<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Contacts</td>
<td>3</td>
</tr>
<tr>
<td>Introduction</td>
<td>4</td>
</tr>
<tr>
<td>Core Subjects</td>
<td>5</td>
</tr>
<tr>
<td>The Melbourne Experience</td>
<td>7</td>
</tr>
<tr>
<td>Pathway Selection</td>
<td>8</td>
</tr>
<tr>
<td>Selecting a Pathways Program</td>
<td>8</td>
</tr>
<tr>
<td>Pathway Selection Process</td>
<td>8</td>
</tr>
<tr>
<td>Timeline</td>
<td>9</td>
</tr>
<tr>
<td>Parents Helping to Choose Pathways</td>
<td>10</td>
</tr>
<tr>
<td>LOTE: Indonesian</td>
<td>11</td>
</tr>
<tr>
<td>Artist's Books</td>
<td>13</td>
</tr>
<tr>
<td>Ceramics</td>
<td>15</td>
</tr>
<tr>
<td>Dance</td>
<td>17</td>
</tr>
<tr>
<td>Digital Photography</td>
<td>19</td>
</tr>
<tr>
<td>Education and Development</td>
<td>21</td>
</tr>
<tr>
<td>Forensic Science</td>
<td>22</td>
</tr>
<tr>
<td>Game On</td>
<td>24</td>
</tr>
<tr>
<td>Introduction to Psychology</td>
<td>26</td>
</tr>
<tr>
<td>The Iron Chef</td>
<td>28</td>
</tr>
<tr>
<td>Living Landscapes</td>
<td>30</td>
</tr>
<tr>
<td>Marine Biology</td>
<td>32</td>
</tr>
<tr>
<td>Music Appreciation</td>
<td>34</td>
</tr>
<tr>
<td>Robotics</td>
<td>36</td>
</tr>
<tr>
<td>Short Film Making – Claymation</td>
<td>38</td>
</tr>
<tr>
<td>Sport Science</td>
<td>40</td>
</tr>
<tr>
<td>Theatre Performance</td>
<td>42</td>
</tr>
<tr>
<td>Visual Arts – Painting</td>
<td>44</td>
</tr>
<tr>
<td>Visual Arts – Printmaking</td>
<td>46</td>
</tr>
<tr>
<td>Notes</td>
<td>48</td>
</tr>
<tr>
<td>SAMPLE SELECTION FORM</td>
<td>49</td>
</tr>
</tbody>
</table>
COLLEGE CONTACTS – MIDDLE YEARS

College Principal
Mr Michael Hayes

Assistant Principals

Year 5 – 9 Educational Leadership Mr Frank Vetere
Year 5 – 9 Teaching and Learning Ms Bernadette Cronin

College Business Manager
Mrs Janette Carey

Address
18 – 50 Ponsford Drive
Point Cook 3030

Postal Address
PO Box 6497
Point Cook Vic 3030

College Telephone
03) 8348 7100

College Fax
03) 8348 7199

College Email
point.cook.p9.co@edumail.vic.gov.au

College Website
www.pcc.vic.edu.au

Year 9 Edublog
year9pcc.edublogs.org
INTRODUCTION

In Year 9 students begin to see their future as adults. They will experience profound physical, social, emotional and intellectual changes as part of their development.

With added responsibilities and expectations Year 9 will be a time of adventure, learning and growth. Students will develop a growing interest in the pathways they intend to pursue and will become increasingly aware of the world outside school. For some this means preparation for work or work-specific training, and for others it means preparation for post-compulsory schooling on the way to a career.

The learning and teaching program at this stage of development emphasises activities that allow students to ask more developed and focused questions as well as to investigate a variety of issues. In addition, the curriculum assists students as they explore and identify possible pathways for their future learning. Students are encouraged to participate in situations and problems that relate to real life and to work with their local community, using resources outside their college.

For our students, Year 9 is the final year at Point Cook College. Students will make a transition into their senior secondary years and as such need to develop a solid grounding in the key academic, attitudinal and behavioural skills that will place them in good stead for the successful completion of senior school. This will allow them to move with confidence into tertiary education or the workforce.

Engaging and motivating Year 9 students and meeting their educational needs is critical in ensuring that these students will stay in school and achieve success.

Our goal is to make Year 9 highly distinguishable from their previous years of schooling, and one that they look back on with a sense of pride and achievement.

Please take the time to read this handbook in order to make well-considered choices for Year 9 and beyond.

On behalf of the College, I wish all Year 9 students a very successful final year at Point Cook College.

Mr Frank Vetere
Assistant Principal

Adolescence is an age of great social development, an age of critical thinking and reevaluation, and a period of self-concern and self-assessment. Above all, adolescence is like an odyssey – an arduous yet exciting adventure – where the adolescent tries to find his or her place in the world.

Maria Montessori, cited in Bellhouse et al. 2004
CORE SUBJECTS

The Year 9 Pathways program at Point Cook College focuses on the development of skills and knowledge in the core areas of:

English
Students will continue developing their skills in reading, writing, speaking and listening while exploring common texts and challenging themes. Students will be required to present their understandings of ideas, texts and concepts in a variety of forms, including expository, persuasive, analytical and creative writings. They will study a number of texts, including The Simple Gift, Rabbit-Proof Fence, Looking for Alibrandi and So Much to Tell You.

A significant component of the English program is to provide students with opportunities to select texts of personal interest, to discuss these texts with their teacher and peers, and to demonstrate and reflect on their understanding of the texts they have chosen to study.

Mathematics
Year 9 Mathematics provides students with opportunities to consolidate, develop and refine their skills, knowledge and understanding across multiple dimensions of Mathematics. Prior to each topic, all students will complete a unit pre-test and be grouped based on their learning needs for the duration of the topic. This provides teachers with opportunities to challenge students with strengths in Mathematics, and to provide additional instruction for students who need it. All students will cover the same topics over the year, including Measurement and Geometry, Algebra, Linear and Non-Linear Relationships and Financial Mathematics.

Humanities
In Humanities students will continue to develop an understanding of both the world around them and their place within it. All Humanities units teach both content and skills, including effective research, critical thinking and communication of complex ideas within discipline specific learning in History, Geography, Economics and Civics and Citizenship.

In History, the focus is on developing an understanding of the making of Australia. It includes the exploration of significant moments in the nation’s early history, such as the movement of people, settlement, Federation and World War One. Geography provides students with the opportunity to study the cultures of key countries around the world while further developing their geographical skills. In Economics, students explore current economic conditions in Australia and complete a project on the real costs of being an independent young adult. They prepare themselves for part time work by creating a resume, participating in mock interviews and developing an understanding of job applications, conditions and employer expectations. Civics and Citizenship is interwoven with other units and provides students with skills and opportunities to be active, responsible members of their communities.
**Science**

In Year 9 Core Science students will develop their ability to ask and answer questions about the natural and physical world. The four main areas of study are Biology, Chemistry, Physics and Earth Science. In Biology, students will investigate the effects of the environment on the human body and different species within the Point Cook College community. Chemistry will consist of exploring different chemical reactions and the role of energy and mass within them. In Physics, students will examine how energy is transferred in different forms and discuss the wave and particle models. In Earth Science, students will study the history of the tectonic plates and their role in forming Australia. Science education provides students with insights into the way science is applied and used by scientists in the community. This subject will help students make informed decisions about scientific ideas, issues and careers.

**Health**

Students will explore four different areas of study, including Body Systems, First Aid, Drugs and Sexual Health. Students will explore the function of each body system and identify the major causes of injury and illness for selected systems. They are introduced to First Aid and the management of various injuries. Case studies will be investigated, focusing on the management of crisis situations. In Sexual Health, students will explore the rights, roles and responsibilities in intimate relationships. They are introduced to decision making about having safe sexual relationships and appropriate assertive strategies. Students explore health risks and services provided by the community. Lastly, students will revise what a drug is and the different drug classifications. They will investigate a range of harder drugs and understand the consequences associated with using them, both personally and within the community. Students will explore assertive and resilience strategies when dealing with drug exposure.

**Sports Recreation**

All Year 9 students will be involved in the college’s recreation program. The program is designed to offer opportunities in alternative sporting and recreational activities that students may have not been exposed to in recent years. Students will select from a wide range of activities that have in the past included self-defense, gridiron, orienteering and aerobics. The program will continue to utilize the expertise and knowledge of local sporting and recreational organisations in 2014.

To supplement this program, students will participate in a whole day recreation program with activities of their choice, either on or off site. These days will occur twice a year, once in each semester.

**Advisory**

The Year 9 Advisory program has a focus on students being responsible for their own learning and will include regular Learning Conversations with Homeroom teachers. It will also be used as a time to provide strategies for students to employ when studying independently at home. They will also be introduced to strategies that they can use when
preparing for and taking tests and exams, which will help them to become more successful in these assessment task. At the appropriate time of the year, students may use the time to seek support from their teacher for senior secondary course counseling. As well as this, the advisory program will support students in preparing for the Melbourne Experience. This will include students developing their small group skills, including communication, consensus decision making and completing tasks within a given timeline.

iPad 1:1 Program
In 2014 the iPad 1:1 program will commence in Year 9 and students will continue using their device to support their learning across all Core subjects as well as Pathways, as appropriate.

Home Learning
In Year 9 students will receive regular Home Learning. Developing Home Learning routines will assist students in reinforcing their learning, ensure they are prepared for class learning and build positive study habits. This is especially important for students as they prepare for senior secondary school and further study. Home Learning will be placed on the year level blog.

A positive strategy to support your child’s learning at home is to ask them to explain what they are doing and why they are doing it. This will help them to articulate their thinking and consolidate their learning. You may also support them with strategies you use for organisation and meeting timelines. You can assist them by checking-in with their progress regularly.

Please note: While the curriculum outlines provided here are set at the year level standard, each student will be working at their own level of understanding and pace of learning. Regular assessments across subjects – before, during and after units of work – will establish where your child is at in their learning and allow teachers to teach at point of need. Our focus is always on each students’ individual learning improvement.

THE MELBOURNE EXPERIENCE
The Melbourne Experience is an academic and personal development learning program for all Year 9 students that uses the City of Melbourne as a classroom. It includes several days in the City of Melbourne, a research project into an aspect of Melbourne life and a formal presentation of the work completed. The Melbourne Experience provides students with the opportunity to demonstrate and refine their personal development skills, including their ability to complete work independently, to make decisions and take actions that are appropriate in the context, to take responsibility for themselves and their peers, to solve real life problems and to make connections between themselves and the world around them. More details about the Melbourne Experience, including costs and specific dates, will be provided during 2014.
PATHWAY SELECTION

As well as the core skills, Year 9 students will have the opportunity to experience the breadth of subjects that are available to them in future years.

Students will have the opportunity to select 4 Pathways subjects.

Each Pathway will be a semester in duration (2 terms).

Students will complete 2 Pathway subjects per semester.

SELECTING A PATHWAYS PROGRAM

After carefully reading and considering the Pathway options listed in this booklet, two separate decisions need to be made:

DECISION 1:
Will the student continue with the LOTE Indonesian Pathway?

DECISION 2:
Which 4 Pathway subjects (plus 4 reserves) will the student choose?

Remember:
- Students are not permitted to repeat a Pathway.
- Students must choose at least ONE ARTS Pathway (A) and ONE TECHNOLOGY Pathway (T).
- The remaining two Pathways can be any combination.

PATHWAY SELECTION PROCESS

Year 8 students are encouraged to talk to their home group teachers and the specialist teachers listed in the Pathway descriptions about their Year 9 choices.

If extra assistance is needed in determining student choices, please contact Mr Frank Vetere or Ms Bernadette Cronin – Assistant Principals, Middle Years – who will answer your questions or will forward your questions to the relevant staff.
TIMELINE

Please note: Late or non-submission of 2014 Pathways selections will limit student subject choices.

TUESDAY 19th NOVEMBER
- Information evening
- Handbook distributed
- Blue selection sheet handed out

FRIDAY 22nd NOVEMBER
- Selection form final due date
- Submitted to front office

FRIDAY 13th DECEMBER
- Confirmation of placement
- 2014 booklist distributed

Students’ Pathway selection information is used to plan the school’s overall timetable for 2014. It impacts on staffing needs, number of classes and school budgets. All student choices will be collated, checked and discussed where necessary. Confirmation of 2014 subject choices will be made by the 13th of December, or earlier if the process is completed.

Please note: There is a possibility that an individual student will not be allocated to any of their first 4 preferences. This is a reality in most schools and occurs due to a number of reasons, including a subject not running due to lack of interest, a clash in the timetable, etc. It is for this reason that you carefully consider your reserve Pathway subjects as well.
PARENTS HELPING TO CHOOSE PATHWAYS

Student’s Ability
One of the strongest influences in a child’s education is the expectation parents have for them. Expectations that are unrealistically high will cause a student undue stress, while low expectations may result in a student not achieving their full potential. The conflict between these two extremes is not always an easy one to resolve. Students who select Pathway subjects in which they have already demonstrated difficulties because they have been encouraged to “give it a go” can often feel pressured and perform poorly.

A student’s performance throughout Year 8 is a good guide to his/her ability and application. In general, students do not change dramatically at the beginning of Year 9, however, as students mature they may become more motivated and focused.

Keep Options Open
Most students entering Year 9 do not precisely know what they want to do in their adult life. Their choice of a career often varies as they become aware of and experience careers they may never have considered. For this reason it is important that students select 4 Pathway subjects which will give them the widest possible exposure to future careers.

Interest and Motivation
At this early stage of secondary schooling, there are few subjects a student will be required to study for a specific chosen career pathway. Students should select subjects that are of interest to them and in which they can achieve success.

Cost of Pathway
Some of the Pathways will incur a subject specific cost for specialist materials that students will be able to take with them at the completion of the course. Some Pathways will incur extra costs for excursions or incursions, a guide to excursion costs are included in the Handbook. Please consider the costs of the Pathways before making a choice.

PATHWAY CHOICES SHOULD MATCH:
- Interests
- Abilities
- Opportunities
- Personality
- Motivation
LANGUAGE OTHER THAN ENGLISH: INDONESIAN

OVERVIEW
The study of Indonesian involves learning key language skills as well as developing cultural understanding and general awareness of how different languages work. The focus of this pathway is to develop students as confident communicators whilst building a greater understanding of the Indonesian culture, country and people.

KEY SKILLS
In Year 9 students continue to consolidate their skills in reading, writing, speaking and listening. They develop their knowledge about the language and culture in order to communicate with native speakers in an appropriate, intercultural manner.

TOPICS OF STUDY
Topics will be studied in an intercultural manner, learning about culture through the language. Key topics to be covered include:
• Di Pasar – Shopping at the market, using Indonesian rupiah and bargaining at the marketplace.
• Restoran dan Warung – going to the restaurant, ordering at a restaurant or roadside stall, cooking and trying Indonesian dishes.
• Jalan-jalan di Indonesia – getting around the city.
• Planning a Holiday – Cultural icons of Indonesia, well-known Indonesians, islands and regions of Indonesia, weather, booking a holiday, etc.
• Media Indonesia (Indonesian Media) – What’s news in Indonesia, learning about culture through advertisements, films and TV shows watched by young people.
• Musik Populer (Popular Music) – traditional and modern music of Indonesia, popular bands of today, understanding lyrics, linking with Kebun Jeruk 11 (our BRIDGE partnership school) to compare musical preferences.
• Perayaan dan Upacara – Celebrations and ceremonies.

ASSESSMENT
In Year 9 Indonesian, students will be assessed in the four elements of language: reading, writing, listening and speaking. Assessment tasks will include:
• Oral interaction – role plays, oral presentations, conversations
• Listening and responding – listening comprehension tasks, role plays, interviews
• Viewing, reading and responding – workbook tasks, comprehension
• Writing – projects and assigned work, letter writing, information reports
• Tests – vocab, mid and final exams

EQUIPMENT REQUIREMENTS
Booklist items:
• Student workbook (can be retained for study in Year 10)
• Exercise book

Students will also use the textbook, *Kenalilah Indonesia*, provided by the college.

**BOOKLIST CHARGE: $40**

**PATHWAYS/CAREER PROSPECTS**
Students who complete a LOTE in VCE can receive up to 5 additional points on their study score for university, which makes studying a LOTE an excellent option for those wishing to achieve a high VCE score.

Indonesian is the language of one of our closest neighbours and is spoken by more than 220 million people. Many organisations actively seek employees who have studied a Language Other Than English. In particular, Australia has many close links with Indonesia in the fields of politics, commerce, tourism, security, education and culture. Students who pursue a pathway in Indonesian can increase job opportunities in these fields.

**ENQUIRIES: Ms Jenny Hayes**
ARTIST’S BOOKS

OVERVIEW
As artists we create small books that are composed of sample artwork and techniques. They become a reference for future ideas and artworks as well as an artwork in their own right. Students will create a number of books using different binding and embellishing techniques. Students selecting this pathway must be committed to collecting their own recycled and raw materials for decorating covers.

KEY SKILLS
• Research and analysis
• Technical drawing
• Safe handling and use of tools and equipment
• Drawing and painting
• Accurate measuring, cutting, folding and binding
• Book making/binding techniques
• Collage
• Preparing and making artwork surfaces
• Maintenance and use of a visual diary
• Development of artwork from initial concept through the design process to completion, considering context and audience.

TOPICS OF STUDY
• Artist’s Books – Purpose and audience
• Mixed Media and Found Art
• Graphical drawing of plans
• Development of personal style and thematic works
• How to research and summarise information
• The principles of design
• Analysis, interpretation and comparison of art styles and artists
• Annotating intentions and reflections in the visual diary to show development of ideas
• Art as a visual communication

ASSESSMENT
• Presentation of a research task on an artist or art style. It must include an artwork analysis or comparison.
• Presentation of a visual diary with a range of design possibilities using mind maps. The diary must include samples/experimentation work and annotations showing selection and development of ideas.
• 4 completed books (research unbound, thematic unbound with covers, personal sketch book bound unstitched, personal art style bound and stitched).
• Contribution to discussions about deconstructing, analysing and interpreting their own and others art works.
EQUIPMENT REQUIREMENTS

Booklist items:
• A3 Visual Diary
• Bookmaking paper
• Binding materials
• Shared consumables (paints, inks, double sided tape, glue, threads, embellishments, spray gloss)

Students to provide:
An art smock or an old shirt to protect uniforms from paints and inks that stain fabric.

BOOKLIST CHARGE: $35

PATHWAYS/CAREER PROSPECTS

Artist’s Books use the elements and principles of the design process as a basis for production. This process is used in a number of careers including illustrators, editors, artists, interior/fashion/graphic designers and magazine photographers. It would support careers where you need to display a creative or aesthetic sense and for those interested in textiles.

ENQUIRIES: Ms Faith Roper
CERAMICS

OVERVIEW
In ceramics, students will be introduced to basic techniques of hand building clay forms using coils, slabs and the pottery wheel, and apply this knowledge when creating 3D ceramic forms. They will learn to understand the properties of clay and glaze. They will be introduced to the uses of clay in historical and cultural perspectives. A written study and oral presentation of a ceramic artwork or ceramic artist by the student, to the class, will be an assessment requirement.

KEY SKILLS
Through the study of ceramics students will be able to:
• Explore a range of hand building techniques using clay.
• Understand the properties of clay and how to use this knowledge to create artworks that are robust, durable and achieve the intended aesthetic outcome desired by the student in their design concept.
• Gain insight and understanding in the ways ceramic forms are created and used in cultural and historical contexts.
• Demonstrate safe procedures and use of equipment.
• Apply research and analysis skills.
• Develop artwork from initial concept through the design process to completion.
• Maintain a Visual Diary.
• Consider a range of ways completed art works might be presented to suit specific contexts and purposes.
• Contribute to discussions about their own and others’ interpretations of selected art works.

TOPICS OF STUDY
Students will have the opportunity to participate in the following topics of study:
• Hand building methods using clay (coil, pinch, slab)
• Hand thrown pot using the pottery wheel
• Firing and glazing methods
• Exploration of surface decoration and adding embellishments
• Working through design processes
• Art appreciation – an ongoing component that complements the concepts and practical skills being covered.
• Presenting completed pieces for display at school and/or a community gallery.

ASSESSMENT
• Six clay tile samples showing various decorative and glaze techniques.
• Three completed ceramic forms, showing competency in coil, slab and wheelwork, which have been fired, glazed and have a decorative, textural and coloured surface.
• Presentation of a research task on an artist or art style. It must include an artwork analysis or comparison.
• Presentation of a visual diary with a range of design possibilities using mind maps. The diary must include samples of artists’ artwork and their own experimentation work and written reflections.

EQUIPMENT REQUIREMENTS
Booklist items:
• A3 Visual Diary
• Clay
• Range of specialty glazes
• Shared consumables (masking tape, pencils, masking fluid)

BOOKLIST CHARGE: $65

PATHWAYS/CAREER PROSPECTS
The study of Ceramics leads to an understanding and appreciation of art history and society, and recognises the importance of art for personal development and self-expression. Students develop skills in planning, design and the stages needed to see an idea through from design concept to finished artwork. These skills can lead into a myriad of future careers, from design and art based courses, to landscape gardening, architecture, cooking and media, just to mention a few.

ENQUIRIES: Ms Sue Anderson
DANCE

OVERVIEW
Students will learn about different dance styles and different forms of creative movement. They will respond to a range of creative stimuli and explore dance in various social and historical contexts. Students will use their own experiences to create dance as a means of expression and will be introduced to various dance making and choreographic techniques. The culmination of the course is the participation in the end of semester dance performance.

KEY SKILLS
• Students will develop movement skills and a corresponding movement vocabulary.
• Students will construct movement sequences that respond to a range of creative stimulus (e.g. pictures, music, environment).
• Students will experiment with different dance styles and dance from different social and historical contexts.
• Students will develop an understanding of basic anatomy and safe dance practice.
• Students will experience the dance making process of choreography, rehearsal and performance.

TOPICS OF STUDY
• Dance making process (choreography, rehearsal, performance)
• Elements of dance (e.g. space, dynamics, time)
• Anatomy and safe dance practice
• Dance styles from different social and historical contexts
• Dance composition principles and techniques
• Dance analysis and appreciation

ASSESSMENT
• Maintenance of a digital portfolio and corresponding workbook (detailed choreographic annotations, video evidence, theory notes and journal reflections).
• Individual cooperation and contribution in the dance making process (participation in dance workshops, dance composition process, rehearsals, class discussions and performances).
• Individual demonstration of safe dance practice and dance technique.
• Performance and individual contribution in a group devised dance for an audience.
• Performance and individual contribution in the end of semester dance production for an audience.
• Written dance analysis and reflection of the dance making process.
• Participation in all dance pathway activities including excursions.
EQUIPMENT REQUIREMENTS
• iPad
• Video Star App and other free apps as required

BOOKLIST CHARGE: $5 (Costume Levy)

EXCURSION OPPORTUNITIES
Possible attendance at a dance performance (date and cost to be confirmed).

PATHWAYS/CAREER PROSPECTS
• Dancer
• Dance teacher
• Dance therapist
• Actor
• Other theatre or performance related careers

ENQUIRIES: Ms Clarissa Leach
DIGITAL PHOTOGRAPHY

OVERVIEW
In this Pathway, students will explore and experience theoretical and practical learning of digital photography. Students will develop awareness in the ways photographs can be used to communicate ideas and feelings in a contemporary society through the development of their images. Students will also explore how a camera works and how to use a camera to achieve different visual effects.

All students who participate in the Digital Photography Pathway will be expected to participate in a student exhibition, including the general organization and running of the event.

KEY SKILLS
• Develop skills in the use of a DSLR camera
• Develop an understanding of what it means to complete a design brief
• Explore a range of resources for inspiration for their ideas to create innovative pieces of work
• Develop a sound understanding of recording information photographically
• Gain an appreciation for the history of photography and the camera
• Explore and experience the photographic process
• Complete a folio of work
• Development of appropriate technical language in relation to the camera and Digital Photography

TOPICS OF STUDY
• Where we have come from: An investigation into traditional photographic techniques, procedures and famous photographers.
• Illusion of Reality: An investigation into manipulation and transformation in digital photography and the effect it has on society.
• Understanding Exposure: An investigation into aperture and shutter speed.
• Studio: An investigation into studio lighting techniques for still life and portraiture.

ASSESSMENT
Students will be expected to complete the following assessment tasks over the semester:
• A digital portfolio
• Famous Photographer Assignment – students research a photographer of their choice and create a replica of the chosen artist’s work.
• Sources of Inspiration – students are required to source images of inspiration related to specific topics.
• Altered Image Assessment – students are given an image to digitally manipulate in Adobe Photoshop Elements.
• David Hockney Assignment – students are required to research David Hockney and
complete a series of images to accompany their research.

- Final Major Photographic Piece – students will workshop their final creative photographic piece for the semester. This includes developing a timeline and work brief.

**EQUIPMENT REQUIREMENTS**

Booklist items:
- Photographic paper
- Mounting board

For their final piece of work students will be creating a photo book.

Students will require their iPad for all classes in photography to keep a digital work record.

**BOOKLIST CHARGE: $75**

(The booklist charge includes a $10 levy to cover the cost of damages and loss of Point Cook College equipment.)

**EXCURSION OPPORTUNITIES**

A number of excursion opportunities will arise and will be charged to parents throughout the semester. These may include, but are not limited to, excursions into the city and to the zoo.

**PATHWAYS/CAREER PROSPECTS**

Students will be exposed to a range of career prospects in the Photographic/Design Industry such as:
- Advertising
- Commercial Photography
- Portraits
- Weddings
- Journalism
- Public Relations
- Scientific Imaging

**ENQUIRIES:** Miss Sally Stavrou
EDUCATION AND DEVELOPMENT

OVERVIEW
This is a practical course designed for students who enjoy teaching and working with young children, and are interested in human development. This pathway will provide students with some knowledge and skills of the stages of development, as well as an opportunity to explore and plan for the ways children learn, with connections to the iPad program.

KEY SKILLS
• Communication
• Thinking Processes
• Personal Learning

TOPICS OF STUDY
• The ages and stages of childhood development
• Planning for the learning of young children
• Using iPads as a tool for learning
• Exploration of the link between playing and learning
• Ongoing practical experience working with younger children (Prep/1 Work Experience)

ASSESSMENT
• Activity planning for learning through play
• Analysis of iPad apps and how they influence learning
• Case studies
• Self-assessment of practical component

EQUIPMENT REQUIREMENTS
Booklist items:
• Display folder
• Notebook

BOOKLIST CHARGE: $5

PATHWAYS/CAREER PROSPECTS
• VCE Health and Human Development or Psychology
• VET Community Services
• Childcare and Out of School Hours Care
• Teaching: Early Childhood/Kindergarten, Primary or Secondary

ENQUIRIES: Miss Megan Blackman
FORENSIC SCIENCE

OVERVIEW
Forensic science is the application of science concerned with the analysis of evidence from crime scenes to support criminal proceedings. Students will explore how science is used in criminal investigations. It involves a combination of chemical, physical and biological tests on evidence such as hair, fibers, fingerprints and soil. Students are required to analyse evidence, observe reactions and draw conclusions from experiments performed and research undertaken.

KEY SKILLS
• Research and analysis of texts and articles on crime and forensic procedures.
• Apply scientific principles to situations involved in law enforcement.
• Develop knowledge and skills around biological, chemical and physical sciences.
• Critical thinking and consideration of cause and effect in relation to crimes.

TOPICS OF STUDY
• History and background of Forensic Science
• Dealing with evidence at crime scenes - contact traces: fibers and hairs
• Blood typing and DNA
• Anthropology and Entomology
• Forensic investigative techniques:
  o Chromatography
  o Fingerprinting
  o Shoe casting
  o Analysis of handwriting
  o Analysis of soil

ASSESSMENT
• Students will analyse famous case studies such as OJ Simpson and Marilyn Monroe. They will use evidence to evaluate claims and draw conclusions.
• Practical report writing on Blood Spatter: Students analyse trends in data, identify relationships between variables, reveal inconsistencies in results and use evidence to draw conclusions.
• Research assignment on a serial killer: Students are to create a PowerPoint presentation that evaluates the psychological status of a criminal. Students will present their findings to the class.
• Test on scientific techniques used by forensic scientists.
• Mock crime scene: Students will participate in a mock crime scene acting as detectives to solve the crime. They will use scientific techniques to analyse evidence, interview witnesses and write a report about their findings.
EQUIPMENT REQUIREMENTS
Booklist items:
• Exercise book

Students will also receive an activity booklet.

BOOKLIST CHARGE: $5

EXCURSION OPPORTUNITIES
Victorian Police Museum (date and cost to be confirmed).

PATHWAYS/CAREER PROSPECTS
• Police force
• Doctor
• Pathology
• Law enforcement
• Detective
• Nurse

ENQUIRIES: Miss Alison Ryan
GAME ON

OVERVIEW
Game On focuses on the world’s most popular entertainment industry: video games. Students will learn how to create their own eighties style retro video games, such as scrolling shooters and platform games. Students will also learn to create video games that can be played on their iPad. Students will learn about different types of computer programing, visual design and multiple software packages.

Game On will consist of two hours of practical ‘hands on’ game making and one hour of theory based computer programing and game research/analysis each week. There are no prerequisites for this subject however good computer skills and knowledge are advantageous. Students must have an interest in gaming, patience and be willing to do a lot of problem solving to fix the glitches and bugs in their programing. This is not a subject for playing games, we are making games!!!

KEY SKILLS
• Visual and code based computer programming
• Graphic design (computer generated artwork, image editing and manipulation)
• Problem solving
• Game design
• Audio editing using Audacity
• Create your own video game from the “ground up”, everything original content

TOPICS OF STUDY
• Use of the following software: Game Maker Studio, My Doodle Game, Audacity, Sprite Something and Game Press to create a variety of game genres
• History of video games/consoles
• Computer programing theory and practical experience
• Remix an unfinished video game
• Sprite creation and digital artwork

ASSESSMENT
• Workbook – Students will be assessed on their note taking, observations and ability to document their learning in their workbooks.
• Game created using My Doodle Game on iPad
• Game created using Game Press on iPad
• Scrolling shooter game created using Game Maker Studio
• Platform game created using Game Maker Studio
• Computer programing ability as demonstrated in games completed
• Graphic design skills – Students will be assessed on the artwork created or manipulated and incorporated into their games.
• Use of sound effects and ability to edit audio files and incorporate them in a game.
EQUIPMENT REQUIREMENTS

- Apple iPad
- *My Doodle Game* App for iPad (Free)
- *Game Press* App for iPad (Free)
- *Sprite Something* app for iPad ($5.49– not included in booklist charge)
- An iPad stylus can provide greater control and accuracy when creating artwork on the iPad, however this is an optional extra if you choose to purchase one.

BOOKLIST CHARGE: $0

EXCURSION OPPORTUNITIES

Guff Games – Werribee
Students will be involved in a half-day immersion in the latest online games.
(Date and cost to be confirmed but cost is approximately $30).

PATHWAYS/CAREER PROSPECTS

- Computer programmer
- Software designer
- Video game designer/programmer

ENQUIRIES: Mr. David Williams
INTRODUCTION TO PSYCHOLOGY

OVERVIEW
Psychology is the study of the nature and development of mind and behaviour in both humans and animals. Psychologists investigate everything from the basic workings of the brain to consciousness, memory, reasoning, language, personality and mental health. People study psychology to better understand themselves, relationships and the world around them.

KEY SKILLS
Students studying this topic will gain the knowledge base to study Psychology in Year 10 and VCE. They will:
• Learn about the brain and how it develops over a lifespan
• Develop an understanding of the influences on behaviour and personality
• Explore how a person’s attitudes and behaviours affect the way they view themselves and those around them
• Identify patterns in the behaviours of groups of people
• Study theories of psychology

TOPICS OF STUDY
• An introduction to the field of Psychology: Philosophy or Science?
• Brain development
• Personality, emotion, learning and memory
• Music and the brain
• Psychological disorders

ASSESSMENT
• Workbook
• Research Assignment/Case Study
• Test

EQUIPMENT REQUIREMENTS
Booklist items:
• Exercise book

Students will also receive a subject specific workbook.

BOOKLIST CHARGE: $10
EXCURSION OPPORTUNITIES
Melbourne Museum – Mind and Body Gallery (date and cost to be confirmed).

PATHWAYS/CAREER PROSPECTS
• VCE Psychology
• Community Services
• Counselor
• Doctor – Psychologist/Psychiatrist
• Anything to do with working with people, e.g. police, teacher, manager, etc.

ENQUIRIES: Miss Megan Blackman
THE IRON CHEF

OVERVIEW
Students undertaking this Pathway will explore and research a range of food products from around the world. Each week will centre on a ‘mystery’ ingredient and students will be challenged to investigate cultural significance, cooking techniques, nutritional value and flavour combinations specific to the product. Armed with this knowledge, students will design and produce recipes and dishes that taste great and fit within budget limitations. Students will work in teams to make decisions and problem solve a range of tasks such as ‘Mystery Box’ and ‘Invention Test’ challenges.

KEY SKILLS
• Research and investigation skills
• Developing cooking techniques
• Matching flavour combinations
• Safe and hygienic kitchen practices
• Accurate recipe production
• Self-analysis and evaluation
• Critical reflective skills
• Providing constructive feedback to peers
• Organisational skills
• Team performance skills
• ICT presentation skills

TOPICS OF STUDY
• Safe food handling techniques
• Multicultural influence on Australian cuisine
• Knife and safety skills in the kitchen
• Investigation and research techniques
• Cooking techniques such as emulsifying and roasting
• Successful flavour combinations for a wide range of cuisines from around the globe
• Recipe design
• Using self-reflection to modify future designs

ASSESSMENT
• Observation of individual and group performance throughout semester
• A Digital Portfolio where students include all evidence of their progress. This will include photos, recipes and all reflection and analysis undertaken post-production.
• Two research projects where students will be required to investigate, design and produce a dish for an intended purpose followed by a detailed analysis of their performance that includes recommendations for future improvement.
EQUIPMENT REQUIREMENTS
Students will be charged a levy of $60 for the semester to cover the costs of fresh and dry produce used in the preparation of any food dishes throughout the semester.

No books will be required for this pathway.

BOOKLIST CHARGE: $60

PATHWAYS/CAREER PROSPECTS
This Pathway is ideally suited to students who are engaged by hands on activities and those who have an interest in the food and hospitality industry or simply those kids who just love to cook. The design element of this subject, as well as the critical self-reflection, encourages students to be independent problem solvers who are always looking to improve performance and productivity; these are valuable skills that lend themselves to a number of future careers.

ENQUIRIES: Mr Liam Holland
LIVING LANDSCAPES

OVERVIEW
Students will be involved in “making a difference” to their school and local environment through developing skills to design, improve and add biodiversity to our school grounds. Students will be involved in investigating, creating, planning and designing garden projects at school working in our school’s wetland, Stephanie Alexander Food Garden and general school gardens. Students will learn various ways of sharing and recording their knowledge of creating features of gardens across the school with younger students.

KEY SKILLS
Students will:
• Investigate, create, plan and design garden projects at school, working in both our school’s wetland and Stephanie Alexander Food Garden.
• Investigate the significance of plants in daily lives.
• Develop an understanding of indigenous and native plants and their needs in various landscapes.
• Experience learning in various outdoor natural environments.
• Experience data collection and different ways of recording information in the natural environment through field trips.
• Be introduced to a range of gardening and landscaping skills.
• Complete projects that increase Biodiversity – plants and animals at our school.

TOPICS OF STUDY
• Gardening, landscaping and building skills (related to landscape gardening)
• Creating habitat gardens for learning
• Garden design
• Sharing projects with younger students, e.g. planting projects

2013 feature projects at school included setting up an aquaponics system, bird attracting habitat garden and spiral sculpture gardens.

ASSESSMENT
• Journal with theory and examples of skills such as garden design and ongoing garden project planning.
• Procedural accounts of garden design projects as evidence of learning.
• Reflections on team work participation on projects.
• Evidence of skill development throughout semester through reflections and teacher observations.

EQUIPMENT REQUIREMENTS
• Display book or portfolio
• Gardening gloves

**BOOKLIST CHARGE:** $10

**PATHWAYS/CAREER PROSPECTS**
With this pathway, students may be able to work towards careers as landscape designers and a range of jobs in environmental related careers in the “Green Skills” sector.

**ENQUIRIES:** Ms Robyn Cairns
MARINE BIOLOGY

OVERVIEW
To celebrate the sea and its inhabitants! Students will be provided with the opportunity to experience the wonders of the local marine environment. Point Cooke Marine Sanctuary, situated at our doorstep, will provide the students with the perfect marine environment to promote sustainability and conservation by increasing awareness and understanding of their marine environment. Students will utilise our amazing location through experiencing hands-on activities. Students will be offered the chance to investigate an academic marine program, including water quality testing, reef survey and litter counts, infused with environmental themes and issues.

KEY SKILLS
• Develop scientific skills such as collaborating data, research, analysis of articles and texts on marine environments.
• Apply scientific principles to conservation and monitoring activities within our Marine Sanctuaries.
• Draw on connections between physical and biological worlds in marine settings.
• Students are required to think critically and relate cause and effect in the preservation of our marine environments.

TOPICS OF STUDY
• Ecological monitoring of indigenous and introduced species within the Point Cooke Marine Sanctuary, with a focus on Alien Invasions and Underwater Imposters.
• Student awareness and engagement in the preservation of the sanctuary.
• What is ‘Citizen Science’ and Dredging in our bay?
• Reef watch and sea search surveys of the intertidal and sub-tidal reef system
• Concepts of ecosystems, environments and community
• Breeding and spawning events of Victoria’s marine environment

ASSESSMENT
• Class workbook completion
• Excursion and report writing – water quality testing, reef and tidal surveys, litter counts
• Research Assignment – Ecosystem Health. Students will research the various sources of environmental stresses on ecosystems and how these ecosystems respond. They will also investigate the trends of ecosystem health through time, in particular coral reefs and what scope there is for recovery and resilience (coral bleaching).

EQUIPMENT REQUIREMENTS
Booklist items:
• Exercise book
• Shared consumable materials (quadrate piping, graph paper, survey materials)
BOOKLIST CHARGE: $15

EXCURSION OPPORTUNITIES
INCURSION: City West Water, Parks Victoria Ranger
EXCURSION: Parks Victoria Coastal Sessions (attendance to these coastal visits will be necessary for students to complete their experiment and report writing assessment tasks) (Dates and costs to be confirmed).

PATHWAYS/CAREER PROSPECTS
• Marine Biologist
• Park Ranger
• Scientist
• Eco-tourism officer
• Aquariums, laboratories, classrooms, Marine and National Parks and Sanctuaries
• Environmental organisations and departmental industries.

ENQUIRIES: Ms Sophie Jean
MUSIC APPRECIATION

OVERVIEW
Students will develop an understanding of the basic elements of music. They will learn to analyse music and use appropriate terminology to describe what they hear. Through research and inquiry they will explore the origins and development of a genre of music. Students will identify key components of music composed for a purpose and use ICT to compose their own piece based on their understandings through the unit. They will also have the opportunity to learn traditional music notation and use this knowledge to play simple tunes on the guitar.

KEY SKILLS
• Elements of music: understanding of rhythm, pitch, melody, harmony, form, texture, timbre, duration and dynamics
• Historical perspectives: inquiry based research into a specific genre of music
• ICT: understand and use technology to make musical choices in creating a piece for a specific purpose
• Practical skills used to interpret traditional music notation
• Aural interpretation

TOPICS OF STUDY
• Elements of music
• Research into the Blues
• Music for film
• Interpreting notation on the guitar
• Personal music inquiry

ASSESSMENT
• Home Learning tasks
• Aural test
• Film music composition
• Completion of guitar pieces
• Blues inquiry
• Personal music presentation

EQUIPMENT REQUIREMENTS
• Exercise book
• 8G USB

BOOKLIST CHARGE: $15
EXCURSION OPPORTUNITIES
Digital Learning Centre, Arts Centre (date and cost to be confirmed).

PATHWAYS/CAREER PROSPECTS
• Music teacher
• Musicologist
• Music journalist
• Music industry management

ENQUIRIES: Mr John Scally
ROBOTICS

OVERVIEW
This unique and innovative program will provide an introduction to mechanical, electrical and computer engineering. Students will have the chance to construct and program robotic equipment to perform specific tasks. Participating students will have the opportunity to investigate, design, create, test, analyse and evaluate the use of robotic systems, programs and equipment as a part of their study.

KEY SKILLS
The “investigation, design, production and evaluation” program will encourage students to:
• Identify considerations and constraints within a design brief
• Justify choices for a preferred option
• Make critical decisions on materials, system components and techniques based on their understanding
• Respond to changing circumstances, adapt their methods of production and provide a sound explanation for deviation from the design proposal
• Construct systems that meet the quality, functionality and performance requirements outlined in the design brief
• Use simple tools during the construction process, including soldering irons if needed
• Use evaluation criteria they have previously developed, and critically analyse processes, materials, system components and equipment used
• Make appropriate suggestions for changes that would lead to an improved outcome in their own and others designs and models

TOPICS OF STUDY
Topics of study offered in this pathway may include, but are not limited to the following:
• Solar Powered Robotics
• Introduction to Lego Mindstorm Education
• Lego Mindstorm Science and Data Logging
• An individual project of choice

ASSESSMENT
Students will be assessed on the following criteria:
• Depth of investigation
• Quality of design
• Robotics construction
• Robotics programming
• Ability to analyse, evaluate, redesign and draw conclusions from completed projects
**EQUIPMENT REQUIREMENTS**
Point Cook College will supply the equipment required for Solar Powered Robotics, Lego Mindstorm and Computer Programming.

Participating students will be required to commit $75 towards the purchase of their individual project, which they will keep at the conclusion of the subject.

**BOOKLIST CHARGE:** $75

**EXCURSION OPPORTUNITIES**
Australian Formula One Grand Prix
(This is an optional excursion, offered to all Robotics students regardless of which semester they participate in the pathway.)
Cost: student entry is free to this event, however there will be transport costs.

**PATHWAYS/CAREER PROSPECTS**
This course offers a possible pathway for students interested in University or Tafe Courses involving Mechanics, Computer Programming, Engineering, Mechatronics, Computer Science, Information Technology and Robotics.

**ENQUIRIES:** Mr Timothy Bailey
SHORT FILM MAKING – CLAYMATION

OVERVIEW
Students will learn the art of Claymation. They will mold, shoot, edit and premiere their very own stop motion animated film. They will learn the tricks and techniques of stop motion animation, including how to develop a story, plan shots, create characters and set backgrounds from clay. Using iPads and stop motion software, the students will capture numerous photographs of their clay characters and stitch them together to form a short film, just like ‘Wallace & Gromit’. The film will then come to life as the frames are sped up and sound effects added.

KEY SKILLS
• Students will develop an understanding of the history of Claymation and how Claymation films are created
• Students will develop the ability to create a storyboard for a short animated film
• Students will learn how to construct Claymation characters, props and sets using clay as a medium

TOPICS OF STUDY
• The History of Clay Animation
• Storyboard Concepts
• Apply the learnt concepts of animation to produce a short Claymation film production

ASSESSMENT
• Presentation of research task on the History of Claymation. It must include a timeline as well as noted historical animators and characters.
• Presentation of a complete series of storyboards for a short Claymation film. These must show samples/experimentation of ideas, annotations and the development of a storyline.
• A complete set of clay figures, props and sets, focusing on design and construction.
• A completed short Claymation film using clay figures, props and sets to be shown at a class film festival. This will be a 2 minute long (minimum) film using the storyboards and ideas from above.

EQUIPMENT REQUIREMENTS
Booklist items:
• Beginners Guide to Animation
• Clay

iPad apps:
• Stop Motion ($10 – not included in booklist charge)
• Sound Effects
• *iMovie*

**BOOKLIST CHARGE:** $30

**PATHWAYS/CAREER PROSPECTS**
Through this pathway, students may be able to work towards a career in film and/or television.

**ENQUIRIES:** Mrs Jenni Gigas
SPORT SCIENCE

OVERVIEW
The Sport Science Pathway is designed to give students an introduction into the knowledge and skills required to be successful in this area during senior secondary college. It will give the students the opportunity to investigate and explore topics including physiology, biomechanics, principles of training and fitness components. Students will examine their own body’s adaptions to exercise as well as study ways to better their performance in physical activity and sport.

KEY SKILLS
• Students will gain an understanding of the need for variety in activities to maintain regular participation in moderate to vigorous physical activity.
• Students will identify ways to improve the quality of manipulative and movement skills in their performance during complex activities.
• Students will examine appropriate training methods to improve fitness for specific activities.
• Students will measure and analyse their own physical activity levels, and construct recommendations for improving or maintaining those levels.

TOPICS OF STUDY
• Exercise Physiology – immediate and chronic adaptions to the body due to exercise.
• Biomechanics – study of methods used to improve performance and reduce injury risk.
• Fitness Components – understanding a variety of areas of fitness.
• Training Principles – ways to improve different aspects of fitness.
• Body Systems – studying the muscular, skeletal, circulatory and respiratory systems and their influence of the body during physical activity.

ASSESSMENT
• Self-Evaluation Fitness Report – students complete a range of fitness tests, analyse their results and present findings in a written report.
• Fitness Training Test – students complete a written test on fitness content.
• Body Systems Test – students complete a written test on body systems content.
• Fundamental Motor Skill Analysis – students use video recordings to analyse their ability to perform basic sport skills and then identify areas of strength and flaws in technique.
• Work Portfolio – all work completed in class in collated for future reference.

EQUIPMENT REQUIREMENTS
Booklist items:
• Exercise book
• Display folder
Other Requirements:
• PE Uniform
• iTunes apps on iPad – Ubersense (Free), Essential Skeleton (Free).

BOOKLIST CHARGE: $5

PATHWAYS/CAREER PROSPECTS
• Personal Training/Gym Instruction
• Physical Education/Health Teaching
• Nursing
• Physiotherapy/Sports Rehabilitation
• Sports Coaching/Training
• Strength & Conditioning Coaching

ENQUIRIES: Mr Matt Saunders
THEATRE PERFORMANCE

OVERVIEW
Over the course of the semester students will be introduced to a range of performance styles and theatrical conventions. They will refine their dramatic techniques, expressive skills and develop an understanding of stagecraft elements. They will use this knowledge to devise theatrical performances.

KEY SKILLS
• Students will learn how to develop and present characters using expressive skills (voice, movement, gesture).
• Students will learn a range of dramatic skills and techniques.
• Students will learn stagecraft elements and how they are used to enhance performance.
• Students will experience the drama making process of rehearsal and performance.

TOPICS OF STUDY
• Dramatic skills and techniques (e.g. improvisation)
• Character development and expressive skills (using mime, monologues and duologues)
• Stagecraft elements and technical production
• Script interpretation
• Preparation of performance
• Responding to drama and theatrical performances
• Performance to a specific audience

ASSESSMENT
• Presentation of two costume and make-up design tasks
• Presentation of a poster design to advertise the major performance
• Performance skills in a monologue, duologue and major play, showing a range of dramatic styles and characters
• Presentation of workbook, including all written notes
• Contribution to improvisation activities, commitment to learning lines and the rehearsal process
• Participation in all Pathway activities including excursions

BOOKLIST CHARGE: $5 (Costume Levy)

EXCURSION OPPORTUNITIES
• The Melbourne Arts Centre Backstage Tour (date and cost to be confirmed).
• Possible attendance at a live theatrical performance (date and cost to be advised).
PATHWAYS/CAREER PROSPECTS
Students who are interested in pursuing Drama as a VCE subject are encouraged to select this Pathway in Year 9. Theatre Performance may lead students to work as stage actors or technical crew. Skills emphasized in Theatre Performance also improve students’ creative problem solving, teamwork and public speaking skills that are assets in most careers.

ENQUIRIES: Ms Loretta Coustley
VISUAL ARTS – PAINTING

OVERVIEW
The Year 9 Painting Pathway offers students the opportunity to further develop their understanding of the Visual Arts, painting skills and techniques via practical and theoretical exploration. Within the Painting specialisation students will be encouraged to explore and develop the creative process from idea formulation, research, experimentation and trials through to finished product. Year 9 Painting provides students with the opportunity to explore and respond to a range of paintings from both the past and present. This could include traditional, modern and contemporary art ranging from primitive pieces through to stenciling and street art.

KEY SKILLS
Throughout this pathway students will explore a range of skills including:
• Research and analysis skills
• Development of artwork from initial concept through the design process to completion using a Visual Diary
• Techniques used with specific materials
• Consideration of a range of ways completed art works might be presented to suit specific contexts and purposes
• Contribution to discussions about their own and others’ interpretations of selected art works

TOPICS OF STUDY
Areas of study may include:
• Art theory (history, research, in-depth study)
• Painting with acrylic paint
• Painting with watercolour
• Painting landscapes
• Painting portraits
• Street art
• Still life
• Modern art
• Areas of student interest

ASSESSMENT
Assessment will be ongoing throughout the semester and will include:
• Presentation of specific research tasks on an artist or style. This will include written and verbal presentations.
• Presentation of Visual Diary – a Visual Diary is a working document that shows research and progress of practical work from idea through to completion, including experimentation and trials.
• Completed artworks – a completed artwork will to be submitted for each area of
investigation. This artwork will clearly display an understanding of the key elements and manipulation of materials.

- Reflections of own and others artworks looking at context, design elements and principles and presentation.

EQUIPMENT REQUIREMENTS

Booklist items:
- Visual diary
- Sketching pencils, fine-line marker and gum eraser
- Range of canvases and specialty papers as required
- Range of art room consumables including quality paints

Students to provide:
An art smock or an old shirt to protect uniforms during practical sessions.

BOOKLIST CHARGE: $75

PATHWAYS/CAREER PROSPECTS

The Visual Arts can offer career prospects in many areas. Students may be interested in pursuing careers including:
- Professional artist
- Art critic
- Art historian
- Curatorial pursuits – gallery work, art restoration, etc.
- Graphic design
- Animation
- Illustration
- Teaching

ENQUIRIES: Mrs Helen Barratt
VISUAL ARTS – PRINTMAKING

OVERVIEW
The Year 9 Visual Arts – Printmaking Pathway aims to investigate printmaking techniques and practices. Students explore different printing techniques to produce art works in response to cultural, historical and social contexts. Students will have the opportunity to investigate the varying processes involved with each technique.

Visual Diaries will be used to document the development and progress of the artwork from research through to exploring ideas and designs to reflections.

KEY SKILLS
Throughout this pathway students will explore a range of skills including:
- Safe procedures and use of equipment
- Experimentation with printmaking techniques
- Research and analysis skills
- The development of artwork from initial concept through the design process
- How to maintain a Visual Diary
- Consideration of a range of ways completed art works might be presented to suit specific contexts and purposes
- Contribution to discussions about their own and others’ interpretations of selected art works

TOPICS OF STUDY
Areas of study could include:
- Screen printing on paper and fabric
- Linocut
- Collagraphs
- Etching
- How to research and summarise information
- The principles of design
- Analysis, interpretation and comparison of art styles and artists
- Annotating intentions and reflections in the visual diary to show development of ideas
- Art as a visual communication

ASSESSMENT
Assessment will be ongoing throughout the semester and will include:
- Presentation of research task on an Artist or Art Style. It must include an artwork analysis or comparison.
- Presentation of a visual diary with a range of design possibilities using mind maps. The diary must include samples of artist’s artwork and their own experimentation work and written reflections.
• A screen print on paper
• A screen printed fabric animal
• A sample folio of lino cut, etching, screen print and collagraph prints
• Contribution to discussions about deconstructing, analysing and interpreting their own and others art works.

EQUIPMENT REQUIREMENTS
Booklist items:
• A3 Visual Diary
• Range of specialty printing papers
• Fabrics
• Range of quality inks for printing on papers and fabric
• Art folio
• Lino
• Shared consumables (masking tape, pencils, masking fluid)
• Mount board frames

BOOKLIST CHARGE: $60

PATHWAYS/CAREER PROSPECTS
The Visual Arts can offer career prospects in many areas. Students may be interested in pursuing careers including:
• Professional artist
• Art critic
• Art historian
• Curatorial pursuits – gallery work, art restoration, etc.
• Graphic design
• Animation
• Illustration
• Teaching

ENQUIRIES: Ms Sue Anderson