served, but also makes a difference to every student's career prospects.

People like to support community resources that they use themselves or that benefits people they care about. Participating in community service activities helps to enhance student resumes by allowing students to obtain work-related skills, builds good references for employers in regards to community involvement and provides a forum to network with future potential employers. It also helps students develop civic and social responsibility skills and become more aware of what their community needs. This is the very best opportunity to appreciate the concept **to give back**.
Volunteering is a great way to **explore different interests**.

Our Middle School students, whilst conducting community service will be provided with the opportunity to try different kinds of work and work environments that they otherwise would likely not be exposed to at such a young age.

The experiences that they gain will also **further their resume.** Many of the personal development benefits such as leadership skills and the ability to collaborate with a team, translate well to many future jobs and workplaces.

School Benefits
The Middle School Community Service Program is designed as an approach to education that aims to connect lessons learned in the classroom with real-life lessons learned through community service.

It is a practice that has become increasingly necessary because we understand this learning opportunity benefits both the students and our wider communities. It allows students to learn more about their personal motivations**,** practice academic material outside of the context of the classroom, develop critical thinking skills while solving real-world problems and to think about problems and social issues in new ways.

While completing community service projects, students develop real-world skills that will help them succeed in the Middle School and beyond**.** Our students will get the opportunity to develop skills in the following areas:

- Leadership
- Problem-solving
- Collaboration with others
- Time management
- Communication

Most importantly, students learn that the work they do can make a real impact in the world. When students get involved in community service, they not only help others, they expand their worldview, develop empathy and leadership skills, and realise how their actions can have a positive impact. They also return to the classroom realising how what they are learning applies to the real world, which reinvigorates their passion for learning on a daily basis.

That is why we believe community service is vitally important for our students. Not just for the positive impact they can make on the world but, for the positive impact community service will have on them as they undertake their Middle School Community Service Program experience.

Using this booklet:

The remaining pages of this booklet give a brief overview of each Year 9 subjects (both Core and Elective). Each includes the following information:

- Whether the subject is Core or Elective
- Why study the subject
- The knowledge and skills a student will gain by studying the subject
- How the subject will be assessed
- Examples of the types of classroom activities the students will do in the subject
- Any other activities that are a part of subject (excursions etc.)
- Where to next?
- The time allocation and duration of the subject (semester-length or year-long)
- Who to ask (the name of the contact teacher(s) who acts as both student and parent contact person).

Making Choices:

Now that you have the booklet it is important to read through it thoroughly. As you do so, you should **rank** your elective choices (you will be asked to do this on your final subject selection sheet also).

Any other concerns you have regarding a particular subject can be addressed to the relevant subject teacher, the 'contact' teacher, or to the Director of the Middle School, Mr Michael Busscher, regarding any other Year 9 issues.

Beyond Year 9:

It is important to recognise that the classroom activities and assessment tasks completed in Year 9 are designed to allow students to make the transition to senior secondary studies as easily and as smoothly as possible. **What students do in all classes throughout Year 9 is important because it will impact on the knowledge, skills and work habits students bring with them into their senior secondary years.**

One significant example of this is a student's level of preparedness to do a VCE Units 1/2 study as a Year 10 student. Each year, a number of Year 9 students apply to do a VCE Units 1/2 study as a part of their Year 10 program. To ensure that these students are ready for this challenge, they must meet certain criteria. That is:

- Be receiving graded performances of 80% plus in the relevant Year 9 subject(s).
- Have a high level of classroom organisational skills
- Complete all home study tasks promptly
- Display a high level of classroom behaviour
- Submit all tasks on time
- Construct and submit a portfolio of work related to the proposed VCE Unit 1/2 study

Any Year 9 student who does not fully meet each of these criteria will not be considered for a VCE Unit 1/2 study as a Year 10 student.

Religious Education (Core)

Why do we study Religious Education?
Religious Education allows for a knowledge and understanding of the Gospel message of Jesus Christ and explores values ways in which to carry out the mission of the Catholic Church in the modern world.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- An understanding of Old and New Testament scripture.
- Details on the person of Jesus and a study of first century Palestine
- An understanding of the development of the Christian faith from the Old Testament until the current era
- An exploration of the issues facing the broad Christian Church both pre and post Reformation
- Insight into the concept of Christian stewardship in our care for the environment.

How will Religious Education be assessed?
Students will complete a series of formative and summative assessment tasks including an analysis of a selected synoptic Gospel, an oral presentation on The Reformation, an evaluation in what it is to be a “prophet” and research into a Christian approach to a contemporary environmental issue.

Examples of the types of classroom activities you will be doing in Religious Education:

- A study of Old Testament and Modern Day prophets
- Library and internet research on reform and change within Christianity
- A class debate on the challenges of speaking out for the marginalised in today's world
- A film study of contemporary environmental issues
- End of semester exam.

Other activities that are a part of Year 9 Religious Education:
A half-day retreat exploring the issues of manhood and the choices we make.

Where to next?
Year 9 Religious Education leads to Year 10 Religious Education. Year 11 students select from VCE Units 1-4 of Religion and Society, VCE Unit 1 Religion and Society and a semester of Christian Youth Ministry or VCE Units 1-4 of Texts and Traditions to meet their RE requirement. Year 12 students select from VCE Units 3/4 of Religion and Society, VCE Units 3/4 of Texts and Traditions or non-VCE Year 12 Religious Education to meet their RE requirement.

Time allocation:
Six periods per fortnight for the whole year

Who to ask:
Your Year 8 Religious Education teacher or Mr Nathaniel Winfield (Head of Religious Education).

English (Core)

Why do we study English?
The Year 9 English course is designed to improve students' literacy skills and to stimulate their thinking about their world. As with all Year 9 subjects, English is taught according to the Victorian Curriculum F-10 which requires students to achieve a nominated level of proficiency in a range of skill areas that encompass Reading, Writing, and Speaking and Listening.

Timetabling of Year 9 English
Year 9 students will study English in one of two class groupings that broadly aligns with each boy's level of literacy (based on his internal and external Year 7 and Year 8 literacy testing results). The **two ability-based classes** in Year 9 are **Foundation English** and **English**.

Please note: Subject to further development in a student's level of literacy and his literacy testing results, he may be able move between one ability-based class and another.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- Writing - the ability to write for a range of audiences and purposes.
- Reading and Viewing - the opportunities to read, view, discuss and respond to a variety of texts.
- Listening and Speaking – the opportunity to listen to a range of spoken texts constructed for different purposes, present and discuss ideas.

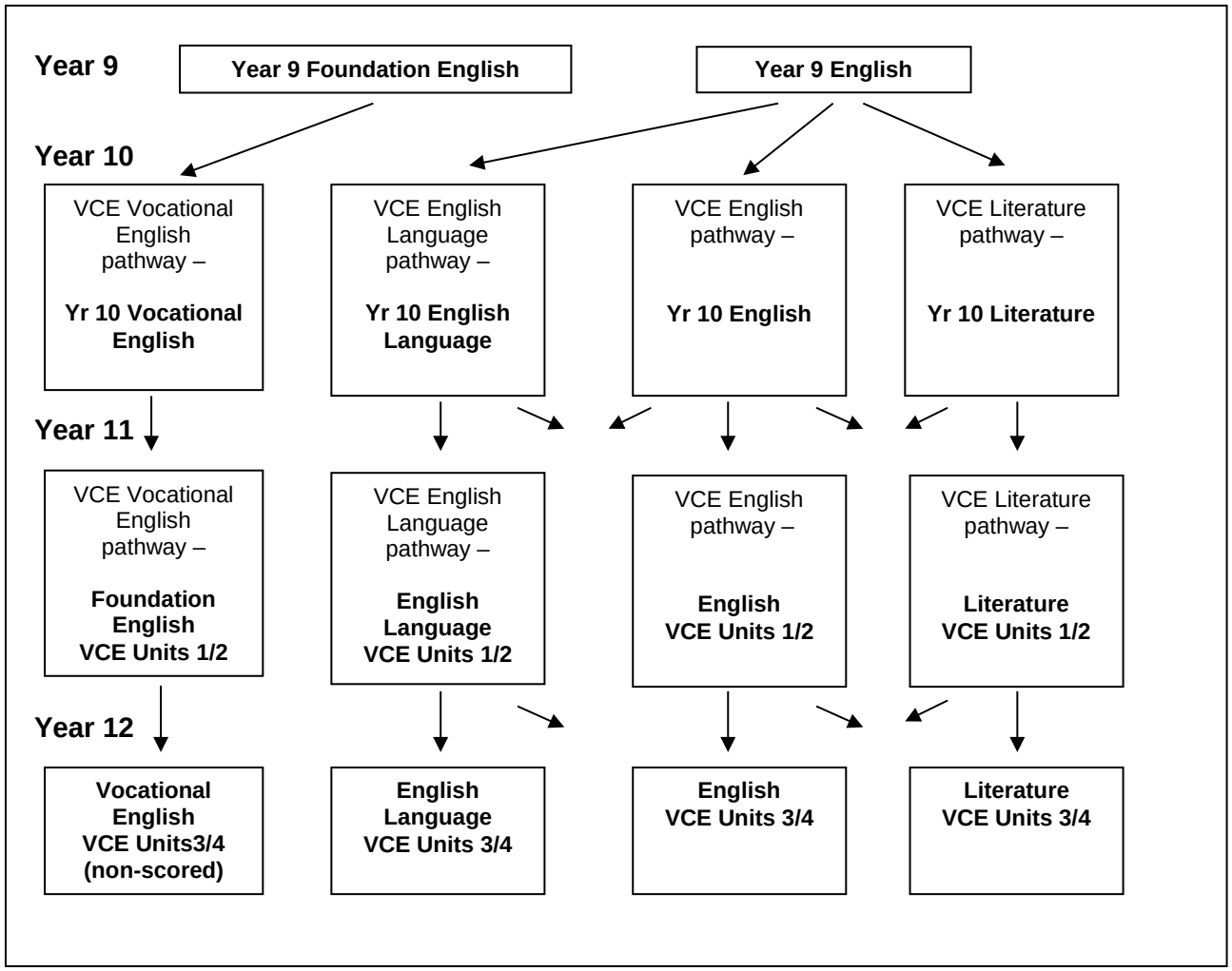
How will English be assessed?
To achieve the learning outcomes in the above areas, students study a range of texts, analyse various aspects of the media and produce writing for a variety of purposes and audiences.

Examples of the types of classroom activities students will be doing in English:
As part of their English studies, students can expect a wide variety of teaching and learning activities that are centered around the areas of Reading and Viewing, Writing, Speaking and Listening. Students will be required to work on their own as well as in small groups. Students will also complete an end of semester exam.

Other activities that are a part of Year 9 English:
Students will also continue their involvement in the Wide Interest Reading English Development (WIRED) program. The program aims to develop a reading culture among adolescent boys to improve their literacy comprehension strategies and engagement with texts. One English lesson per fortnight is jointly delivered by a Teacher Librarian and English teacher, with time spent discussing new books, favourite authors, genres and reading comprehension progress.

Where to next?
Year 9 English leads to Year 10 English, English Language, Literature or Pre-Vocational English. Year 11 students can select from VCE Units 1-4 English, VCE Units 1-4 English Language, VCE Units 1-4 Literature and/or VCE Units 1-2 Foundation English to meet their VCE English requirement. Please refer to the following suggested English pathways diagram for further information.

English Pathways:



Time allocation:
Ten periods per fortnight for the whole year.

Who to ask:
Your Year 8 English teacher or Mr Joseph Magee (Head of English).

Humanities (Core)

Why do we study Humanities?
Year 9 Humanities, which encompasses History, Economics and Geography, provides a framework for developing in students the key ideas and concepts that enable them to understand the way in which people and societies have organised their world under particular conditions and made meaning of it.

In Semester One, students will study several History units - The Movement of Peoples, World War I and Making a Nation depth studies, that will complement the learning that occurs at the Grampians Camp. In Semester Two, students will complete one term of Geography (water resources and eco-tourism) and one term of Economics (the political system and personal budgeting), providing the foundation for the Melbourne Experience.

What knowledge and skills will you gain?
Students investigate:

- The short and long-term impacts of the movement of people to Australia
- The impact of World War I, with a particular emphasis on Australia
- Key events and ideas in the development of Australian self-government and democracy
- The operation of a major natural system and its interaction with human activities
- Development issues, including those for sustainable use and management of resources
- The economic consequences of proposed government policies
- The role and significance of savings and investment for individuals and for the economy.

Students develop skills to:

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Analyse and critically evaluate historical and documents and economic data
- Create texts, particularly descriptions and discussions, that use evidence from a range of sources
- Plan and manage personal finances
- Produce maps that conform with geographic conventions
- Collect and collate information gathered from fieldwork observations and present their findings observing geographical presentation conventions.

How will Humanities be assessed?

- Research assignments
- Oral presentations
- Unit tests
- Mapping work
- End of semester exam

Examples of the types of classroom activities you will be doing in Humanities:

- Researching significant historical events in Australia
- Becoming familiar with geographical regions
- Presenting historical explanations with arguments based on evidence
- Interpreting reports about current economic conditions, both national and global.

Where to next?
Humanities leads to the core subject of History in Year 10 with the option to study one or both of 20th Century History and History: Revolutions, as well as the optional unit of VCE Unit 1 Business Management. It also leads to VCE Accounting, Business Management, Economics, Industry and Enterprise, History and Legal Studies in Years 11 and 12.

Time allocation:
Ten periods per fortnight for the whole year.

Who to ask:
Your Year 8 Humanities teacher or Ms Jennifer Casey (Head of Humanities)

Mathematics (Core)

Why do we study Mathematics?
The study of mathematics is compulsory until the end of Year 10 as it is widely recognised by parents, schools and government bodies as an intrinsic part of any school education. Mathematics studies at St Patrick's are designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of boys.

The blocking of Year 9 Mathematics
Year 9 students will study Mathematics in one of three class groupings that broadly aligns with each boy's level of mathematical ability (based on his internal and external Year 7 and Year 8 numeracy testing results). The three ability-based classes in Year 9 are Modified Mathematics, Pre-General Mathematics and Pre-Methods.

Please note: Subject to further development in a student's level of numeracy and his mathematics testing results, he may be able move between one ability-based class and another.

What knowledge and skills will you gain?
Mathematics at Year 9 is designed to promote students' awareness of the importance of mathematics in everyday life in our increasingly technological society, and to give the boys confidence in making effective use of mathematical ideas, techniques and processes in all areas of their life.

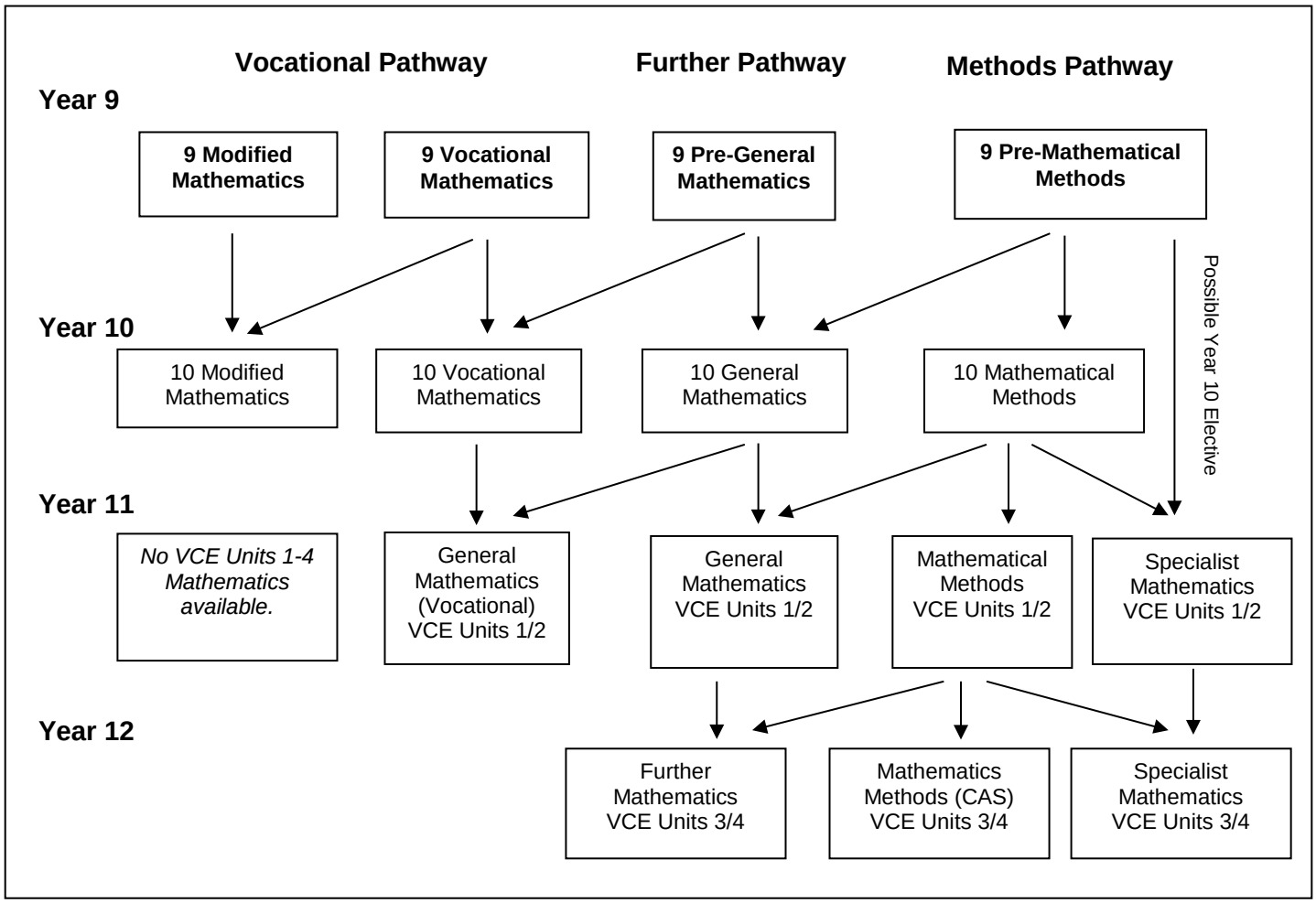
How will Mathematics be assessed?
Student achievement in Year 9 Mathematics will be assessed through tests, projects and an exam at the end of each semester.

As already noted, students who have difficulties with mathematics at this level will be given the opportunity to study a modified Year 9 course. Students who have strengths in mathematics will be given the opportunity to study a more rigorous version of the Year 9 course.

Examples of the types of classroom activities you will be doing in Mathematics:
The majority of Mathematics classes will entail students listening to instruction from the teacher and practicing new work. At other times students will use technology, calculators and other devices, to enhance the understanding of the current topic. Students may also complete projects to further their understanding of a topic.

Other activities that are a part of Year 9 Mathematics:
Students will be given the opportunity to participate in competitions and mathematics extension topics.

Where to next?
Mathematics at St Patrick's uses an ability-based pathways model. The following highlights the various Mathematics pathways available to from Year 9 through to VCE Units 1-4 offerings.



Time allocation:
Ten periods per fortnight for the whole year.

Who to ask:
Your Year 8 Mathematics teacher or Mr Luke Cordon (Head of Mathematics).

Physical Education (Core)

Why do we study Physical Education?
The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

What knowledge and skills will you gain?
In Year 9, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. Year 9 students will be engaged in SEPEP, or the Sport Education in Physical Education Program. This program aims to educate students in organising and running a sporting competition. Students will be required to not only be physically active but, also to be part of the administration, coaching, officiating and publicity aspects of the competitions.

How will Physical Education be assessed?
In Year 9 Physical Education students will be assessed in the following ways:

- Completed duties as part of the SEPEP programs
- Teacher direct observation on participation, application and sports sense.

Examples of the types of classroom activities you will be doing in Physical Education:
Students will be assisting in running SEPEP programs in the following sports:

Term 1. European Handball
Term 2. International Rules football
Term 3. Basketball
Term 4. Gaelic Football, Fitness, Touch rugby and Sofcrosse

Other activities that are a part of Year 9 Physical Education:
Students will be actively involved in the following roles:

- Coach
- Administrator
- Referee
- Publicist

Where to next?
In Year 10, students will continue to be actively involved through Sport. Year 10 Sport is a core unit and studied for the whole year. Academic choices that Year 10 students can choose include Year 10 Physical Education, Year 10 Health (both of which are semester-long subjects) and VET Sport and Recreation (which is year-long) and VCE Units 1/2 Outdoor and Environmental Studies.

Time allocation:
Four periods per fortnight for the whole year.

Who to ask:
Your Year 8 Physical Education teacher or Mr Jarrett Giampaolo (Head of Health and Physical Education).

Science (Core)

Why do we study Science?
Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Year 9 Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues.

What knowledge and skills will you gain?
Knowledge and skills students will gain in Science include:

- Describe useful forms of energy and explain associated energy transfer processes
- Understanding that chemical reactions involve rearranging atoms to form new substances
- Understand how our bodies provide messages via hormones and the nervous system
- Describe the relationships between the living and non-living parts of an ecosystem.

How will Science be assessed?

- Research assignments
- Oral presentations
- Unit tests
- Learning Journal
- Group work
- End of semester exam.

Examples of the types of classroom activities you will be doing in Science:

- Using knowledge of energy transfer to design and construct a solar oven capable of heating food
- Carry out a series of experiments on reactions of acids
- Researching the effects of stimulants and depressants on the nervous system.

Where to next?
Year 9 Science leads to the Year 10 Science options including Biology, Chemistry, Physics, Science and Society.

Time allocation:
Ten periods per fortnight for the whole year.

Who to ask:
Your Year 8 Science teacher or Ms Janelle Spierings (Head of Science).

Japanese (VET Certificate II in Applied Languages) (Literacy option)

Why study Japanese?
Learning a foreign language fosters students' ability to think about the workings of language and to develop mental flexibility and problem solving strategies. Successful completion of Year 9 Japanese also gives student partial completion of VET Certificate II in Applied Language, providing students with a nationally recognised qualification.

Japan is a world economic power and one of Australia's most important trading partners. Located to the north of Australia it is only about 10 hours away by plane. Knowledge of Japanese may open doors to a wide range of employment possibilities in fields such as business, education tourism and hospitality. People with knowledge of Asian Languages and Asia are often employed by non-government organisations working in Asian countries.

Students studying Year 9 Japanese are eligible to participate in the College's study tour to Japan.

What knowledge and skills will you gain?
Students in Year 9 complete the first year of VET Certificate II in Applied Languages. In this first year, students use Japanese to undertake basic conversations and write texts in the context of personal relationships and in work-related settings. The course emphasises the use of real, meaningful language to complete activities such as describing familiar people and places and providing information about familiar topics. Students also describe events, write invitations and write notes accepting or declining invitations. While completing these activities, students gain knowledge and appreciation of the Japanese culture.

How will Japanese be assessed?
Students demonstrate competency in a range of tasks including role-plays, participation in class activities, peer assessment, teacher observation and formal tests.

Examples of the types of classroom activities you will be doing in Japanese:

- Read and listen to modified Japanese texts
- Participate in role plays and make audio recordings of speeches
- Write letters, emails and other short texts
- Practice reading and writing scripts
- Use applications on the iPad to consolidate knowledge of scripts.

Time spent doing practical and theoretical activity:
All activities involve practical use of the Japanese language.

Where to next?
The completion of Japanese at Year 9 prepares students for the study of Year 10 Japanese during which they will meet the requirements for the second, and final year, of VET Certificate II in Applied Languages (Japanese). The Year 10 course also prepares students for VCE Units 1-4 Japanese which attracts a significant scaling advantage and bonus in the calculation of the ranked score for University entry. VCE Units 3/4 Japanese also meets the VCE Language requirement for the award of the VCE (Baccalaureate).

Duration:
Students selecting Japanese will study it for eight periods per fortnight as an alternative offering to Linguistics or Literacy Extension.

Who to ask:
Your Year 8 Japanese teacher or Mrs Margaret McIntyre (Head of Language).

Linguistics (Literacy option)

Why study Linguistics?
Linguistics is a targeted intervention program designed to support boys who benefit from the teaching of explicit literacy skills to support their studies in a range of other Year 9 subject areas (and, in particular, the study of English).

Students are usually invited to join the Linguistics program, however, in some circumstances students who have not completed the Years 7 and/or 8 Linguistics programs have joined the group after consultation (see below for procedures).

What knowledge and skills will you gain?
Linguistics in the Middle School is designed as a support program and as such provides more intense, scaffolded practice of skills covered in the Year 9 English program.

How will Linguistics be assessed?
There will be no formal summative assessment for the Linguistics as many tasks worked on are formally assessed within the English program.

Where to next?
Students involved in the Linguistics program typically chose Vocational-English in Year 10. However, in the past (with recommendations from both the Year 9 English and Linguistics teachers), some students have gained the confidence and developed the skills to study mainstream Year 10 English.

Duration:
Students selecting Linguistics will study it for eight periods per fortnight for the whole year as an alternative offering to Literacy Extension or VET Certificate II in Applied Language – Japanese.

Who to ask:
Students should speak to their current Linguistics teacher regarding this option. In the case of students considering this elective for the first time (having no involvement in the Years 7 and/or 8 Linguistics programs), they should firstly contact Mrs Maria Richards (Enhanced Learning Co-ordinator). Further assessment may be a part of this selection process.

Literacy Extension (Literacy option)

What is Literacy Extension?
Literacy Extension provides the opportunity for boys to extend their knowledge and experience of a range of literacy genres that can be applied in other subject areas.

What knowledge and skills will you gain?
Students can select from the following Literacy extension units in 2019:

- Art, Design and Architecture– Be the Critic.
- Computer Coding
- Film and Media
- Literature and English Language
- Mathematical Problem-Solving and Financial Awareness.
- Philosophy and Citizenship
- Scientific Investigation and Thinking

Art, Design and Architecture – Be the Critic:
Art Theory and Criticism enables students with an interest in art, design and architecture but who do not necessarily wish to be artists, to immerse themselves in learning about significant developments and movements in art history.

These learners are motivated to inquire about the social, cultural and chronological history of the visual arts. Art Theory and Criticism encourages students to be confident, think critically and be innovative. It deepens and broadens the knowledge and appreciation of those learners destined to become designers, architects, artists, arts administrators, exhibition curators, art critics or art gallery directors. In this unit, visual art is used as a generic term that covers art forms such as ceramics, drawing, painting, sculpture, printmaking, photography, video, performance art and conceptual art as well as the disciplines of design and architecture. The term artist includes artists, architects and designers.

The course will begin with a brief overview of the history of art, design and architecture. We will then look at “art language” and the way in which a critic uses words to describe and evaluate an art work, design or building. Students will then visit an art exhibition at the Ballarat Art Gallery and review the exhibition. Finally, they will present a review of their own chosen art work, exhibition, design or architecture.

Computer Coding:
In Computer Coding, students will learn the way computer programming works and how to construct code for different languages. When developing apps for phones, a desktop, the web or programmable circuit boards the skills of coding, debugging and computational thinking are transferable across different environments and can be quite useful in daily life. From Computer Coding, you will learn the language of computers and problem-solving stills whilst you undertake activities like building app’s and creating software solutions. In Computer Coding, you will have assessments in the form of tests and practical projects.

Film and Media:
Students will explore the impact of new media technologies in relation to how they provide alternative means of creating, sharing and experiencing news services, compared to traditional television and newspaper forms. They will explore ideas including the development of the citizen reporter, the effects of social media on what we consume, and social activism. Students will explore the notion of ‘false news’ and its influence on our society.

Students will be introduced basic media codes and conventions in relation to shot composition and how audiences interpret meaning. Students will explore the potential effects of advertising on targeted audiences.

The major assessment task will be the development of an advertising campaign for a product, then filming and editing an advertisement targeting a specific audience using the persuasive techniques highlighted within programs like *The Gruen Transfer*.

Literature and English Language:
In the Literature component of this unit, students will undertake close reading of texts and analyse how language and literary elements function within a text. Using short stories, the Literature unit will provide opportunities for reading deeply, widely and critically, and for responding analytically and creatively. Literature aims to develop each student's awareness of other people, places and cultures and to explore the way texts represent the complexity of human experience.

The English Language aspect explores the ways in which language is used by individuals and groups and how it reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. Students will explore how people use spoken and written English to communicate, to think and innovate, to construct identities, to build and interrogate attitudes and assumptions and to create and disrupt social cohesion.

Mathematical Problem-Solving and Financial Awareness:
This unit will be delivered in two parts, Problem-Solving and Financial Awareness.

Mathematical Problem-Solving
True problem solving occurs when you are confronted with a problem and at first glance, you do not know the process that you will use to find a solution. In this unit, students will be dealing with mathematical problems. Students' improved problem-solving skills will be able to be applied to more generic situations in the future.
Students will be shown how, and then asked to use the following techniques for solving problems:

- Guess and Check
- Draw a picture/diagram
- Make a list or table
- Look for a pattern
- Make a rule
- Is it like a similar problem I have done previously?
- Do something

Financial Awareness
Students will learn about some of the financial pitfalls awaiting them as they approach adulthood, such as:

- Personal loans from a bank versus finance from a car yard
- Mobile phone plans
- Credit card traps
- Gambling, phone accounts, online gaming (how people get fleeced)

Philosophy and Citizenship:
What does the future of humanity look like? What is our purpose on Earth? Why does the colour red seem to have more power than others? Should civilians be killed during wars? The Philosophy unit asks questions because a sense of wonder is at the heart of what it means to be human. Rather than being confined to one topic, Philosophy seeks to study the bigger picture through a focus on what really matters. In an ever-changing world, Philosophy is one of the most important subjects you can study, because it asks 'why?' It is not afraid to question.

At its core, this unit is about the art of thinking, whether this is about the past, present, or the future. In light of this, we will look through clips of a number of films to support our studies including *I, Robot, The Matrix, Good Will Hunting*, and many more.

The thinking skills gained in Philosophy transfer to all subjects and graduates of it are highly sort after in the work place. Most importantly, Philosophy helps to prepare you for an ever-changing world.

Scientific Investigation and Thinking:
What does it mean to think and explore like a scientist? The scientific approach to investigation and thinking was developed to ensure reliability and validity of any findings that might result.

This unit is designed to challenge students to think critically and analytically when tackling a problem or developing a scientific investigation. This will be achieved through a variety of methods, including; practical activities, use of second hand data, written reports, reading of scientific articles, sorting information and exploration of ideas.

Not only will the critical and analytical skills investigated in this unit prepare you to enter VCE science subjects, they are highly desirable skills that can be applied to all areas of your life. Scientific thinking can help you navigate the world of readily accessible information, technology and decision making that you are inevitably going to encounter in the future.

How will Literacy Extension be assessed?
Each unit will be assessed according to the specific skills and knowledge of each unit.

Examples of the types of classroom activities you will be doing during Literacy Extension:

- Research assignments
- Oral presentations
- Group work

Other activities that are a part of Year 9 Literacy Extension:
Students will rotate through four units (one per term) over the course of the year.

Time allocation:
Students selecting Literacy Extension will study it for eight periods per fortnight for the whole year as an alternative offering to Linguistics or VET Certificate II in Applied Language – Japanese.

Who to ask:
Mr Michael Busscher (Director of Middle School).

2D Art (Elective)

Why study 2D Art?
Skills developed in Years 7 and 8 Art such as colour theory and drawing are continued in a range of topics in 2D Art. Other areas studied include pen and ink drawing, scraperboard work, watercolour techniques as well as wax resist painting and lino reduction printing.

What knowledge and skills will you gain?
Knowledge and skills students will gain in 2D Art include:

- Watercolour painting (skills and colour theory)
- Scraperboard work
- Pen and ink drawing
- Printing and etching
- Painting and looking at Pop Art
- Wax resist painting
- Lino reduction printing.

How will 2D Art be assessed?
Drawing is essential within 2D Art and underpins all work done. The sketchbook or visual diary students are required to complete is an essential work task and assessment tool. A folio of work will be required to be presented at the end of the semester. Using various art resources, students will also study different aspects of art industry, artists and art elements. This is assessed fortnightly and with an end of semester exam.

Examples of the types of classroom activities you will be doing in 2D Art:
Practical work:

- Painting, drawing and printmaking (course supplied on iPad as pdf).

Theory:

- Study of styles and individual artists (e.g. Pop Art)
- Use of the text, *Art Wise*, to explore and learn more about art.
- Literacy skills – Development of research and presentation skills including how to analyse an artwork and present information including a bibliography.

Time spent doing practical activity:
Approximately 75% of class time is devoted to the completion of practical activity.

Time spent doing theory:
25% of class time is used to complete various classroom theory activities.

Where to next?
2D Art leads to Year 10 Art, Art - Multi-Dimensional or Photography and then onto VCE Units 1-4 of Art and/or Studio Arts.

Duration:
2D Art is a semester length subject which is repeated in Semester Two. Students can only study it for one semester. It is studied for eight periods per fortnight.

Who to ask:
Your Year 8 Art teacher or Mr Peter Hutchins (Head of The Arts).

3D Art (Elective)

Why study 3D Art?
Students studying 3D Art look at clay modelling, glass slumping, and wire sculpture. In ceramics, students will model clay into a small car and make a decorative pinch pot which will hold a selection of clay flowers, leaves, insects etc. A ceramic plate will also be made and decorated with a complex pattern. Students will have the opportunity to work on a small project with glass. This project will involve slumping glass into a mould they have made. In the sculpture unit students will be challenged to make an object from wire or cardboard. Clear project goals and requirements are set allowing students to work towards the completion of a folio and attaining the best possible results.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- Hand building in clay
- Basic glass slumping techniques
- Modeling in a variety of materials
- Developing sculpture in mixed media.

How will 3D Art be assessed?
The successful completion of a visual diary will form a significant part of assessment in 3D Art. Using various art resources, students will study different aspects of the art industry, artists and art elements. Students will be required to complete a number of short tests on Art theory and will also complete an end of semester exam.

Examples of the types of classroom activities you will be doing in 3D Art:
Practical work:

- Creating cars, plates and containers with clay
- Creating objects using cardboard or wire
- Creating a small glass tile.

Theory:

- Study of art styles and individual artists
- Use of the text, *Art Wise*, to explore and learn more about art.

Time spent doing practical activity:
Approximately 75% of class time is devoted to the completion of practical activity.

Time spent doing theory:
25% of class time is used to complete various classroom theory activities.

Where to next?
3D Art leads to Year 10 Art, Art - Multi-Dimensional or Photography and then onto VCE Units 1-4 of Art and/or Studio Arts.

Duration:
3D Art is a semester length subject which is repeated in Semester Two. Students can only study it for one semester. It is studied for eight periods per fortnight.

Who to ask:
Your Year 8 Art teacher or Mr Peter Hutchins (Head of The Arts).

Computing (Elective)

Why study Computing?
The Computing course enables students to become confident and creative developers of digital solutions through the application of information systems and specific ways of thinking about problem solving. Students will acquire a deep knowledge and understanding of digital systems, data and information and the processes associated with creating digital solutions so they can take up an active role in meeting current and future needs. This course encourages students to be decision makers by considering different ways of managing the interactions between digital systems, people, data and processes (information systems) and weighing up the benefits and potential risks for society and the environment.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- Using digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings;
- Understanding the implications of the use of ICT and their social and ethical responsibilities as users of ICT;
- Developing new thinking and learning skills and more productive ways of working and solving problems individually and collaboratively;
- Expanding the use of the MS Office suite – Word, OneNote and Excel;
- An introduction to Adobe Flash and Photoshop;
- An introduction to Programming and algorithms.

How will Computing be assessed?

- Computer Literacy tasks
- MS Office Basics – including Word and Excel
- Project based task incorporating all elements of the course
- End of Semester Exam

Examples of the types of classroom activities you will be doing:

- Image manipulation and editing using Adobe Flash and Photoshop;
- Use of an online forum. This will allow students to communicate with others in the class to share their work and ideas with others in ethical, legal and respectful ways;
- Learning about new and emerging technologies;
- Contributing to a OneNote notebook for class notes;
- Designing the user interface for an app or game.

Time spent doing practical activity:
Every class involves some practical activity.

Time spent doing theory:
A small amount of time is needed for the students to be taught how to use the software required for completing the tasks.

Where to next?
Year 10 Computing and/or Year 10 Programming.

Duration:
Computing is a semester length subject which is repeated in Semester Two. Students can only study it for one semester. It is studied for eight periods per fortnight

Who to ask:
Mr Ian Fernée (Head of Computing).

Design Technology – Metal (Elective)

Why study Metal?
Metal is suitable for students interested in designing and making items made from metal, as well as those interested in careers in the manufacturing and construction industries. Metal will focus on the application of the design process and the manufacture and evaluation of two different products, one in sheet metal the other using solid forms of metal.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- The application of safe and proper work practices in a metal workshop environment
- Further developing skills in using a range of common hand tools, portable power tools, stationary machines and equipment
- Applying the technology design process, which is based on the model of investigate, design, produce and evaluate.

How will Metal be assessed?
This course will be assessed and reported on in five areas:

- Completion of Project Folios
- Skill development tasks
- Manufacture of metal products
- Investigation Report
- Evaluation of the product and processes applied
- End of semester exam.

Examples of the types of classroom activities you will be doing in Metal:

- Preparing project folios, which includes the elements of researching, designing and sketching
- Computer Aided Design (CAD)
- Completing a range of exercises in measuring, shaping and joining steel using common hand tools and workshop equipment
- Manufacture of two different metal projects
- Conducting ICT based research on a major topic related to Metal, and report findings
- Evaluating the success of each project and the design/production processes applied.

Time spent doing practical activity:
80% of class time will be spent doing practical activities, including On Guard safety training modules.

Time spent doing theory:
20% of class time will be spent doing theory, and completing an investigation into metal processing.

Where to next?
VET Engineering Studies in Years 10 and 11 and/or VCE Units 1-4 of Product Design and Technology in Years 11 and/or 12.

Duration:
Metal is a semester length subject which is repeated in Semester Two. Students can only study it for one semester. It is studied for eight periods per fortnight.

Who to ask:
Your Year 8 Technology teacher or Mr Peter Ryan (Head of Technology).

Design Technology – Wood (Elective)

Why study Wood?
This study is suitable for students interested in designing and making items made from wood, as well as those interested in careers in the manufacturing and construction industries. The course will focus on the application of the design process and the manufacture and evaluation of a major production piece.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- The application of safe and proper work practices in a wood workshop environment
- Further developing skills in using a range of hand tools, portable power tools, stationary machines and equipment
- Developing an understanding of how to read and use working drawings and a materials list
- Understanding the design processes and developing the associated skills and techniques required to research, design and make a product.

How will Wood be assessed?
This course will be assessed and reported on in five areas:

- Completion of Design Folios
- Development of a wide range of practical skills
- Manufacture of wood products
- Evaluation of the product
- An end of semester exam.

Examples of the types of classroom activities you will be doing in Wood:

- Completing a range of exercises in measuring and joining timber using hand tools
- Making a product using hand tools and other powered woodworking equipment
- Evaluating the success of the end product and production processes used
- Preparing a personal design folio which will include elements of researching, designing and sketching.

Time spent doing practical activity:
Approximately 70% of scheduled class time will be used to complete practical activity, including On Guard safety training modules.

Time spent doing theory:
30% of class time will be used to complete the Design Folio.

Where to next?
Year 10 Design and Technology Wood; VET Certificate II Building and Construction from Year 10; and VCE Units 1-4 of Product Design and Technology in Years 11 and/or 12.

Duration:
Design Technology - Wood is a semester length subject which is repeated in Semester Two. Students can only study it for one semester. It is studied for eight periods per fortnight

Who to ask:
Your Year 8 Technology teacher or Mr Peter Ryan (Head of Technology).

Food Studies (Elective)

Why study Food Studies?
Food Studies introduces students to two pathways in food studies - the hospitality industry and/or VCE Food Studies. VET Certificate II in Kitchen Operations is a VETiS option in Year 10 and Food Studies is available into VCE. Both practical and theory concepts are included in this course to give students a clear understanding of the different pathways available to them in the Senior years.

Kitchen Operations modules include basic meal preparation, cakes pastries and yeast goods, tools and equipment use in the hospitality industry and occupation health and safety. Food Studies gives students an insight into the design process in food, different cuisines around the world, understanding fair trade and ethics in food.

What knowledge and skills will you gain?
Food Studies introduces students to the 'Design Process', incorporating this into the major assessment task. This requires you to investigate a country of your choice and design a dish that fuses elements from your chosen cuisine and either Aboriginal or Asian inspired dishes. This includes research, design, production and evaluation. After each practical session, some self-evaluation and sensory responses is required.

Hospitality industry knowledge and skills will focus on the commercial kitchen. Specifically, how each area of a commercial kitchen works together for a "service", along with developing a menu for a function.

How will Food Studies be assessed?
This course will be assessed and reported on in the areas of:

- Commercial cookery
- Understanding of hospitality industry
- Research
- Design
- Production
- Self- evaluation and sensory responses
- End of semester exam.

Examples of the types of classroom activities you will be doing in Food Studies:

- Introduction of the principles of cookery
- Guest speakers currently working in the hospitality industry
- Menu development for functions
- Investigation and development of a a range of options to a given design problem which consists of a personal design brief, specific evaluation criteria and relevant research.
- Develop a range of skills and techniques relevant to more advanced production methods
- Research and investigate tasks involving critical thinking and analysis.

Time spent doing practical activity:
Approximately 12 weeks of scheduled class time will be used to complete practical activities

Time spent doing theory:

- Three weeks will be used to complete the Design Folio.
- The equivalent of three weeks of class time will be allocated to personal hygiene and safe food handling practices during the practical activity, spread across the semester.

Where to next?
Year 10 Food Studies, VETiS Certificate II in Kitchen Operations

Duration:
Food Studies is a semester length subject which is repeated in Semester Two. Students can only study it for one semester. It is studied for eight periods per fortnight.

Who to ask: Your Year 8 Food teacher or Mr Peter Ryan (Head of Technology).

Health (Elective)

Why study Health?
Students studying Health will learn to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students will learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They will also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- Students will be challenged to critically evaluate their own health behaviours
- Students will develop knowledge of exercise, nutrition and body systems and functions
- Students will develop the ability to challenge and question some of the myths and misconceptions surrounding healthy living
- Students will look at the importance of healthy relationships and the impact of mental health on wellbeing.

How will Health be assessed?

- First Aid Test
- Body Systems (Skeletal, Muscular, Nervous) Test
- Drugs and Alcohol Presentation
- Grampians Camp Presentation

Examples of the types of classroom activities you will be doing in Health:
Classroom activities will take the form of introducing the theory then the practical application.
Concepts to be covered include:
Theory:

- How to apply first aid (DRSABCD)
- Investigation into how our body systems operate
- Australia's Physical Activity Guidelines
- Fitness testing
- Become a personal trainer for a day
- Short and long term effects of drugs and alcohol
- Training principles

Where to next?
Following the successful completion of Health students may wish to extend their health education and choose Year 10 Health as an elective.

Duration:
Health is a semester length subject which is repeated in Semester Two. Students can only study it for one semester. It is studied for six periods per fortnight.

Who to ask:
Your Year 8 Health teacher or Mr Jarrett Giampaolo (Head of Health and Physical Education).

Media (Elective)

Why study Media?
Year 9 Media is designed as an introduction to Media at Year 10. Students will have the opportunity to develop creative knowledge and skills with various media technologies including digital cameras and digital editing software Adobe Premier ProCS6. They will develop skills in the pre-production and post-production stages of the media production process as well as learning the language appropriate to analyzing film as text.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- Learning skills of stop-motion animation
- An understanding of Adobe Premier Pro CS6
- Experience in analysing film texts applying appropriate narrative elements
- An understanding of editing vision with appropriate transitions and visual effects
- An understanding of editing audio including music and sound effects
- An understanding of applications such as storyboarding and scripting.

How will Media be assessed?
Assessment will be primarily based around three summative assessment tasks:

- Stop motion animation
- Production of a short documentary film
- Written analysis of a film text

These tasks will incorporate a combination of traditional teacher-based assessment as well as self-assessment in the form of a written reflection on the production with a focus on three stages: intention, process and realization. Students will also complete an end of semester exam.

Examples of the types of classroom activities you will be doing in Media:

- Using everyday objects to create stop motion animations
- Close analysis of a sequence from a film text.
- Editing sound and images using Adobe CS6

Time spent doing practical activity:
The unit will have a practical focus with 70% of contact time spent on creating media productions.

Time spent doing theory:
30% of class time will be used to complete theory activities.

Where to next?
The course will be relevant to students who are considering pursuing Media as a subject in the Senior School, or those considering a vocation incorporating media technology.

Duration:
Media is a semester length subject which is repeated in Semester Two. Students can only study it for one semester. It is studied for eight periods per fortnight.

Who to ask:
Mr Peter Hutchins (Head of The Arts).

Music Performance (Elective)

Why study Music Performance?
The Year 9 Music Performance course develops practical skills and theoretical knowledge in group and solo practical opportunities to prepare students for VET Music (from Year 10) and VCE Music Performance (from Year 11) as a possible pathway to further studies or a career in music.

The curriculum provides a clear pathway for students covering all aspects of music performance, including composition and improvisation. Through composing their own works, students will examine and apply the elements of rhythm, melody and texture. They will arrange music for individuals and group performances and develop vocal and instrumental techniques to accurately perform the music. Students will also further development aural skills and knowledge of music theory. Students will perform both individually and in ensembles in a variety of contexts and within a large range of music genres

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- Performance skills as a soloist
- Performance skills as part of a group
- Composition in the context of performance
- Composing skills using Sibelius and other software.
- Improvisation skills

How will Music Performance be assessed?

- Individual performance
- Group performance
- Composition
- Aural (listening test)
- End of semester exam.

Examples of the types of classroom activities you will be doing in Music Performance:

- Creating and performing pieces of music on your principle instrument
- Performing improvised music as part of a group
- Aural Analysis

Time spent doing practical activity:
Six sessions per fortnight.

Time spent doing theory:
Two sessions per fortnight.

Where to next?
Music Performance leads to VET Music in Year 10 and 11 and/or VCE Units 1-4 of Music Performance in Year 11 and 12.

Duration:
Music Performance is a semester length subject that is repeated in Semester Two. Students can only study it for one semester. It is studied for eight periods per fortnight.

Who to ask:
Ms Fiona Wilson (Head of Music).

Music Technology (Elective)

Why study Music Technology?
The Year 9 Music Technology course helps students to develop practical skills and theoretical knowledge which will allow them to operate professional audio equipment and use world class recoding software.

The course builds understandings and provides experiences that will enable students to participate in various forms of audio production. Students will develop key skills that will allow them to:

- Record audio using multi-track recording software ProTools
- Operate professional audio equipment in a live setting
- Develop introductory knowledge of audio equipment, microphones, cables, connectors
- Develop introductory knowledge of how sound is produced – sound waves, frequency, etc.

The curriculum provides a clear pathway for students by covering key aspects of Technical Production. The course prepares students to study VCE VET Technical Production in the Senior School. This pathway is a direct link to further study and to work in the music industry as a sound engineer or technician, both in a live and studio setting.

What knowledge and skills will you gain?
Audio production skills students will gain include:

- Record multi-track performances
- Mix and edit multi-track recordings
- Operate professional audio equipment (PA, microphones, equalisers, speakers, etc.)
- Learn the science of sound – frequency, sound waves, etc.
- Safe manual handling awareness.

How will Music Technology be assessed?

- Software sessions
- Work simulated tasks
- Research and presentations on audio technologies
- Short knowledge tests
- End of semester exam.

Examples of the types of classroom activities you will be doing in Music Technology

- Recording, mixing and editing audio
- Setting up and using PA equipment
- Research and presentation tasks.

Where to next?
Music Technology leads to VCE VET Technical Production which can be commenced in Year 10 or Year 11.

Duration:
Music Technology is a semester length subject which is repeated in Semester Two. Students can only study it for one semester. It is studied for eight periods per fortnight.

Who to ask:
Ms Fiona Wilson (Head of Music).

Systems Engineering (Elective)

Why study Systems Engineering?
Systems engineering is an exciting field of study with the right balance of theory and practical work. Year 9 Systems Engineering focuses on how things work, particularly systems involving mechanical, electrical and electronic features and will be of particular relevance to students who are interested in making things that move.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- Mechanical engineering
- Electrical and electronic circuits
- Safe work practice
- Use of common machines and hand tools
- Microcontroller programming.

How will Systems Engineering be assessed?
There are five main areas of assessment:

- Investigating: Finding out about what you are making
- Designing: Making plans and preparations for manufacturing your project
- Production: Actually making your project
- Evaluating: Judging how successful your project has been
- End of semester exam

Examples of the types of classroom activities you will be doing in Systems Engineering:

- Investigating mechanical and electrical concepts and principles
- Designing simple machines and electrical circuits
- Constructing simple electronic projects
- Programming Microbot robots using ICT
- Writing short reports.

Time spent doing practical activity:
60% of class time will be spent doing practical activity, including On Guard safety training modules.

Time spent doing theory:
40% of class time will be spent doing theory.

Where to next?
Year 10 Systems Engineering, where more challenging projects are offered.

Duration:
Systems Engineering is a semester length subject which is repeated in Semester Two. Students can only study it for one semester. It is studied for eight periods per fortnight.

Who to ask:
Your Year 8 Technology teacher or Mr Peter Ryan (Head of Technology).

Theatre Studies (Elective)

Why study Theatre Studies?
Students engage in workshops based on theatre styles, play devising techniques, improvisational activities, character development, text interpretation and script writing. In their performances, they will communicate ideas and understandings about themselves and others, incorporating influences from their own and others cultures and times. Students evaluate the effectiveness of their performances and make changes to realise their intended aims. In addition to the intensive practical component of the course, students will develop analytical and reflective skills in preparation for Theatre Studies in Year 10 and beyond.

What knowledge and skills will you gain?
Knowledge and skills students will gain include:

- An ability to develop a successful audience-performer relationship
- Skills in editing a rehearsing performances
- An understanding of expressive skills and stagecraft
- Skills in improvisation strategies
- An understanding of Theatre Styles
- How to use a workbook as a place to record processes, ideas, plans, and to research, analyse and reflect.

How will Theatre Studies be assessed?

- Solo performance
- Ensemble performance
- Recording, creating, analyzing and responding in writing.
- End of semester exam.

Examples of the types of classroom activities you will be doing in Theatre Studies:

- Scene performance of a chosen style of theatre
- Slapstick performance
- Slapstick process task.

Time spent doing practical activity:
Approximately 75% of class time is devoted to the completion of practical activity.

Time spent doing theory:
25% of class time is used to complete various classroom theory activities.

Where to next?
Theatre Studies leads to Year 10 Theatre Studies and then onto VCE Units 1-4 of Theatre Studies

Duration:
Theatre Studies is a semester length subject which is repeated in Semester Two. Students can only study it for one semester. It is studied for eight periods per fortnight.

Who to ask:
Your Year 8 Drama teacher or Mr Peter Hutchins (Head of The Arts).

Visual Communication and Design (Elective)

Why study Visual Communication and Design?
This is the communication of information by visual means. It leads not only into graphic and commercial art and design areas, but media and related occupations.

What knowledge and skills will you gain?
Through involvement in visual communications, students will develop an understanding of design elements and principles and their application in the design process from initial ideas development and concept sketches to quality final presentation work. Other skills include the proper use of drawing equipment in presenting quality instrumental drawings.

How will Visual Communication and Design be assessed?
Students are challenged with a range of scenarios presented through design briefs as assessment tasks. These scenarios require a solution to the problem and each is assessed against established criteria. Students will also complete an end of semester exam.

Examples of the types of classroom activities you will be doing:
Students will be involved in areas such as logo design and the design and production of solutions to set design briefs as well as three dimensional drawing and the opportunity to use graphic based computer programs.

Time spent doing practical activity:
Approximately 70% of classes are spent doing practical hands-on design work.

Time spent doing theory:
Approximately 30% of class time is devoted to design process and associated theory to support practical work.

Where to next?
Year 9 Visual Communication and Design leads to Year 10 Visual Communication Design and/or Architectural Design and on to VCE Units 1-4 Visual Communication Design.

Duration:
Visual Communication and Design is a semester length subject which is repeated in Semester Two. Students can only study it for one semester. It is studied for eight periods per fortnight.

Who to ask:
Mr Peter Hutchins (Head of The Arts).