



FIRBANK
GRAMMAR

VINCIT QUI SE VINCIT
- one conquers, who conquers oneself

2021
THE YEAR OF CURIOSITY



2021 YEAR 9 CURRICULUM OVERVIEW

YEAR 9

Year 9 is a year of adventure for students in which a range of learning opportunities is provided. Students will continue the sequential learning that is essential preparation for VCE in their electives and core subjects of English, Mathematics, Science, History, Geography, the Arts, Physical Education and Personal Development. Formal examinations are held to provide practice to students, giving valuable preparation for VCE subjects.

The curriculum is designed to meet the needs of all students and cater for their individual interests. Many of the most authentic learning experiences and application of skills can occur in alternative settings beyond the traditional classroom.

In recognition of this, the Year 9 Curriculum includes the Connecting through Journeys program. Students will participate in two key experiences, the Desert Program, taking place in Central Australia and the Journey Expedition, in the Bogong High Plains, Victoria. The programs promote deeper thinking and explore how the living environment goes beyond physical elements and is fundamental to our identity. Our aim is for all students to develop a strong understanding and sense of connection to the environment. We are confident these are amazing and life-changing programs.

Students build upon skills learnt on previous Outdoor Programs and develop new concepts. The Desert Program and the Journey Expedition are supported by school staff and specialist outdoor educators. The overall program allows students to take important steps towards developing independence and responsibility, not only as learners but in all aspects of life. It gives the students the opportunity to face real challenges and develop life skills such as recognising and regulating emotions, developing empathy for others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively. These Outdoor Education opportunities also demonstrate, in a practical way, how working together and considering the strengths and needs of others can allow greater challenges to be overcome.

The Year 9 program is one more building block of experience the students can use as they make their way towards becoming responsible young adults with strong personal character, a sense of community and high levels of resilience.

YEAR 9 CURRICULUM

CORE CURRICULUM

ENGLISH or ENGLISH AS AN ADDITIONAL LANGUAGE*

MATHEMATICS

SCIENCE

HISTORY

GEOGRAPHY

OUTDOOR EDUCATION

DUKE OF EDINBURGH AWARD

PHYSICAL EDUCATION

PERSONAL DEVELOPMENT

THE ARTS

Choose two of the following:

DRAMA	ART
MUSIC - GENERAL MUSIC OR SPECIALIST MUSIC	VISUAL COMMUNICATION DESIGN

ELECTIVE CURRICULUM

Choose any six of the following semester-length units

FRENCH GERMAN CHINESE (for non-background students) CHINESE (for background students) ENGLISH LANGUAGE STUDIES* <i>Each of these subjects counts for two semester units</i>	ART HOUSE: FASHION CERAMICS TEXTILES BE A MONEY MANAGER ESSENTIAL DIGITAL TECHNOLOGIES FOOD STUDIES GEOGRAPHY: POVERTY AND HOMELESSNESS MEDIA MATTERS <i>Each of these subjects counts for one semester unit</i>
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It is recommended that student's study at least one Language subject.

* By recommendation of the Department of Learning Strategies

CORE CURRICULUM

ENGLISH

Students will read and view imaginative, informative and persuasive texts that explore issues and abstract ideas. They will analyse how social values and attitudes are conveyed and compare the presentation of information and ideas in different texts.

AREAS OF STUDY

Students will read a range of literary texts encompassing Australian literature, including oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these cultural groups, and classic and contemporary world literature, including texts from and about Asia. Students will be introduced to William Shakespeare through the study of *Romeo and Juliet* and will examine a collection of Spoken Word Poetry. Students will focus on the use of figurative language and the ways texts explore interpersonal relationships and ethical and global dilemmas. Students will also develop their understanding and use of persuasive language in an independent Problem Solving Project.

Students will produce a range of texts for a variety of purposes including speculating, hypothesising, persuading, analysing, imagining and reflecting. They will develop confidence in using written and oral language to achieve different purposes. Online components will be integrated into the course. This will require students to work independently and at times collaboratively in a networked environment using web-based tools to communicate with each other and the class teacher.

ASSESSMENT

Is based on reading, writing, listening, speaking and presenting tasks, including end of semester examinations.

ENGLISH AS AN ADDITIONAL LANGUAGE

By recommendation of the Department of Learning Strategies.

EAL replaces English classes for students whose first language is not English. Students are deemed eligible for EAL through assessment by the Department of Learning Strategies on recommendation from a teacher or request from parents or guardians.

EAL classes provide the opportunity for students to improve their English language proficiency in smaller classes with a specialist teacher. The small classes provide students with a supportive environment where they can feel secure in practising their developing English language skills.

AREAS OF STUDY

The EAL curriculum follows the same Areas of Study as English. There is a greater focus on developing students' skills in speaking, listening, reading and writing.

Time is also allocated to support the content and texts studied in mainstream subject areas as well as developing cultural literacy about living in Australia. This is in line with the Year 9 Curriculum Overview.

ASSESSMENT

The EAL curriculum adopts the same assessments as English, with appropriate modifications. Students are assessed against EAL criteria in line with the Victorian Curriculum.

CORE CURRICULUM

CONTINUED

MATHEMATICS PATHWAYS 2021 - 2022

YEAR 9	YEAR 10		YEAR 11	YEAR 12
Year 9A & 9B (Advanced Mathematics) (These classes undertake the Year 10 course)	Units 1 & 2 Mathematical Methods		Units 1 & 2 Specialist Mathematics and/or Units 3 & 4 Mathematical Methods	Units 3 & 4 Specialist Mathematics and/or Repeat (to improve score) Units 3 & 4 Mathematical Methods
	Semester 1	Semester 2	Units 1 & 2 Mathematical Methods and/or Units 1 & 2 Specialist Mathematics or Units 1 & 2 General Mathematics	Units 3 & 4 Mathematical Methods and/or Units 3 & 4 Specialist Mathematics and/or Units 3 & 4 Further Maths
Remaining (Year 9 classes Standard Course)	Year 10 (Semester 1) Mainstream Mathematics Classes	Year 10 (Semester 2) Advanced Mathematics Classes (This course prepares students for Mathematical Methods)	Units 1 & 2 Mathematical Methods or Units 1 & 2 General Mathematics	Units 3 & 4 Mathematical Methods or Units 3 & 4 Further Maths
		Year 10 (Semester 2) Mathematics-General (This course prepares students for General Mathematics Course for Year 11)	Units 1 & 2 General Mathematics	Units 3 & 4 Further Maths
	Year 10 Mathematics Gold	Year 10 Mathematics Gold (Under special cases only)	Units 1 & 2 Foundation Mathematics	

MATHEMATICS

Year 9 Mathematics is structured to follow the Victorian Curriculum: Mathematics. This provides students with the essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The Victorian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands. The content strands describe what is to be taught and learnt. These strands are: Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiency strands describe how the content is explored or developed, that is, the thinking and doing of mathematics. These strands are: Understanding, Fluency, Problem Solving and Reasoning.

In Year 9, Mathematics classes are structured to enable every student to work at a level and a pace which is suited to her ability. Classes are timetabled together to allow for movement between groups without disadvantage. All students study the same core syllabus. Extension is provided and support given to those students requiring additional assistance.

Critical thinking is developed by teaching students a range of strategies and mathematical skills which enable them to solve unfamiliar problems.

CORE CURRICULUM

MATHEMATICS CONTINUED

AREAS OF STUDY

Level 1

Number and Algebra

- real numbers
- money and financial mathematics patterns and algebra
- linear and non-linear relationships

Measurement and Geometry

- using units of measurement
- geometric reasoning
- Pythagoras and trigonometry

Statistics and Probability

- chance
- data representation and interpretation

ASSESSMENT

Student performance is assessed against the Achievement Standards of the Victorian Curriculum for Year 9. This is completed for each topic area within the content strands and also globally.

The assessment will be made by analysing general class work and the level of achievement on a task (or tasks) which will be designed to allow students to demonstrate one or more of the proficiency strands. The task (or tasks) may be in the form of a topic test, application task, assignment, rich task, learning journal, personal learning pathway, collaborative work or an end of semester examination.

End of Semester Examination

Students will complete an examination comprising a calculator-free component and a calculator-reliant component.

SCIENCE

In Year 9, students study topics in greater depth than in previous years including increased sophistication in experimental method and design. Students further develop the ability to apply scientific concepts to explain practical observations in the laboratory. They learn to critically evaluate experimental procedures and research methodology when communicating scientific findings to an intended audience and become more sophisticated in their use of scientific language to explain concepts. They explore ways in which the human body as a system responds to its external environment. Students develop their understanding of matter and the notion of the atom as a system of protons, electrons and neutrons. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer.

AREAS OF STUDY

- Reaction types
- Body co-ordination
- Materials
- Ecosystems
- Light and sound
- Electricity
- Electromagnets

Students are given the opportunity to enter various science competitions.

ASSESSMENT

Includes written and practical tests, designing practical investigations, written tasks, research assignments and end of semester examinations.

CORE CURRICULUM

CONTINUED

HISTORY

The Year 9 Curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

The course comprises Overview and Depth Studies. The Overview Studies provide the context for the key inquiry questions and the Depth Studies allow detailed study of specific aspects of the historical periods.

AREAS OF STUDY

Overview content for the making of the modern world includes:

- The nature and significance of the Industrial Revolution and how it affected living and working conditions
- The nature and extent of the movement of peoples in the period (slaves, convicts and settlers)
- The extent of European Imperial expansion and different responses, including the Asian region
- The emergence and nature of significant economic, social and political ideas in the period, including nationalism

The three Depth Studies are:

1. The Industrial Revolution 1750–1914: Causes, experiences and effects.
2. Australian history 1750-1918: European expansionism and impact on Indigenous Australia; movement towards Federation.
3. Australia at War 1914-18: Causes of WWI, nature of warfare, significant events and battles, effects on Australian society.

ASSESSMENT

Students' historical understanding and skills will be assessed in a variety of ways, through analysis of visual and written texts, research assignments, tests and semester examinations.

GEOGRAPHY

This course focuses on how geographical processes change the characteristics of places. Students look at the interconnections between people, places and environments to explain how these interconnections influence people and change places and environments. There are two units of study.

The first unit is concerned with the geographies of interconnections and how people communicate across spaces both through movement and communication technologies. Tourism is discussed within this unit, including eco-tourism and wilderness tourism. The second unit looks at factors affecting food production and investigates the increasingly difficulty and challenge of feeding the world's population.

A feature of the course is the development of geographical skills. These include the collection, representation and analysis of data. Fieldwork is an important component of geography and students frequently work in groups to develop policies and strategies to solve problems.

AREAS OF STUDY

1. Geographies of interconnections

The effects of people's travel choices (recreational, cultural or leisure) on places, and the implications for the future of these places; the perceptions people have of a place and the interconnections between places, and the effects of transport and information communication technologies in connecting people.

2. Biomes and Food security

The factors affecting food production and investigating the capacity of the world to feed a growing population.

ASSESSMENT

- Research Task (Eco-tourism)
- Research and fieldwork (Tourism)
- Data Analysis
- Examination

CORE CURRICULUM

CONTINUED

OUTDOOR EDUCATION

Year 9 Outdoor Education is a year of significant personal growth and learning for our students. Your daughter will participate in the exciting Connecting Through Journeys Program.

AREAS OF STUDY

1. Desert Program

This program provides unique experiences for students to gain greater awareness, knowledge, and appreciation for Australia's Indigenous communities and their way of life. During this program in Central Australia and the Northern Territory, students will be engaged in a variety of cultural and environmental activities and community initiatives. They will also witness and experience some of Australia's most spectacular natural wonders, while building on skills developed during previous Outdoor Education programs.

The aim of this program is for students to establish meaningful connections with country, people and culture. As students work towards taking greater levels of responsibility in all aspects of their life, this program provides valuable and timely learning opportunities.

2. Journey Expedition

Personal development is a core aspect of the Journey Expedition. Participation allows the students to grow and develop resilience through facing challenges individually and as a group. This experience has proven to be a significant and rewarding learning opportunity for our Year 9 students over many years. Girls often look back on this experience as a key highlight of their time at Firkbank.

The program is conducted in the Alpine National Park, Victoria. Students will spend approximately 8 days hiking in the Bogong High Plains and rafting the Mitta Mitta River. We endeavour to cater for all students, developing appropriate routes and access points that allow us to scaffold the level of challenge and support suitable for individual students.

ASSESSMENT

The Connecting Through Journeys Program is an integral component of Year 9 and each program must be completed in its entirety. This program will satisfy the Adventurous Journey and Service components of the Duke of Edinburgh Award. The program is conducted by Firkbank staff and qualified and experienced Outdoor Education instructors.

2021 DATES (TBC)

Desert Program*:
Term 2 or 4

Journey Expedition:
Term 4

** These programs are subject to change, given that they are new Outdoor Education programs.*

DUKE OF EDINBURGH AWARD

The Duke of Edinburgh International Award is an internationally recognised program that is a compulsory part of the Year 9 curriculum. There are three levels of Awards: Bronze, Silver and Gold, each level requiring an increased level of commitment and time. For each level, the participant must meet the challenges in four sections: Service, Physical Recreation, Skills and Adventurous Journey. The Award is a student-led initiative and the girls are expected to take ownership of their Award and lead the process. The Firkbank Connecting Through Journeys Program fulfills the requirements of both the Adventurous Journey and Service sections.

Students will be required to complete the Bronze level whilst in Year 9. The Silver and Gold levels can only be started once the Bronze award has been obtained. It is not compulsory to complete the Silver and Gold levels.

CORE CURRICULUM

CONTINUED

PHYSICAL EDUCATION

This subject involves students participating in a range of physical activities, sports and recreational pursuits.

AREAS OF STUDY

Students develop knowledge and skills through a variety of games and sports including:

- Rugby
- Hockey
- Lacrosse
- Dance
- Tennis

Swimming is also a key component of the Year 9 program and students participate in practical and theoretical sessions to increase confidence and safety in aquatic environments.

The Year 9 Physical Education course also includes an introduction to basic physiology areas such as the muscular system, fitness components and energy systems. These concepts are then applied in practical sessions during a fitness training unit.

ASSESSMENT

Assessment is based on class participation, practical assessments, theory and assignments.

PERSONAL DEVELOPMENT

Students will be supported to develop a clearer sense of themselves and who they are. They will build upon already established skills in dealing with ever-changing relationships in an adolescent world.

AREAS OF STUDY

The course will investigate strategies for navigating life and maintaining physical and emotional health and wellbeing. Issues related to alcohol and safer partying, emotional literacy, personal strengths, relationships and sexuality, positive coping, problem solving, stress management and help seeking will be examined through class activities, discussion and self-reflection. A journal will be used by students for personal reflections and completing class activities.

ASSESSMENT

Assessment is based on practical activities, classroom discussion, self-reflection and assignments covering a variety of topics.

CORE CURRICULUM

CONTINUED

THE ARTS

Choose two of the following

THE PERFORMING ARTS

DRAMA

This course gives students the chance to explore the world of Theatre, to interpret scripts and an opportunity to explore their expressive and performance skills.

The following questions are pertinent to this study:
What do actors do to train and develop their skills?
How do you bring a script to life on stage?

AREAS OF STUDY

- Acting
- Directing
- Interpreting scripts
- Performing

Theatrical Style

Naturalism – a style of theatre that demands truthful performance by actors is the lens through which we approach this course.

Throughout the semester, the student actors will explore their physical and vocal expression, building awareness of how they can consciously manipulate these aspects of themselves. This is valuable exploration for them as communicators to scaffold their skill development and their progress toward the major performance exam.

Theatre visit

Students will attend a professional theatre performance exposing them to a style of theatrical experience that they may not have previously had. This enhances their learning immeasurably.

ASSESSMENT

Process driven, with focus on the student's on-going level of engagement, their openness to respond to the challenges that present along the way.

Performance Exam

A script, where 2 students collaborate, interpret, direct and act the interpretation of their chosen scene (a range of appropriate scenes offered by teacher).

No written examination at this level.

CORE CURRICULUM

THE ARTS CONTINUED

MUSIC

Both of the Music courses at Year 9 aim to broaden and enrich students' music experience, to assist students to develop personal awareness of the expressive and aesthetic qualities of music, and to encourage a life-long engagement with music and music making.

GENERAL MUSIC

This semester length course is recommended for students who have an interest in how music influences us in everyday life whether it be through listening to popular music or watching a film. Students will develop listening and evaluative skills through investigation of the music elements and how they are combined to influence an audience.

Students will learn how to create basic contemporary music arrangements for both pop music and film music using music technology; investigate a variety of popular musical styles; participate in class ensembles; evaluate the effect that music has on a film and use this knowledge to create their own sound tracks; add music to small pre-selected film clips; and develop their aural skills through various listening activities and tasks.

AREAS OF STUDY

- Class ensemble performance and participation
- Composition and Arranging (using music technology)
- Music language
- Listening analysis

ASSESSMENT

Class participation, rehearsal, performance arrangement and composition, and research presentations.

SPECIALIST MUSIC

This semester length course is recommended for students who have a strong musical background. This course will allow students to develop their performance skills in a concentrated environment as well as build their understanding of the theory and structures behind music. Students' will also extend their music skills and knowledge by studying the way music relates to the world we live in. They will create, analyse, perform and evaluate. It is advised that students taking this course are engaged in instrumental music lessons (including voice) outside of the classroom.

AREAS OF STUDY

- Performance – solo and group
- Composition
- Music language

ASSESSMENT

Is based on performance, music theory and aural tasks and composition.

CORE CURRICULUM

THE ARTS CONTINUED

VISUAL ARTS

ART

In this study students undertake a range of art making experiences that offer different ways of working. There is particular emphasis on personal style, creativity and building skill. Students develop an understanding about how to use the art process to explore a range of art materials, techniques and concepts. Art forms include, but are not limited to, drawing, painting, printmaking, mixed media, photography and digital art.

AREAS OF STUDY

Students build confidence through the exploration of techniques, materials and processes. Students create and develop a range of visual responses using imagination and observation in a selection of tasks.

These tasks may include:

- drawing
- printmaking
- painting mixed
- media
- photography and digital art

Students will use visual thinking strategies and the structural framework to define, describe, analyse, interpret and evaluate a range of artworks by artists related to their practical study.

ASSESSMENT

All Areas of Study will be assessed through the explorations, trials, artwork and annotations in the visual diary, finished artworks and art analysis. Assessment is also based on student art practice and process and how they develop these in the classroom context.

VISUAL COMMUNICATION DESIGN

This unit explores the use of a range of methods, media, materials and the elements of design used to communicate information and ideas.

AREAS OF STUDY

There will be two areas of study.

1. Visual Communication Design Techniques

Students will investigate the use and application of the elements of design in the production of visual communications.

Students will produce a folio of manual and digital drawings that explore the use of a variety of media and materials when applying the elements of design, such as, but not limited to:

- creative use and manipulation of type using industry standard software from the Adobe suite
- decorative use of line to create pattern
- exploration of tone through a variety of rendering techniques

Students will refer to the works of professional designers as they research and develop their ideas.

2. A Design Brief

Students will act as graphic designers and use manual and digital methods to work through problems set out in a design brief.

They will produce at least one of the following presentations from the Communication Design Field:

- badge design package
- design
- poster
- brochure
- corporate identity

Students will follow the design process used by professional designers to research, plan and produce their visual communications.

ASSESSMENT

Assessment is based on practical work, workbooks, research assignments and classroom responses.

ELECTIVE CURRICULUM

CHOOSE ANY SIX OF THE FOLLOWING SEMESTER-LENGTH UNITS*

LANGUAGES

**Each of these subjects counts for two semester units*

Students wishing to continue the language studies at higher year levels are required to complete both units in that study.

The study of languages contributes to a balanced general education as well as to the personal development of the individual. It assists in communication with and understanding of other peoples and their cultures, strengthening international bonds in many ways. During Languages Week a special Assembly and a Languages Lunch are organised.

FRENCH

The French course combines a topic and situation-based approach with a more conventional structural and grammatical progression. The skills of listening, speaking, reading and writing are emphasised and students continue to discuss aspects of French culture and lifestyle through their language study. Online platforms will be used to support learning.

AREAS OF STUDY

Topics covered include:

- Regions of France and the culture
- Holidays and travel
- Leisure activities
- Health
- Transport and shopping

ASSESSMENT

Is based on regular oral, aural, reading and writing tests and end of year examinations.

GERMAN

The German course at this level extends the students' communicative ability through a variety of exercises, activities, songs and role plays. The students will explore aspects of culture and life in Germany while developing the four language skills. Online platforms will be used to support learning.

AREAS OF STUDY

Topics covered include:

- Asking for and giving permission
- Ordering meals
- Sport
- Health
- Household chores
- Shopping

ASSESSMENT

Is based on classwork as well as regular oral, aural, reading and written tests and end of year examinations.

CHINESE (non-background students)

Students will continue to develop their listening, speaking, reading and writing skills which were established during their study at Year 7 and 8.

An introduction to Chinese culture will be integrated into language teaching.

AREAS OF STUDY

Everyday topics including:

- Transportation
- Friends
- Housing
- Shopping

ASSESSMENT

Is based on a variety of oral, aural, reading and written tasks, as well as the final exam at the end of the year.

CHINESE (background students)

This course is the preparation for the students who will enter VCE Chinese studies next year. The topics and tests are designed based on the Victorian Curriculum Chinese Background Language. This course is underpinned by the concepts of communicating and understanding Chinese languages and cultures.

AREAS OF STUDY

Topics including:

- Personal identity and Relationships
- Education and aspirations
- History and culture
- The influence of science and technology

ASSESSMENT

Is based on a variety of oral, aural, reading and written tasks and end of year examinations.

ELECTIVE CURRICULUM

LANGUAGES CONTINUED

ENGLISH LANGUAGE STUDIES

By recommendation of the Department of Learning Strategies.

Students who have been identified and assessed as having specific learning needs are able to choose the subject, English Language Studies as part of the elective program. The ELS program caters as much as possible for the individual learning style of the participants by teaching the students a range of appropriate learning strategies and enhancing their skills and self-esteem so that they are more able to participate in mainstream class discussions and activities.

AREA OF STUDY

The ELS course provides detailed study of the set English texts and strategies to develop essay writing skills. The course also supports students with the language demands of their other subjects and gives them the opportunity to have a better understanding of the vocabulary involved in instructions, written tasks and tests. Specific assistance is given to prepare students for the new experience of examinations.

ELECTIVE CURRICULUM

Each of the following subjects counts for one semester unit

ART HOUSE: Ceramics, Fashion Illustration and Textile Design

Students investigate form and function through three-dimensional and two-dimensional design relating to industry practice.

AREAS OF STUDY

This study allows student to encounter and examine processes which artists and designers apply to create design forms for production in the marketplace. The intention is to highlight the connection between art and industry. Art forms that students will explore include, but are not limited to, ceramics and sculpture, fashion illustration and textiles design.

Throughout this unit students will investigate how artists apply various methods and thinking to generate ideas for a finished product. The intention is to mimic the artist studio with an emphasis on art process and art practice. Students will investigate ways to market artworks across a range of digital and real world contexts.

ASSESSMENT

Assessment is based on the student's ability to negotiate the practical studio environment and involves:

- Design thinking routines and how these help establish not only process but also a design plan
- Assessment of work completed in the visual diary and in completed artworks

BE A MONEY MANAGER

This unit aims to develop the students' financial literacy skills to foster an increased awareness and understanding of the need to be financially savvy in an increasingly complex financial world.

The course is designed to enable students to understand and apply basic economic and financial concepts and learn some simple skills to assist them to make informed financial decisions. By better understanding money management, the students will be empowered to make more effective decisions to help them achieve their financial goals in the future and achieve a satisfactory level of financial independence.

AREAS OF STUDY

- Money management/budgeting
- Earning an income
- Getting a job
- Saving
- Use of credit Investing/stock exchange
- Paying taxes
- Scams/how to avoid them

ASSESSMENT

Is based on test/s, assignment/s, and end of semester examination.

ELECTIVE CURRICULUM

CONTINUED

ESSENTIAL DIGITAL TECHNOLOGIES

Essential Digital Technologies will encourage and challenge students to develop and then apply appropriate 21st Century skills that will make them ready for the future. Throughout the semester students will be shown how to effectively use different digital applications and technology and work on individual and group tasks

AREAS OF STUDY

So, how does a computer actually work? How do we get the internet to our computers? Students will put together a Raspberry Pi to develop an understanding of the components of a digital system. They will look at how the hardware and software work together and develop an understanding on how a digital system must be robust and reliable enough to work in different situations. Students will also use the Raspberry Pis to understand the components of a network and how each computer 'exchanges' data through specific protocols.

How can data and information influence what I see online? In the Data and Information unit students will develop and design a web site using Adobe Muse and build an understanding of basic Excel skills. They will incorporate these skills collect, analyse necessary data, draw conclusions from this data. Students will then design and develop a web site to present this information and their conclusions.

Students will follow a problem-solving process to design, build and then evaluate a digital game that will test a user's skill, provide them with a challenge and/or educate the user, all using game play in a collaborative environment. They will state the digital design problem and decompose it in order to develop a solution, implement the solution using appropriate programming skills and finally, they evaluate the end product (the game) and the solution.

ASSESSMENT

Assessment throughout the semester will be through classwork, observations and real-world project-based tasks. These assessment items will require students to apply their knowledge and the skills developed throughout the semester.

FOOD STUDIES

Students will develop food preparation skills whilst learning the theoretical knowledge to support application of learning in practical lessons.

AREAS OF STUDY

The Food Studies unit will offer students the opportunity to investigate the design process and analyse the impact of design options. Food sustainability and the implications on health and the environment will be investigated.

Students will also have the opportunity to investigate and make judgments on how the principles of food safety, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

Students will examine how technology has affected food production and preparation methods.

The influence of different cultures, celebrations and cuisines on eating patterns will also be investigated.

Students will regularly participate in food production lessons demonstrating application of the skills and knowledge they have learnt during theoretical lessons.

ASSESSMENT

Is based upon class work, assessment tasks and practical work throughout the semester.

ELECTIVE CURRICULUM

CONTINUED

GEOGRAPHY

POVERTY AND HOMELESSNESS: a global and local perspective

This course involves a study of the causes and impacts of poverty in both developing countries and Australia.

AREAS OF STUDY

Students will study the factors that have created a 'divided world' of rich and poor countries and the effect of this for those living in poverty and those who are homeless. A particular emphasis will be placed on how poverty impacts on the lives of women.

The local perspective will focus on the causes and impacts of homelessness in Melbourne and why such extreme poverty occurs in a wealthy country such as Australia.

ASSESSMENT

Assessment will be based on a range of tasks including fieldwork, data analysis and research.

MEDIA MATTERS

During this course, students will investigate the various forms of media: sound, photography, radio, film, and television. Students will create, produce, and exhibit their own work while developing critical thinking skills. This subject aims to develop students' knowledge of Industry standard practice and their ability to create original work.

AREAS OF STUDY

This course aims to give students:

- an understanding of how to create, produce and organise work that can be used in a gallery to provide positive outcomes for the community
- experience in writing and producing a short radio program, film production or tv production
- exposure to what is involved in creating, writing, directing, producing and editing in a range of media forms
- an understanding of the importance of working in a team environment
- further experience and skills in working as a self-directed learner

Software applications may include Adobe Photoshop, Adobe Lightroom, Adobe Bridge, Garage Band, Adobe Premiere Pro and students will also use digital SLR and video cameras and industry-standard equipment to produce media content.

A variety of practical classroom tasks are assessed during the course, including the creation of print media, digital photography, and film. Students will engage in photography, design and film workshops as well as documentation of a production diary.

ASSESSMENT

Is based on participation in classroom activities, proficiency with all equipment and software used, and satisfactory completion of class exercises and major assessment tasks.