



Belmont High School

Year 9 SEALP

SUBJECT SELECTION
2024

Guidelines and Subject Descriptions

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Belmont High School

– a centre for learning, excellence and performance –

Our Mission

At Belmont High School, our overriding purpose is to provide an environment that nurtures the wellbeing of all students, and provides successfully for their ongoing learning and variety of academic needs. Our innovative and extensive co-curricular programs challenge and engage all students. Our technology facilities and commitment to students ensures learning environments where students are well equipped for the challenges of the 21st century.

*Our motto, “**Strive for the Highest**”, underpins our approach to working with young people.*

Belmont High School is committed to providing appropriate educational opportunities for our academically gifted students through the specifically designed program known as SEAL (Select Entry Accelerated Learning).

This program complies with the guidelines that were established for SEAL schools, and BHS continues to be a member of The Academy of Accredited SEAL Schools (TAASS).

BHS teachers receive professional development in the education of gifted and talented students and, they work continuously to refine and improve their programs and skills.

Rationale

- The program is directed to students who are capable of outstanding academic achievement.
- Research evidence and experience suggests that it is difficult to provide adequate extension and enrichment in the regular classroom.
- The program provides enrichment and extension material involving higher cognitive processes such as generalising, comprehending, dealing with abstractions and recognising relationships & patterns.
- A greater emphasis is placed on learning methods involving independent learning and wide research.

Structure of the program

We have specifically designed this program to run for the full six years of secondary schooling for our students. In very rare cases, a student may have the option of completing their six years of schooling in five years.

Note: Continued good academic performance is necessary for students to remain in the program. The school reserves the right to place students in more appropriate settings if academic performance in the program is not satisfactory.

ASSESSMENT AND REPORTING

Assessment for the Victorian Curriculum Standards requires a mix of summative assessment of learning to determine what the student has achieved, formative assessment to inform the next stage of learning that will occur, and ongoing assessment that focuses on teacher feedback alongside student reflection and self-assessment.

It is a constructive process which looks back as needed to make judgments about progress, but is primarily designed to help the student learn more effectively and the teacher to contribute to student learning. It provides students with an opportunity to display the knowledge, skills, understanding and attitudes they have developed and motivates them by recognising what they have accomplished. When it then is shared between teachers, assessment also contributes to better understanding of each student's development over time, and how best to ensure they will improve.

Seen in this way, assessment is not an end in itself, but rather a means of educational improvement.

RATIONALE BEHIND STRIVE DEVELOPMENT

The STRIVE program focuses on providing students with Life Long Skills. Both Mainstream and SEALP year 9 students participate in this subject. It aims to develop independent thinkers who will be able to use formal methods of inquiry and apply their learning to the outside world. Activities such as the camp and community service will be crucial contributors to this growth. STRIVE provides students with the foundation to make a seamless transition through later years whilst promoting a genuine sense of community.

Aims

STRIVE aims to:

- Take learning beyond the classroom.
- Give students the opportunity to develop and explore their own interests and passions.
- Provide students with life-long skills
- Enrich student welfare and self-esteem via enhanced pastoral care.
- Promote students to become better citizens.
- Extend their capacity of thinking skills to be more critical, competent and creative.
- Encourage students towards a greater sense of responsibility and the ability to manage themselves in relating to others.
- Provide a foundation for Years 10, 11 & 12
- Through participation in a Career Education program students will consider where their strengths and abilities lie. The students take part in activities that will assist to make decisions about future pathways to a career, make the transition to Year Ten and gain knowledge about the world of work and employment opportunities. Activities include: excursions to tertiary institutions, guest speakers, and mock interviews with Belmont Rotary and the Morrisby Career Interviews. Parent participation in the pathway planning process is important. We conduct parent information evenings in Term 3. Interviews are conducted with House Leaders to discuss Year Ten/VCE subject selections and individual interviews are encouraged with the school's careers counsellor, Mr Nick Masters.

Year 9 SEALP Subject Structure

Year 9 SEALP students will undertake a mix of Core Year 9 SEALP subjects and Year 10 Electives

Core Subjects:

- English
- Mathematics
- Science
- Humanities
- Italian/Indonesian
- HAPE
- Strive

Year 10 Electives:

- 2x Yr 10 Electives (refer to subject descriptors below)

Year 9 Electives

- 1x Yr 9 Electives (refer to the Yr 9 Handbook on the BHS website – Curriculum/handbooks)

9 SEALP Subjects Descriptions

9 ENGLISH

Number of Semesters: Two

Periods/Fortnight: 10 periods

Course Aims

- Students will study and respond critically to texts created for a wide range of purposes and audiences.
- Students will read classic, contemporary and popular literary texts, media and multimedia texts and develop more critical and analytic ways of reading and responding to them. Students will use vocabulary to talk explicitly about the style and tone of a text. Students will analyse how different texts are likely to be interpreted by different groups, and why.
- Students will be able to speak in a variety of formal and informal situations, exploring different perspectives on complex ideas and issues. They will make informed judgments about the most effective way to engage an audience. They will listen critically and examine the subtle ways in which spoken language influences audiences.

Course Content

Students study a number of print and non-print texts. They focus on set texts. Responses will require students to look at issues and themes raised in these texts. Each student will keep their work in a well-organized workbook.

Students will develop their skills in a range of writing styles and strategies using samples, discussion, drafting and work-shopping. They will be taught the elements of written English appropriate to this level and will review basic skills as required. Year 10 students are expected to be aware of the need for precision in their work and be able to achieve error-free writing as a result of the drafting and editing process.

Speaking and listening skills will be components of many activities involving texts and writing. They will also be developed as a set of skills essential to effective participation in work and the community.

These activities reflect the requirements of the Australian Curriculum Standards and will develop skills essential for VCE studies.

Assessment

Assessment of student performance is carried out over many different types of tasks at frequent intervals. Assessment may be by short answer activities, detailed written responses, oral responses, teacher observation, self-assessment, group work, peer assessment or projects.

CONTACT PERSON: MS MANN

MATHEMATICS

Number of Semesters: Two

Periods/Fortnight: 10 periods

Course Aims

This unit is designed for SEALP students intending to undertake Year 10 Mathematical Methods or Year 10 General Maths in the following year.

Course Content

- **LINEAR ALGEBRA AND GRAPHS:** Linear and Literal Equations, Transposition and Substitution in Formulae, Linear Inequations, Linear Graphs, Simultaneous Linear Equations
- **GEOMETRY:** Circle Geometry, Similar Triangles and Congruence
- **TRIGONOMETRY:** Trigonometric Ratios, Applications to Right Angled Triangles, Elevation and Depression, Bearings, 3D Applications, Unit Circle Properties and Relations, Radian Measure, Pythagorean Identity.
- **EXPONENTIALS AND LOGARITHMS:** Index Laws, Negative Powers, Fractional Powers and Surds, Index Equations, Exponential Functions and Graphs, Logarithmic Form and Laws, Log Equations
- **QUADRATIC EQUATIONS AND GRAPHS:**
Solution of Quadratic Equations by Factorisation and Formula, Applications
Sketching Quadratic Graphs using Transformations, finding Intercepts and Turning Points.

Assessment

Skills practice and standard applications will be assessed by topic tests and/or summary sheets and/or assignments. Projects, problem solving or modelling tasks will assess mathematical skills in unfamiliar situations. Assessment will be completed in class.

Students will need a Scientific Calculator for this class. This is retained from previous years.

SCIENCE

Number of Semesters: Two

Periods/Fortnight: 8 periods

In their third year SEALP students study science for 10 periods per fortnight. The course content is predominantly at a Year Ten level. Skills are developed to prepare students for VCE Sciences.

The main topics are-

- Power to the people- covering Climate Science and energy sources.
- Genetics and Evolution- Inheritance and adaptations.
- Rockets in Motion- The Physics of movement.
- Nanotechnology- developments in materials science.

CONTACT PERSON: MR ROD STOTT

HUMANITIES

Number of Semesters: Two

Periods/Fortnight: 6 periods

Students investigate how the Australian economy is performing and the way economic performance is measured. Students explore the concept of supply and demand and how this impacts price and study the roles and responsibilities of participants in the Australian economy. Lastly, students consider the performance of the Australian economy and how this might be measured in different ways and impacted by global events.

In the unit, 'Geographies of Interconnections' students focus on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections change global environments. Students investigate environmental change in Australia and around the world. They examine the causes and consequences of climate change and investigate the impact of this on a local, national and global scale. Students also focus on investigating global, national and local differences in human wellbeing between places. Students finish the unit exploring the relationship between economic performance and living standards as well as the reasons why these differ across regions within and between economies.

In Semester Two students study the subject of History. Students investigate significance and consequences of this event and how Australian society was affected by significant global events and changes at this time. Students look at both World Wars and conflicts that have occurred in the last half of the twentieth century.

CONTACT PERSON: MS AMIE REUSCH

PHYSICAL EDUCATION

Number of Semesters: Two

Periods/Fortnight: 5 periods

All students study Physical Education as a core subject in Year 9.

The course is structured using the Victorian Curriculum as a guide for learning and assessment activities.

Course Content

Students will participate in four different Term based Units per semester;

- Term 1. **Personal Trainer** - Students design, implement & evaluate personalised plans for improving or maintaining their own and others' physical activity & fitness levels.
- Term 2. **Pass and move** – Students develop, implement & evaluate movement concepts & strategies involved in invasion sports and game.
- Term 3. **Balance and movement** – Students evaluate their own and others' movement compositions and provide and apply feedback in order to enhance performance situations; Gymnastics/ Dance
- Term 4. **Serve it up** – Students transfer their understanding from previous movement experiences to create solutions to movement challenges within Striking, Fielding and Net Games.

Some activities will be run in the local Geelong community and will involve a cost for transport and admission to use the facilities, for example, Table Tennis, AeroSport Centre for Gymnastics.

Assessment

- **Practical** – Students are required to participate in all practical sessions; strategic planning, coaching cooperation, skills fitness & safety.
- **Theory** – theory classes will be **held regularly** throughout the semester to support the practical sessions. For example some activities may include; PowerPoint presentation, brochures, laboratory reports, and other forms of formative worksheets.

Guest speakers may also be engaged to instruct the students in class time.

INDONESIAN

Course Aims

In Year 9 SEALP Languages, the students are working towards completing units which focus on the communicative approach, using a range of texts. At the end of Year 9 SEALP Language, the students communicate fluently both orally and in writing in all the topics explored during the course of the year. The students will also be familiar with the grammatical patterns which are part of the language and they will need to apply these consistently while communicating.

Students consider the connections between language and culture, and make comparisons with their own language and culture.

Course Content

In Year 9 SEALP Indonesian students will study the language and culture around the following topics: Sports and Hobbies, Weather and the Environment, and Travelling in Indonesia, Ceremonies and Celebrations, Exchange programs, Health, and Village /City life. Students are provided with opportunities for both prepared and spontaneous language use in the target language. Skills in Speaking and Listening, Reading and Writing are all designed to make connections between language and culture.

Year 9 SEALP topics:

- Olahraga dan Hiburan (Sport and Entertainment)
- Cuaca dan Lingkungan (Weather and the Environment)
- Berlibur di Indonesia (Travel in Indonesia)
- Perayaan dan Upacara (Celebrations and Ceremonies)
- Pertukaran Siswa (Exchange Students)
- Semoga Cepat Sembuh (Get Well Soon)
- Desa dan Kota (Villages and Cities)

Assessments include:

- Group and activity participation
- Peer and teacher assessment
- Common Formative Assessments
- Common Assessment Tasks

Contact Person:

Ms L. Purdy

ITALIAN

Italian: Compulsory

Duration: Full Year Course

Periods per fortnight: 6 periods

Course Aims

Based on the Victorian Curriculum, the students complete units of work where they practise and produce grammatical structures and patterns based on the four modes of speaking and listening, reading and writing through a variety of texts-types. At the end of Year 9, the students will have completed their last Year 9 topic (Term 1) and three Year 10 topics. The students will need to demonstrate consistent ability in applying skills and knowledge of content for effective communication.

Course Content

Students' vocabulary and grammar usage increases as they experiment with different forms of communication. They learn to construct more extended texts such as use connecting words like 'firstly' (*prima*) 'then' (*poi*) 'lastly' (*infine*). They use the present perfect, imperfect and future tenses, the conditional tense, as well as the possessive, reflexive, demonstrative and relative pronoun forms. They extend their use of language structures, which include the use of verbs (irregular and reflexive) and increase their range of adjectives and adverbs, comparatives and superlatives.

The students continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in Italian. They further develop and experiment with pronunciation, intonation and supporting gestures to convey emotions or create emphasis in texts.

Students use Italian to interact and communicate in order to access, exchange and present information as well as express feelings and opinions. They learn to create imaginative and creative experiences as well as interpret, analyse and create a range of texts and experiences. They use Italian more fluently and monitor their accuracy and use against their knowledge of grammar. They explore intercultural experiences more deliberately, noting the influence of technology, media and globalisation on language use and communication.

Assessment

The students will be given CFAs as well as CATs, during and at the end of each term.

Contact Person:

Ms A GREGORY

STRIVE

Number of Semesters: One

Periods/Fortnight: 5 periods

Strive is an innovative subject developed specifically to meet the needs of Year 9 students. It focuses on developing independent thinkers and provides them with essential Life Long Skills. Learning themes include: Term 1 – Strive into your future; Term 2 – Strive into Pathways; Term 3 – Strive into the Community; Term 4 – Strive onwards. Ultimately, students engage in various activities, workshops and motivational guest speakers throughout the year to enhance their community engagement, develop career pathways; further develop positive social skills, increase student engagement and mapping of individual pathways.

The subject takes learning beyond the classroom and gives students the opportunity to develop and explore their own interests and passions. Strive provides the foundation for students to become better citizens, to develop a greater sense of responsibility and the ability for greater self management.

CONTACT PERSON: MS WOODHART

Year 10 Electives

English LITERATURE

Compulsory / Elective:

Elective (this should be considered an extension subject)

Duration:

Single Semester Course

Periods per fortnight: 10

Contact Person:

Mr Sam Rogers

Course Aims

- To give students an insight in to the subject of Literature and potentially prepare them to undertake the VCE English Literature course. This is not a prerequisite, but may help some students to make an informed choice.
- Students will read classic texts from different historical periods and contexts.
- Students will learn to provide a detailed analysis of texts. Texts that are not always written in modern English and will require multiple readings.

Course Content

Students will read classic texts and respond to them analytically. Responses will require students to look at the structure and the way language is used in the texts, as well as the context in which they were written. Each student will keep their work in a well-organised workbook.

Students will develop their skills in a range tasks that require them to respond to what they have read. The writing in this unit is a mode of output for demonstrating and articulating their understanding of what they have read. They will be taught the elements of written English appropriate to this level and context. Year 10 students are expected to be aware of the need for precision in their work and be able to achieve error-free writing as a result of the drafting and editing process.

Speaking and listening skills will be only be assessed formatively in this unit.

These activities reflect the requirements of the Australian Curriculum Standards and will develop skills essential for VCE studies.

Assessment

Assessment of student performance is carried out in a VCE style; essays written in specific classroom conditions as well as a written class exam.

English LANGUAGE

Compulsory / Elective:

Elective (this should be considered an extension subject)

Duration:

Single Semester Course

Periods per fortnight: 10

Contact Person:

Mr Sam Rogers

Course Aims

- To give students an insight in to the subject of Language and potentially prepare them to undertake the VCE English Language course. This is not a prerequisite, but may help some students to make an informed choice.
- Students will be introduced to the study of linguistics; the structure of language and it's connection to society.

Course Content

Students study a number of written and verbal texts looking at the way people speak and use language for different purposes. Students will study grammar and the structure of written language, acknowledging formal and informal uses. Students will learn the appropriate metalanguage to interpret and respond to the analysis of language.

The writing in this unit is a mode of output for demonstrating and articulating their understanding of what they have read. They will be taught the elements of written English appropriate to this level and will review basic skills as required. Year 10 students

are expected to be aware of the need for precision in their work and be able to achieve error-free writing as a result of the drafting and editing process.

These activities reflect the requirements of the Australian Curriculum Standards and will develop skills essential for VCE studies.

Assessment

Assessment of student performance is carried out in a VCE style; essays written in specific classroom conditions as well as a written class exam.

Physical Education and Health

Sport, Fitness & Movement

Compulsory / Elective:	Elective	Periods per fortnight:	10
Duration:	Semester		
Unit Offered:	Semester 1 & 2		
Contact Person:	Mr T Bell		

Pathway: VCE Physical Education

Course Content

How can I hit that ball further? Or run faster? How can I improve my shooting accuracy? During this elective, students will participate in a range of sports that relate directly to the theoretical components delivered. Students will have the opportunity to gain a deeper understanding of the skill acquisition, communication skills and tactics associated with the sports covered. Theoretical components include, food fuels, energy systems, training methods and training program development.

Unit 1: Fitness Program and Categorising Sports/Games.

Students will step into the shoes of both the athlete and the strength & conditioning coach as they design their own specific training program. Undertaking fitness testing both before and after their program will allow students to analyse their progress. This study will lead into participating in a variety of sports from a range of different categories. Using our knowledge of physical preparation, students will determine which characteristics are suited to each sport.

Unit 2: Skill Acquisition, Sports Psychology and Biomechanics.

In this unit, students will investigate how athletes maximise performance by analysing technique, movement patterns and biomechanical principles. How does an elite athlete become so skilful? We look at the various stages of learning, types of skills and psychological practices that influence physical performance.

Assessment

Students are required to participate in all practical sessions. Common Formative Assessment (CFA) tasks will be completed during each unit of work and feedback will be given on these tasks to guide student achievement in the Common Assessment Task (CAT) at the end of each unit. There will be a variety of CFA tasks in the form of written reports, training diaries, short tests and peer coaching. Participation in individual and group activities are also criteria for successfully completing each unit of work.

Health and Human Development

Compulsory / Elective:	Elective	Periods per fortnight:	10
Duration:	Semester		
Unit Offered:	Semester 1 & 2		
Contact Person:	Ms D Parshotam		

Pathway: VCE Health and Human Development

Course Content

Good health forms the 'backbone' of our daily lives. Did you know that - One in six young Australian's is currently experiencing an anxiety condition? That is around 2.4 million Australians aged 18 or over experiencing high or very high levels of psychological distress in 2017-18. 27% of students are affected by bullying at school? Physical inactivity is the 4th leading cause of death due to non-communicable diseases and contributes to over 3 million global preventable deaths globally?

This course helps to prepare students for VCE Health and Human Development. Practical lessons are linked closely to the theoretical content and aim to promote learning through action.

Unit 1 – Introduction to personal and population health and development. Students examine stages of the lifespan. They explore dimensions of health and wellbeing, and human development during infancy, childhood and adulthood. Factors impacting on health and wellbeing are explored and population health is analysed using data. Practical sessions could include; students conducting surveys, visiting local child care centres, meeting senior citizens, and participating in the 'Baby Think It Over' program which involves looking after a 'baby' for a short period of time.

Unit 2 – Health Promotion and current health issues. Students analyse healthy eating initiatives to inform healthy cooking and shopping. Programs focusing on youth will be analysed and advocacy and actions to improve health and equity will be explored. Current health issues (such as mental health and skin cancer) are used when evaluating models of health and health promotion with the view of improving population health. Practical sessions could include; visiting a supermarket to analyse products for nutritional information and health claims, and local walks to survey the environment to see if it is promoting health.

Assessment

Common Formative Assessment (CFA) tasks will be completed during each unit of work and feedback will be given on these tasks to guide student achievement in the Common Assessment Task (CAT) at the end of each unit. There will be a variety of CFA tasks in the form of written reports, brochures, surveys and oral presentations. Participation in individual and group activities are also criteria for successfully completing each unit of work.

Exercise Science and First Aid

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 & 2

Contact Person:

Mr T Bell

Pathway: VCE Physical Education and Biology

Course Content

Ever wanted to know how your body copes and responds to exercise? How about the changes that take place, allowing you to improve performance? Interested in developing the necessary skills and knowledge needed to respond to a medical emergency? If these questions are of interest, this class is for you.

Unit 1

- Body Systems (skeletal, muscular, respiratory, circulatory)
- The body's responses and adaptations to physical activity
- Sporting injuries

Unit 2

- First Aid Course
- Peer teaching
- Risk management – Supatramp

Assessment

Common Formative Assessment (CFA) tasks will be completed during each unit of work and feedback will be given on these tasks to guide student achievement in the Common Assessment Task (CAT) at the end of each unit. There will be a variety of assessment tasks in the form of lab reports, tests and group presentations. Participation in individual and group activities are also criteria for successfully completing each unit of work.

Qualification gained: Provide First Aid – Through Eclipse Education

SCIENCE

Biology

Compulsory / Elective:	Elective	
Duration:	Semester	Periods per fortnight: 10
Unit Offered:	Semester 1 or 2	
Contact Person:	Mrs C Taft	

This subject is a pathway to VCE Biology. (Students should not pick this unit if they are already taking VCE Biology.)

Course Content

Students will examine the structure and functioning of cells. They look at how systems are made of different types of cells and study the mammalian endocrine, circulatory, digestive, excretory and respiratory systems including some malfunctions of those systems. Each system study will reference how cells in the system are specialised and organised (cells into tissues, tissues into organs and organs into systems). Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. **This will include a number of animal organ dissection investigations.**

Assessment

A variety of tasks including assignments, practical reports, annotated posters and tests.

Chemistry

Compulsory / Elective:	Elective	
Duration:	Semester	Periods per fortnight: 10
Unit Offered:	Semester 1 or 2	
Contact Person:	Ms M Hermanns	

This subject is a pathway to VCE Chemistry. (Students should not pick this unit if they are already taking VCE Chemistry.)

Course Aims

Chemistry is aimed at students considering continuing in at least one of the VCE Science subjects and especially to prepare students for VCE Chemistry.

It aims to build understanding of the theoretical aspects of Chemistry and to improve student's practical skills.

Course Content

Two areas of study

- The language of Chemistry.
- Using chemical reactions.

Students will learn how the atomic structure and properties of elements are used to organise them in the Periodic Table. They will learn how chemical reactions are used to create a wide range of materials. They will investigate how properties of materials change at the very small scale.

Assessment

A variety of tasks including a Scientific poster, practical reports, assignments and topic tests. The CATS will cover designing practical investigation and describing chemical reactions using equations and formulae.

Environmental and Marine Studies

Compulsory / Elective:	Elective	
Duration:	Semester	Periods per fortnight: 10
Unit Offered:	Semester 1 or 2	
Contact Person:	Mr S Mackenzie	

This subject is a pathway to VCE Biology and VCE Environmental Science.

If you are into nature and the outdoors, but want to delve a little deeper and broaden your knowledge of how it works and how we can manage these resources then why not give Environmental and Marine Science a go!

Within this subject, we take a hands-on approach to learning; we swim with the dolphins to learn about eco-tourism, we go fishing to learn about invasive species and we gain a deeper understanding of the wildlife areas close to where we live.

Environmental and Marine Science is a one-semester unit that allows students to explore environmental issues, engage in problem solving, and take action on how we can improve the environment both locally and globally.

Therefore, whether you are interested in Environmental Science in VCE and beyond, have a passion for protecting Australia's unique wildlife or just want to spend some time outside of the classroom learning about nature then this is the class for you!

Forensic Science

Compulsory / Elective:	Elective	
Duration:	Semester	Periods per fortnight: 10
Unit Offered:	Semester 1 or 2	
Contact Person:	Mr D. Healey	

Course Aims

This subject allows students to extend their scientific skills and processes through investigations and case studies. Students will develop their understanding of a wide range of forensic techniques and how these are used to solve crimes and investigate accidents.

Course content

Two main topics: Every contact leaves a trace and Forensics in the field.

Ballistics, DNA, chemical analysis, fingerprinting, Blood typing.

Assessment includes

A Scientific poster, a class presentation on how forensic was used to investigate a crime, practical reports and topic tests.

Introduction to Psychology

Compulsory / Elective:	Elective	
Duration:	Semester	Periods per fortnight: 10
Unit Offered:	Semester 1 or 2	
Contact Person:	Mr P Cassidy	

Course Aims

To provide students with a range of activities in order for them to become aware of psychology as a study. Students should not pick this unit if they are already taking VCE Psychology.

Course Content

- The scientific method.
- Varying fields in psychology with a specific focus on sports psychology.
- The brain and the nervous system.
- Memory and learning.

Psychology is the scientific study of Behaviour and the Mind. Students will learn how to plan and conduct practical investigations using the scientific method. Students explore the varying fields of psychology including educational, environmental, forensic, health, sport, clinical, social, developmental and organisational psychology. They will learn about the brain and how the nervous system responds to the environment. The subject investigates the factors that influence the learning of new behaviours and the features and how to improve memory. The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities.

Assessment

A variety of tasks including a Scientific poster, assignments, practical reports and tests.

Physics

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Contact Person:

Mr D McKenna

This unit is a pathway to VCE Physics.

Course Content

In this unit students will investigate questions such as: How is sound recorded and reproduced? What is the greenhouse effect? How do solar panels produce electricity? How do heavy objects fly? Is there life beyond the solar system?

Assessment

A variety of tasks including a Scientific poster, practical reports, research projects and topic tests.

HUMANITIES

Legal Studies

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Ms R Pugh

Course Aims

This unit aims to provide students with an understanding of democracy and the Australian parliamentary system. It enables students to see how the media influences political opinions, democracy and attitudes towards diversity. Students explore global politics, human rights and the United Nations. Through an investigation of real life court cases, students develop an understanding of the Australian Constitution, the court system and the High Court.

Course Content

- Features of the Australian parliament
- Parliament and Law-making
- Protections of Australia's democracy
- How citizens develop their political choices
- Threats to democracy
- The Australian Constitution
- United Nations
- Human Rights
- Australia's international legal obligations
- High Court



Assessment

A range of Assessment from the following:

- Oral presentations
- Tests
- Case Studies

Accounting and Business

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Ms J Scannell, Ms M Sutherland

Course Aims

This subject aims to develop student financial literacy through budgeting exercises. They will learn to manage financial risk and reward by playing the Australian Stock Exchange 'Sharemarket Game', while investigating multiple other forms of investment including property and small business. In addition, students will learn to describe the structure and functions of business and analyse real world issues that must be considered to operate successfully. They will explore the Australian and global economy and future work opportunities while developing their own management skills. Students will be given the opportunity to participate in a range of in/excursions throughout the semester to put what they learn into practice. This is a subject that will help students develop the skills needed to be financially independent regardless of whether they want to pursue Accounting or Business as a career.

Course Content

- Budgeting
- Taxation

- Credit
- Investment
- Business Ownership
- Management Skills
- Consumerism

Assessment

Assessment will incorporate activities that offer opportunity to a variety of learning styles including:

- Microsoft Excel budgets
- Online games and quizzes
- Written book work and notes based on case studies
- Common Assessment Tasks at the end of each term

Geography

Compulsory / Elective:	Elective	Periods per fortnight:	10
Duration:	Semester		
Unit Offered:	Semester 1 or 2		
Contact Person:	Mr R Kline		

Course Aims

This class will cover both Human and Physical Geographies. The most essential aim of this class will be the understanding of how Geography can have a major impact on the improvement of the planet on which we live. Investigations that will take students out of the classroom and into the field, and will help them understand how Geography studies help feed us, lessen the divide between rich and poor, solve water shortage and understand the needs of different cultures. Students are encouraged to get out of the classroom and experience the environmental studies first hand.

Course Content

- Changing and managing the environment
- Coastal change and management
- Several excursions and fieldwork trips to coastal and river areas
- Studies of different life for people from different parts of the world
- Inequalities in wellbeing

Assessment

- Short response to various stimulus, including film, photos and text
- Fieldwork report
- Analysis of case studies

History

Compulsory / Elective:	Compulsory	Periods per fortnight:	10
Duration:	Semester		
Unit Offered:	Semester 1 or 2		
Contact Person:	Ms A Todorovic		

Course Aims

The study of this unit will provide a study of the modern world and Australia from 1918 to the present, with an emphasis on Australia in the global context. The 20th Century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and the global standing.

The aims of this unit will be met by studying negotiated tasks which may include:

Topics

Study 1: World War 2

- Causes of World War2
- The road to war in Europe
- Prisoners of war and crime against humanity
- The Holocaust and Nuremberg

Study 2: Migration

- White Australia Policy
- Attitudes and policies towards Asylum Seekers and Refugees
- Global changes and terrorism

Assessment

In addition to keeping an organised and up-to-date record of class notes and activities, students will be required to complete:

- Analysis of cartoons, extracts, films, photographs, etc
- Short response
- Research assignments
- Essays
- Informal presentations

*Students will need to be able to access their laptop at all times to use the Internet for research assignments and must always have printing credits.

TECHNOLOGY: Digital Technologies

Computing: Web and Applications

Compulsory / Elective:	Elective	
Duration:	Semester	Periods per fortnight: 10
Unit Offered:	Semester 1 or 2	
Contact Person:	Ms K Butler	

Course Aims

We are living in a highly technological world, where access to information and entertainment is at our fingertips via the World Wide Web. Want to learn how to be a creator, not just a consumer of Internet content? Curious how the technology behind the Internet works?

In this course, you will gain skills in designing and developing your own interactive websites using HTML/CSS coding, and web authoring software, Adobe Dreamweaver. You will explore a range of multimedia software to support the design of multimedia elements, such as graphics for your web pages. You will investigate digital systems that support the management and security related to data collection and transfer over the web. You will learn how to design and develop databases and spreadsheets as a way of storing, manipulating and visualising data for real-life purposes.

Entering a digital workforce means digital literacy is a highly sought after skills for jobs of the future. Studying Web and Applications is great to include on your CV and can support your pathway in many different industries. It will also prepare you for VCE Computing.

Course Content

- Coding and styling web pages in HTML and CSS
- Adobe Dreamweaver to create professional looking web pages
- Analysing website requirements
- Design tools for planning websites e.g. site maps and story boards
- Web design principles and best practice to ensure effective design
- Image manipulation software such as Photoshop/Fireworks to produce and optimise web graphics
- Techniques for testing website functionality
- Evaluating aspects such as user-friendliness of own and other's website solutions
- Role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems
- Data collection tools and techniques, such as forms to gather data
- Spreadsheets as a tool to analyse and visualise data in the form of charts, pivot tables.
- Databases to store and manipulate data, and output useful information.
- Applying protocols and legal practices to support safe, ethical and respectful communications and collaboration

Assessment

- Digital Folio of tasks – digital solutions (web pages, spreadsheets and databases)
- Designs
- Collaborative and problem solving tasks
- Quizzes and worksheets
- Self and peer assessment
- Common Assessment Task

Computer Software Design

Compulsory / Elective:	Elective	Periods per fortnight:	10
Duration:	Semester		
Unit Offered:	Semester 1 or 2		
Contact Person:	Ms K Butler		

Course Aims

Bill Gates says "Learning to write programs stretches your mind, and helps you think better, creates a way of thinking about things that I think is helpful in all domains."

This course is designed to develop and extend your ability to make effective use of computers by solving real-world problems through coding. You will understand the concepts of object-oriented programming, through learning languages such as Python and Javascript. You will learn to develop modular programs using an object-oriented programming language, to be used for a range of platforms e.g. desktop/mobile/tablet/robot. You will also gain skills in defining problems and considering the requirements of a solution. You will refine your ability to write an algorithm as a way of solve a problem and learn to design a user friendly interface with a range of controls, as the front-end of your solution. You will learn to debug and test programs so that they are error-free and meet the needs of your client. You will be given opportunities to collaborate and evaluate your software solutions, based on a set of criteria to ensure success.

Entering a digital workforce means coding is a highly desired skill for jobs of the future. Studying Software Design is fantastic to include on your CV, demonstrating thinking and problem solving skills applicable to many industries. It will also prepare you for VCE Computing.

Course Content

- Object-oriented coding
- Developing interactive programs including: sequence, repetition and branching structures, data types and structures, sub-procedures/functions/methods and properties.
- Algorithm design using diagrams e.g. flowcharting and structured English (pseudocode)
- User interface design e.g. annotated mock-ups and layout diagrams
- Analysing program requirements
- Testing and evaluating programs
- Physical computing e.g. robotics and electronics
- Digital systems to support and enhance coding

Assessment

- Digital Folio of Programming Solutions
- Quizzes and worksheets
- Collaborative and problem solving tasks
- Self and peer evaluations
- Digital Solution

THE ARTS: Performing Arts

Music Performance

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Contact Person:

Ms A Linton

Course Aims

This course is designed to prepare students for VCE Music Performance Units 1 and 2 and Vet Music Industry Certificate III. Students will explore a variety of areas in preparation for performance on their chosen instrument. Playing an instrument or singing is a requirement to undertake this course.

Course Content

- Assignments include undertaking a detailed investigation of the students own instrument, and song analysis using the elements of music
- Analysis of various interpretations of solo performances
- Investigation factors that contribute to performance, nerves, acoustics, equipment and venues
- Creative organization tasks, including the use of Music specific computer programs
- Solo and Group performance (presentations at school and in the community)
- Development of aural and theory skills and maintaining a Listening Journal

Assessment

Assessment for the course will be by:

- Song Analysis Assignments
- Solo and Group Performances
- Listening Journal
- Aural and theory tests



Pathways

This course is designed to prepare students for VCE Music Performance Units 1 and 2 and Vet Music Industry Certificate III.

Rock Guitar

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Contact Person:

Ms A Linton

Course Aims

Following on from the Year 9 Guitar Elective, students will have the opportunity to play guitar in a variety of contemporary styles. While it is assumed that students who undertake this course have completed the Year 9 Guitar course, this is not a prerequisite. Students with a passion for music and the dedication to undertake a practical based subject may undertake this course. This course can also prepare students for Vet Music Industry Certificate III and VCE Music Performance Units 1 and 2.

COURSE CONTENT

- Basic and Intermediate Guitar Playing Skills
- TAB and Power Chord Reading
- Guitar history, development and techniques
- Maintaining a Listening Journal
- Solo and Group Performance (at school and in the community)
- Performance demonstrating a variety of Guitar Techniques
- Performing with Backing Tracks
- Song Writing
-



Assessment

Assessment for this course will be by:

- Solo and Group Performance
- Class Participation
- Song Analysis Report Written and Oral
- Listening Journal

Pathways

This course can also prepare students for Vet Music Industry Certificate III and VCE Music Performance Units 1 and 2.

Drama

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Ms K Mann

Course aims

This course is designed to ensure that, individually and collaboratively, students develop confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama. Furthermore, students should gain knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning.

Course content

The Drama course in Semester One involves improvisation, play building and play-writing which allow for the creation of an original theatre piece which will be performed for the TakeOver Program at GAC. This involves a number of schools within the Geelong area performing a self-devised piece. Work in this course includes production and design aspects involving sets, costumes, makeup, props, promotional materials, stage management and sound and lighting. Increasingly, students use new technologies such as digital FX and multimedia. There are two excursions involving workshops to the Geelong Arts Centre.

The Drama course in Semester Two has a strong performance base, complimented with a focus on the 'process' of performance as well as the creation of a polished end-product. There is an emphasis on the creation of a series of shorter dramatic statements, exploring the creation of a group devised performance, using Theatre technologies to an outside audience.

Assessment

- Peer, Teacher and Self-Assessment
- Performance to an outside audience
- Script Writing
- Collaboration

Pathways

This course compliments VCE Theatre Studies as a pathway to tertiary Performing Arts courses and careers in Theatre Technology/Production Roles, Acting and Design.

THE ARTS: Visual Arts

2D Art

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Ms K Zahra, Ms P De Bruyn

Course Aims

- Students learn about Art History beginning with Classical Art periods, followed by Modern and Contemporary Art movements, including Australian and First Nations content.
- Students explore traditional and contemporary drawing, painting, collage and printmaking materials and techniques.
- Students produce a range of experimental artworks that will inform an original artwork.
- Students evaluate their art making through annotation.

Course Content

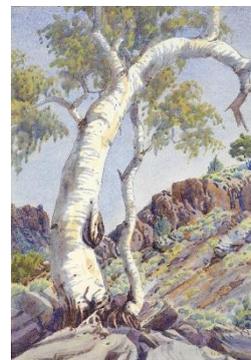
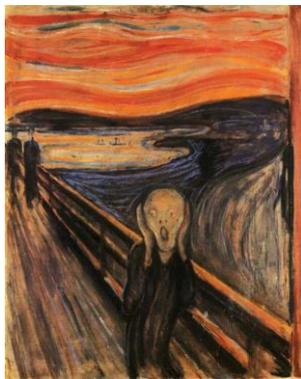
This subject is an important study for any student considering enrolling in a VCE Visual Arts course. Students gain an advantage by investigating artistic inspiration, trialing 2D artforms, experimenting with subject matter and art styles. This course gives students the art theory and practical skills that are essential in VCE art making. Students produce many artworks through guided tasks, preparing them to create original artworks independently.

Assessment

All art making is presented and assessed in a visual diary. This contains their investigation of Art History, 2D artforms, subject matter, styles and annotations that evaluate success.

Pathways

This course compliments VCE Art Making and Exhibiting and VCE Creative Practice as a pathway to tertiary Visual Arts courses and careers in the Art and Design industry.



3D Art

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Ms P De Bruyn

Course Aims

- Students explore traditional and contemporary materials & techniques to create three-dimensional sculptural works. Over the course of the semester, we will work primarily with:
 - recycled materials (bones, cardboard and collected plastics)
 - ceramics (clay, glazes and firing techniques)
- Students annotate their artistic practices in a visual diary.
- Students learn about the history of sculpture, from the birth of Modernism through to the Contemporary practices of today.



Course Content

- “Sgraffito” will look at the artwork of Gerry Wedd and the ancient art of sgraffito. We will create a domestic ceramic object, depending on your skill level, and will glaze it with the sgraffito technique shown by master artist Gerry Wedd.
- Using the concept of “memory” we will build and construct a favourite or long treasured object on a 1:1 scale using recycled cardboard. We will investigate several artists who have also used “memory” as the basis for an artwork.
- “Painting on lino” This project will experiment with lino printing, using the house and house plants as our subject matter and the artwork of Christopher Zanko, and experimenting with painting the lino as the work of art.
- The “Skeleton Project” will be an in-depth exploration of the skull and skeleton in ancient art and contemporary culture. We will begin with a still life drawing exercise and move into designing patterns and images to use on your selected bones.
- Sculpture Timeline. In this theory component, students examine how artists have used sculptural concepts to create art over the last 100 years. This will include examining contemporary documentaries on both individual artists and art movements.

Assessment

Students present their developmental designs in a visual diary for assessment, in conjunction with their sculptural works. The visual diary will contain an historical investigation of sculpture, the student’s own personal exploration of sculptural techniques, and annotations that record artistic process and evaluate success.

Pathways

This course compliments VCE Art Making and Exhibiting and VCE Art Creative Practice as a pathway to tertiary visual arts courses and careers in the Art and Design industry. It is highly recommended that if you want to do any VCE Art subjects, you complete this course first.

Ceramics

Compulsory / Elective:	Elective	
Duration:	Semester	Periods per fortnight: 10
Unit Offered:	Semester 1 or 2	
Contact Person:	Ms J Stevens	

Course Aims

- Students explore a wide range of ceramic materials and techniques to create sculptural and functional works.
- Students annotate their artistic practices in a visual diary and respond to a range of artists of inspiration.
- Students learn about the range of applications for the medium of clay in the worlds of fine art and applied design.

Course Content

- **People Pots** introduces the concept of producing simple production pieces to support a commercial studio practice as a ceramicist.
- **The Hybrid Bust** explores how leading contemporary ceramicists have taken their cues from traditional and ancient depiction of the human and animal hybrid form. This task will also involve exploring the application of glazing and decorating materials.
- **Form Follows Function** allows students to investigate a range of materials, techniques and processes used by contemporary ceramic designers, and offers insights into the workings of commercial ceramics studios. Students select their own ceramicists to inform and inspire their functional ware.



Assessment

Students present their developmental designs in a visual diary that will be assessed with each new unit, in conjunction with their art works. The visual diary will contain evidence of personal investigation and exploration using the design process, responses to the works of feature artists, and annotations which record artistic processes and evaluate success.

Pathways

This course compliments VCE Studio Art and VCE Art as a pathway to tertiary visual arts courses and careers in the Art and Design industry.

Digital Photography

Compulsory / Elective:	Elective	
Duration:	Semester	Periods per fortnight: 10
Unit Offered:	Semester 1 or 2	
Contact Person:	Mr J Petrie	

Course Aims

This course is designed to give students an introduction to digital photography and their use in society, through a combination of practical and theoretical tasks.

Course Content

- Explore a range of photographic concepts and techniques through the use of quality digital cameras

- Use Photoshop as a digital darkroom to improve and manipulate images
- Produce a series of photos that are theme based and combined in a collage



Assessment

- Assignment work
- Presentation of work.

Pathways

This subject is designed to support a range of visual arts and technology subjects in both VET and VCE.

Visual Communication Design

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Ms Rosie Simon

Course Aims

This course aims to build students key skills and understanding for VCE Visual Communication Design. By completing this unit, students will have the knowledge and skills that underpin some of the stages in the design process of generating ideas, developing concepts and refining visual communications. It focuses on the development of visual language and design thinking. Students use observational, visualisation and presentation drawing as the means by which ideas and concepts are communicated.

Course Content

Students will produce a folio consisting of design work including:

- apply design elements and design principles to communicate ideas and functions of objects and structures
- apply drawing methods that are suitable for the purposes of observation, visualisation and presentation
- use manual and/or digital methods to create drawings for different purposes
- apply three-dimensional drawing methods to represent the form and structure of objects
- apply two-dimensional drawing methods to depict objects from and in multiple views
- select and apply media, materials and techniques to draw and render forms
- apply design thinking to generate alternative ideas and reflect on their suitability.



Assessment

A folio of work showcasing the generation of ideas that will accompany presentation drawings.

Pathways

By completing this subject, students will be thoroughly prepared for VCE Visual Communication Design. Post VCE, students will have key knowledge and skills for completing tertiary studies in Architecture, Graphic Design, Engineering and much more.

Media Studies

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Ms F Hergstrom

Course Aims

To introduce students to Media Studies through film and television analysis. This course will serve as a precursor to the study of narrative/ideology in film and television and media regulation in Years 11 and 12. It involves both the theoretical and practical components of film making.

Course Content

1. Theory

Film narrative and ideology

The class will examine the codes, conventions and story elements involved in creating a specific genre. The class will study a variety of films in substantial detail during the unit. Story elements include script writing, plot development, structure of time, character development and cause and effect. Production elements include lighting, location, acting, cinematography, sound, mis-en-scene and lighting.

2. Practical Application

Students have the opportunity to undertake practical skills in a collaborative setting to produce a short film.

Assessment

- Class discussion
- Question/answer booklet
- Folio
- Short film

Desirable Prerequisites

A willingness to learn about film and television along with a hard-working attitude and a desire to achieve your potential.

Pathways

This course compliments VCE Media Studies and as a pathway to tertiary visual arts courses and careers in the Film industry (writing, directing, sound, editing, lighting), the Art and Design industry, Communications/Multi-media and Journalism.

DESIGN, CREATIVITY & TECHNOLOGY

WOODWORK

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Mr C Thompson

Course Aims

This study enables students to:

- Use design thinking and develop their understanding of product development
- Apply design practice by generating and communicating product design options
- Apply safe methods of working with materials, tools, equipment and machines
- Analyse and evaluate the appropriateness of production activities and product design

Course Content

This course is designed to cater for both boys and girls.

Students develop a design folio to create products.

Students will use a variety of tools and equipment to design and construct three dimensional products from wood and related materials.

Assessment

Assessment is based on the student's performance and achievement of set outcomes relating to:

- A design folio that contains design options, working drawings, materials list, production plan and evaluation report on the finished product
- A finished product and records of production and modifications.

Homework expectations

Completion of activities related to investigation, design, production and evaluation tasks.

(Students are expected to purchase, or reimburse the school for materials used in the production of their project).

METALWORK

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Mr T Buchanan-Huhn

Course Aims

This study enables students to:

- Use design thinking and develop their understanding of product development
- Apply design practice by generating and communicating product design options
- Apply safe methods of working with materials, tools, equipment and machines
- Analyse and evaluate the appropriateness of production activities and product design

Course Content

This course is designed to cater for both boys and girls.

Students develop a design folio to create products.

Students will use a variety of tools and equipment to design and construct three dimensional products from metal and related materials.

Assessment

Assessment is based on the student's performance and achievement of set outcomes relating to:

- A design folio that contains design options, working drawings, materials list, production plan and evaluation report on the finished product
- A finished product and records of production and modifications.

Homework expectations

Completion of activities related to investigation, design, production and evaluation tasks.

(Students are expected to purchase, or reimburse the school for materials used in the production of their project).

Fibre

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Ms B Donald

Course Aims

An introductory course in basic fashion design with an emphasis on creating a "Garment for Catwalk". Learning fabric manipulation techniques, fashion illustration, resourcing design inspiration, and production methods.

Course Content

This course caters for boys and girls.

Students will produce a folio of work that applies the three dimensions of the design process

1. Investigating and designing
2. Producing
3. Analysing and evaluating.

Assessment

Assessment is based on the student's performance and achievements of set outcomes relating to:

- A completed folio outlining the design process and development of the Catwalk Garment.
- A completed garment

FOOD: Tastes of the World

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Ms E Cave

Course Aims

Students are given the opportunity to begin the process of linking the theory of food with hands on work. The recipes teach a broad range of food preparation processes and cooking techniques through the study of food traditions from around the world. Students are involved in decision making, planning, design folio preparation and practical skill development. This course will provide students with the necessary skills to continue into VCE Food Technology.



Course Content

Through a broad range of recipes students will use their study of foods of the world to:

1. Investigate and design
2. Produce and
3. Analyse and evaluate

Semester Cost: \$75 Semester long subject fee payments are due by week six of Term 1 (Semester 1), or week six of Term 3 (Semester 2)

Assessment

Assessment is based on Practical skills, one research task and one design and production project.

FOOD: For All Occasions

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Ms E Fuller

Course Aims

Students will further develop their skills by experiencing the preparation and presentation of food for special occasions and everyday family food. This will be achieved by using a variety of processes and techniques, the safe use of a range of tools and equipment.

Course Content

Through a variety of recipes students will:

1. Investigate and design
2. Produce
3. Analyse and evaluate



Assessment

Assessment is based on practical skills, two design and production projects, one short answer test.

Materials Technology

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Mr Chris Thompson

Course Aims

Students explore a range of factors that affect product design and technological innovation. Through the creation of their own designs, students develop an understanding of materials and processes and their suitable applications. Students develop an understanding of the correct and safe use of a range of tools, equipment and machines.

Course Content

This course is designed to cater for both boys and girls. Students will use a variety of tools including the laser engraver and equipment to construct products of their own design using plastic, wood and metal.

Students will produce a folio of work that applies the three dimensions of the design process:

1. Investigating and designing
2. Producing
3. Analysing and evaluating.

Assessment

Assessment is based on the student's performance and achievement of set outcomes relating to the dimensions of: (i) investigating and designing; (ii) producing; (iii) analysing and evaluating.

The Built Environment: A Design Approach

Compulsory / Elective:

Elective

Duration:

Semester

Periods per fortnight: 10

Unit Offered:

Semester 1 or 2

Contact Person:

Ms R Simon

Course Aims

- For students to complete different design briefs by following appropriate processes.
- For students to analyse and evaluate completed briefs and how these briefs compare with different client needs.

Course Content

CREATING & MAKING:

- Centres on specific design briefs and meeting clients' needs for:
 - Room interiors
 - Garden Exteriors
 - Hideways

EXPLORING & RESPONDING:

- Discussion and written exercises on completed design approaches
- Influences on building styles

- Discussion of different cultural approaches.

Assessment

- Unit 1: Interior
 - Portfolio
 - Self-Evaluation
- Unit 2: Exterior
 - Design Brief
 - Portfolio
 - Self-Evaluation

Systems Technology

Compulsory / Elective:

Duration:

Unit Offered:

Contact Person:

Elective

Semester

Semester 1 or 2

Mr S Webb

Periods per fortnight: 10

Course Aims

This study enables students to:

- Use design thinking and develop their understanding of product development
- Apply design practice by generating and communicating product design options
- Apply safe methods of working with materials, tools, equipment and machines
- Analyse and evaluate the appropriateness of production activities and product design
- Develop an understanding of the systems engineering process.

Course Content

This course is designed to cater for both boys and girls.

Students develop a design folio to create products.

Students will use a variety of tools and equipment to design and construct systems projects with a variety of materials.

Assessment

Assessment is based on the student's performance and achievement of set outcomes relating to:

- A design folio that contains design options, working drawings, materials list, production plan and evaluation report on the finished product
- A finished product and records of production and modifications

Homework expectations:

Completion of activities related to investigation, design, production and evaluation tasks.

(Students are expected to purchase, or reimburse the school for materials used in the production of their project).