Year 9 HANDBOOK
2017

SUBJECT SELECTION INFORMATION GUIDE

POINT COOK P-9 COLLEGE
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
COLLEGE CONTACTS
Secondary Years

College Principal: Mr Frank Vetere

Assistant Principal: Years 5–9: Ms Bernadette Cronin

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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

Mr Frank Vetere

Principal
The Year 9 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 publish their writing in a portfolio.

A significant component of the English program is text study – both texts selected by teachers and 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. Mathematics topics studied at Year 9 include Pythagoras’ Theorem, Measurement, Algebra, Linear and Non-Linear Relationships, Trigonometry, Geometric Reasoning, Probability, Statistics 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. 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. Elements of Civics and Citizenship and Geography are integrated with other units of study and provide students with skills and opportunities to be active, responsible members of their communities, and develop an understanding of the world around them.
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.

Physical Education

All Year 9 students will continue to be involved in the Physical Education program. At Year 9, Physical Education program aims to further develop student’s proficiency in a range of high-level movement and manipulative skills in a variety of sports. They may be introduced to new sports, games or activities that will require them to learn new skills or adapt previously learnt skills in a new context. They will learn and practice tactics and strategies relevant to the sports in which they are participating, including the development of strategies to counter tactical challenges in game situations. Students will participate in peer teaching or coaching situations with a focus on skill development and improvement. They will investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. Students will learn to set personal physical activity and/or fitness goals, develop an activity and/or fitness program and evaluate its success.
Advisory

The Year 9 Advisory program has a focus on students being responsible for their own learning, becoming more independent in their actions and will include regular Learning Conversations with Homeroom teachers. Through the Advisory program students will explore strategies to employ when studying independently at home, focusing on preparing for and taking tests and exams, which will help them to become more successful in these assessment tasks.

To supplement this program, students will participate in a range of other activities such as workshops and recreation days with activities of their choice, either on or off site.

iPad 1:1 Program

In 2016 the iPad 1:1 program will continue in Year 9 and students will be using their device to support their learning across all core subjects as well as pathway subjects, as appropriate.

Our students will compete on a global stage and they need new skills to prepare them for further study and jobs – many of which have not yet been created. They need skills we call the 4Cs: creativity, communication, collaboration and critical thinking.

The rate of change in technology and in society is so rapid that to prepare our students to live, work and be successful in the 21st century, they will need the ability to think both creatively and critically, problem-solve and work collaboratively.

Learning activities will be designed to engage students in the 4Cs, involve an element of personal choice and allow students to improve their ICT skills through participation in varied digital learning opportunities. Students learning will also link to the College’s niche programs of Sustainability and Studies of Asia.

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.

Home learning will be assessed as part of each subject.
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 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 2016.
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 by students and their parents:

**DECISION 1:**

Will the student continue with the “Languages: Indonesian” pathway?

**DECISION 2:**

Which Pathway subjects will the student choose?

**Remember:**

- Students are not permitted to repeat a Pathway.

- Students must nominate their top 3 preferences in each of the subject areas on the selection form (“Arts”, “Technology” and “Other”).

- Of the preferences nominated, students will be allocated to at least ONE ARTS Pathway and ONE TECHNOLOGY Pathway. The remaining two Pathways can be any combination of the subjects nominated.

- In order to ensure pathways run smoothly they must be paid for before the commencement of each semester so please consider this when making your pathways selections. At the start of each semester any students with outstanding pathways balances will be reallocated to a pathways subject with either no cost or minimal outlay involved unless arrangements have been negotiated. (refer to individual pathway costs)

**PATHWAY SELECTION PROCESS**

Year 8 students will participate in a Pathways Showcase during the day, so they can see the Pathway in action and speak with current Year 9 students. They are encouraged to talk to their homeroom 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 Ms Bernadette Cronin or Ms. Kate Sykes who will answer your questions or will forward your questions to the relevant staff.
**TIMELINE**

**Please note:** Late or non--submission of 2017 Pathways selections will limit student subject choices.

**Wednesday 19th October**
- Pathways Showcase-session 5
- Information evening-7pm
- Handbook distributed
- Selection sheet handed out

**Friday 28th October**
- Selection form final due date (Submitted to front office)

**Friday 18th November**
- Confirmation of placement

**Friday 3rd February**
- Pathways payment due

Students’ Pathway selection information is used to plan the school’s overall timetable for 2016. It impacts on staffing needs, number of classes and school budgets. All student choices will be collated, checked and discussed where necessary. Confirmation of 2017 subject choices will be made by the date mentioned above 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 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 all of your Pathway subject preferences.

**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 a range of 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**

Our Pathway program is a user pays program. Costs are set out in this Handbook.

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. Students will not be able to complete Pathways without paying the fees. Students will be replaced within the first week of school is necessary.

Please consider the costs of the Pathways before making a choice.

**PATHWAY CHOICES SHOULD MATCH:**

Interests

Abilities

Opportunities

Personality

Motivation
**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.

**Please note:** Students who do not choose the “Languages: Indonesian” Pathway in Year 9 will be part of an English Language and Literature program during this time.
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
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
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
OVERVIEW

‘Write On’ is the study of Creative Writing. It has something for both the novice and the expert writer, with a large variety of text types being explored over the semester including: Anime/Manga, Speculative Fiction, Life Boothing (life writing), Blogging, Fanfiction, Fictionary, Short stories and many, many more! Creative writing is a great way to show off your imagination; it’s amazing for topping up your vocabulary and if you’re one of the lucky few, you might even make a tidy profit from it.
KEY SKILLS

Students studying this topic will gain the knowledge base to study Literature and English in Year 10 and VCE.

They will:
Write all kinds of things creative.
Explore the different genres: What goes into each one? - The style, the subject and the use of language etc.
Understand how a character’s attitudes and behaviors affect the way they are viewed by the audience. Investigate how to leave a story open ready for a sequel.

TOPICS OF STUDY

How to make a Writer’s Journal and use it for inspiration
To plan or not to plan? That is the question
Understanding the publishing process: You have an idea for a story, now what?
Turning facts into fiction
That’s a wrap! – You’ve written the ending or have you? How to create a successful segway to a sequel.

ASSESSMENT

Writer’s journal
Work samples
Author study
End of term ‘Choose your own adventure’

EQUIPMENT REQUIREMENTS

Booklist items:
Exercise book
Writer’s journal

COST: $10

POSSIBLE EXCURSION OPPORTUNITIES

Williamstown Literary Festival - Date, time and Costing TBC
Melbourne Writer’s Festival

PATHWAYS/CAREER PROSPECTS

VCE Literature, VCE English, VCAL Literacy
Writer, Journalist, Social Media Editor, Blogger, Copywriter,

INQUIRIES:

Mrs. Rebecca Collins
OVERVIEW

Australian Mathematics Trust – Challenge & Enrichment Competition

The Mathematics Challenge for Young Australians (MCYA) is a staged program designed to motivate, stimulate, encourage and develop mathematically interested students in Year 9 to bring forth the talent and potential within. The MCYA is an ideal program for extension studies and for students who would benefit from greater challenge.
MCYA Challenge
MCYA Challenge is held during a consecutive 3-week period during March. It comprises of six problems for students in Year 9.

MCYA Enrichment
MCYA Enrichment is a 16-week program held between April and September. It comprises six parallel stages of comprehensive student support notes. Each stage includes Student Notes designed to be a systematic structured course over the duration of the program, which students can keep for ongoing reference. Before April, the teacher will be providing set lessons covering concepts associated with the Noether and Polya stages.

TOPICS OF STUDY
Year 9 students will participate in the Noether stage.
- Noether includes expansion and factorisation, inequalities, sequences and series, number bases, methods of proof, congruence, circles and tangents.

KEY SKILLS
Students will:
- develop a greater interest in and awareness of the power of mathematics
- develop a desire to succeed in solving interesting mathematical problems
- discover the joy of solving problems in mathematics
- be recognized for their achievements nationally
- be provided support that will enable them to reach their own levels of excellence

ASSESSMENT
MCYA Challenge – 6 problems
MCYA Enrichment – 16 problems
Problems are marked by a teacher and sent into MCYA for scores to be nationally ranked and placed into percentile

EQUIPMENT REQUIREMENTS
MCYA Challenge – Problem Booklet
MCYA Enrichment – Student Handbook & Problem Booklet
Lesson Booklet – Provided by teacher

COST
MCYA Challenge - $23.50

PATHWAYS
VCE General Mathematics, VCE Mathematical Methods, VCE Specialist

INQUIRIES -
Mr Benjamin Schimanski

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CHAPTER 6

Iron Chef

OVERVIEW

Students undertaking this unit will explore and research a range of food products from around the world. Some weeks 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 also work in teams to take on food related Design Briefs such as coming up with a menu to make lunch orders for Year 9 students.
KEY SKILLS
Research and investigation skills.
Developing cooking techniques.
Matching flavour combinations.
Safe and hygienic kitchen practises.
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.
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
No books will be required for this pathway.

COST: $80
-to cover the costs of fresh and dry produce used in the preparation of any food dishes throughout the semester.

POSSIBLE 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.

ENQUIRIES:
Liam Holland
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 (eg. 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
History of Theatre

ASSESSMENT
Performance skills in a Monologue, Duologue and short plays showing a range of dramatic styles and characters.
Contribution to Improvisation activities, commitment to learning lines and the rehearsal process.
History of Theatre project presentation
Participation in all activities

COST:
$5 Costume Levy
Excursion-MTC/ Victorian Arts Centre Tour $30
Total: $35

POSSIBLE PATHWAYS/ CAREER PROSPECTS
Students that 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 Cachia
CHAPTER 8

Dance

OVERVIEW

Students will learn about different dance styles and different forms of creative movement. They will respond to a range of creative stimulus 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 (eg. 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 (eg. 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 TASKS
Maintenance of 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
I-Pad

Video Star App and other free apps as required.

COST:

Costume levy - $5

EXCURSION
Possible attendance at a dance performance. Date and Cost to be confirmed.

POSSIBLE PATHWAYS / CAREER PROSPECTS
With this pathway, students may be able to work towards careers as dancers, dance teachers, dance therapists, actors and other theatre or performance related careers.

ENQUIRIES
Ms Clarissa Leach
CHAPTER 9

The Film Project

OVERVIEW
‘The Film Project’

‘The Film Project’ is the study of how to manipulate, shape and craft film in a meaningful way and for specific purposes.
KEY SKILLS:
Students studying this topic will gain the knowledge to explore their passion for film making in new ways, incorporating a variety of different programs and film under time constraints and specific briefs.

THEY WILL:
• Learn different techniques used for advertising, film and TV.
• Film projects addressing 'Mini Briefs' e.g. Creating Vines, 30 second commercials, music videos etc.
• Incorporate different apps, equipment and film techniques.
• Learn the planning methods used in film, TV and commercial work.

TOPICS OF STUDY:
• Filming advertisements.
• Editing Techniques.
• Filming Vines.
• Investigating viral videos.
• Re-working current films/clips.

ASSESSMENT:
• Project journal
• Project Portfolio
• Specific Tasks to meet Brief.
• Work samples
• End of term reflection

EQUIPMENT REQUIREMENTS:
• Booklist items:
  Project Journal

COST: $10

POSSIBLE EXCURSION OPPORTUNITIES:
• Local Walks to specific sites to film for mini projects. TBC
• To a specific business to film commercial.

PATHWAYS/CAREER PROSPECTS:
VCE English, VCE Media, VCE Visual Arts, Journalist, Social Media Editor, Blogger and Copywriter

INQUIRIES:
Mr. Andrew Godson
Overview

Students will learn the art of Costume Design using recycled materials and deconstructed clothing. They will design, create, and present their very own costumes to an audience of staff, family and friends. They will learn the tricks and techniques used by designers including how to use particular materials to create texture and movement of a costume while telling the story of a character. Using their I-Pads they will research numerous designers and costumes to assist with building a folio of their own ideas and designs.
KEY SKILLS

• Students will acquire an understanding of the history of costume design.

• Students will develop the ability to create three costume designs for a particular character in a script.

• Students will learn how to construct three costumes for the given character, using recycled materials and deconstructed clothing as a medium.

TOPICS OF STUDY

• The history of costume design in the theatre.

• Why using recycled materials or deconstructed clothing assists in sustainability.

• Apply the learnt concepts of costume design to produce a series of three costumes for a particular character in the theatre.

ASSESSMENT

• Presentation on the history of costume design. It must include a timeline as well as noted historical designers and character costumes.

• Presentation of a complete series of designs for three costumes for a particular character. These must show samples/experimentation of ideas, annotations and the development of designs.

• A complete set of three costumes, focusing on design, construction and the use of recycled materials and deconstructed clothing.

• A showing (Fashion Parade) for an audience.

COST:

• $30 – Haberdashery

• $30 – Clothing (Local Opportunity Shop Clothing)

• $25 – Excursion to Victorian Arts Centre – Costume Design Exhibition

POSSIBLE CAREERS/PATHWAYS

With this pathway students may be able to work towards a career in Costume Design for Theatre, Film and/or Television

ENQUIRIES:

Mrs Jenni Gigas
OVERVIEW

Students will learn about textiles, designers and processes through an inquiry based personal choice approach. Students will be involved in the design of the practical aspects of the course, with some choice in the elements and ....... They will learn how to use a range of equipment in a safe and responsible manner.

Students will also learn basic sewing skills in order to make simple clothes such as shorts or skirts. Students will choose their own material and styles. Students will have the opportunity to
KEY SKILLS

Basic sewing skills, including measuring, laying out and cutting a pattern, using a sewing/overlocking machine, adding elastic, buttons, zippers, hemming...

How to select the right material for the garment

Skills relevant to their personal choice of textile project

Collaboration with others

Creativity in terms of use of colour, pattern, style

Problem solving—in order to teach themselves a new skill

Communication—through showcasing their final products

TOPICS OF STUDY—may include:

Using mood boards, Pinterest, digital portfolio

Colours, textures, types of material, bling and accessories

Fashion through the ages, for different purposes or based on culture and geography

Investigating a designer/design movement of choice

Knitting, crochet, cross stitch, needlework or other personal choice

ASSESSMENT TASKS

Personal Choice Project Plan—including goals, design, implementation, completion and reflection. Students will need to demonstrate a level of organisation and persistence that will ensure they complete their project

Designer project—students will choose a designer/design movement that appeals to them and research and present to the class on their work.

Students will be assessed on their ability to think creatively, collaborate with others and problem solve

Digital portfolio—recording their learning and the processes for various tasks

EQUIPMENT REQUIREMENTS

COST: $70

This cost will get us started on some simple projects. Other costs will depend on the students’ choices of project—these will be bought by the students.

This cost will include a personal sewing basket with various essentials—scissors, tape measure, pins and needles etc.

Although basic sewing equipment will be provided such as machines, patterns, cottons and initial materials to begin their work, students may need to buy extra materials above the $70 levy. Students may also need to provide materials for their passion project such as knitting needles and wool, tapestry or needlework equipment and any other consumables necessary to complete projects. The aim is to provide students with the opportunity to purchase their needs on excursions to shops such as Spotlight. It may also be necessary for parents to help students obtain some of the necessary materials by shopping with them.

EXCURSION/ INCURSION (possibilities)

Spotlight

Incursion—quilting (extra cost to students)

POSSIBLE PATHWAYS / CAREER PROSPECTS

There are many careers in the textile industry such as fashion design, material design, seamstress, working in retail, colorist, textile designer, theatrical costuming and marketing

ENQUIRIES

Ms Jenny Hayes
Be creative! Be empowered! Immerse yourself in Electronic Textiles!!

Students will get involved with electrical circuits, created using flexible conductive materials (such as threads and fabrics) in conjunction with discrete electronics components (such as lights, batteries, switches and sensors). Students will learn to design and create soft circuits of increasing complexity. Projects will involve designing and making 2D objects, progressing to 3D objects.

Make a wearable bracelet - an illuminated bracelet (2D) ..or.. a plush toy 3D) ..or..an electronic patch using micro controllers. You will learn by doing. The possibilities are endless.
KEY SKILLS

• Sewing with electrically conductive thread
• Use simple circuit schematics to construct a circuit that is functional
• Design soft circuits
• Create projects that reflect personal identity and self expression
• Collaborate
• Debugging unexpected behaviors in projects

TOPICS OF STUDY

• A simple circuit – An introduction to soft circuits, including tips on working with conductive thread and guidance on sewing connections between light and a battery.

• Switches – Experimenting with conductive everyday objects, like metal beads, to make a flickering felt brooch.

• Parallel Circuits – Learning how to add multiple lights to a circuit while creating an illuminated bracelet that shines only when worn.

• Microcontrollers – Understand how programmability can enhance our projects by embedding a microcontroller in a light-up patch.

• Connecting Back – An opportunity to draw upon knowledge from previous activities and work with others to create an interconnected project.

ASSESSMENT

Design and create a soft circuit - connecting a light and battery

Design and create a personalised light-up patch, using a sewable pre-programmed microcontroller to control the behaviour of an LED

Completion of Workbook notes

EQUIPMENT REQUIREMENTS

Students will need to provide a workbook or paper for notes.

COST:

Materials hire/charge- $35

(batteries, battery holders, conductive thread, fabric, felt, fabric glue, LED’s, puffy paint, pins, needles, thread, microcontrollers)

EXCURSION: Scienceworks

PATHWAYS/ CAREER PROSPECTS

Electronic Textiles
Electronics
Engineering
Science
Computer Programming/Technology
Fashion and Design

ENQUIRIES:

Ms Sophie Jean
OVERVIEW

Game on is a Year 9 Pathways subject with a focus on the world’s most popular entertainment industry video games. Students will learn how to create their own video games, such as scrolling shooters and platform games on their iPad. Students will learn about different types of computer programing, visual design and multiple software packages/apps.

Game On will consist of two hours of practical ‘hands on’ game making and one hour of master class based computer programing and game research/analysis each week.

There are no prerequisites for this subject however good iPad/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)

Computational thinking

TOPICS OF STUDY
Use of the following apps & Software: Bloxels, Hyper-Pad, Sprite Something, Swift Playgrounds, Scratch, MinecraftEDU.

Students will also be introduction to Unity game making software.

History of video games / consoles

Computer programing theory and practical experience

Game / level design

Sprite creation and digital artwork

Visual and code based computer programming

SKILLS
Problem solving

Game design

Sprite creation

Coding

Audio editing (create and edit sound effects)

ASSESSMENT
Students will create a variety of games to be submitted as assessment for this subject. Games will be assessed on creativity, originality, programming ability, level and character design and gameplay.

EQUIPMENT REQUIREMENTS

Hyper Pad app $7.99
Sprite Something app $7.99

Bloxels app (Free)

Swift Playgrounds app (Free)

If you choose this subject you must provide your own Apple iPad. Please note older generation iPads such as iPad 1, 2, 3, & 4 frequently crash using these apps due to their processing capabilities. iPad air and above have been compatible and are recommended if wish to take part in this pathway.

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 get one.

COST: $20

To cover the cost of any craft materials and 3D filament used during the game controller challenge and pathway in general.

POSSIBLE PATHWAYS/ CAREERS:

Computer programmer

Software designer

Video game designer/programmer

Graphic designer

ENQUIRIES:
Mr David Williams
The Maker space pathway is a “hands on” learning experience inspiring the inventor within. This subject operates on the key principals of invent, design, create.

Students will have access to the full range of equipment our PCC Maker space has to offer, including, 3D printers, 3D Pens, robots, electronics, media equip, tools, tech and art/craft materials.

2017 will be the first year this pathway is offered. Students can expect to be challenged in their thinking and will need to develop resilience whilst working on their organisation and planning skills in order to complete tasks and projects within a reasonable time frame.

The Maker space pathway will spark enthusiasm amongst students wanting to invent whilst embracing creativity, design and problem solving.
KEY SKILLS:

• 3D Design using CAD software
• Problem solving
• Resilience
• Creativity
• Soldering

TOPICS OF STUDY:

• Principals of design
• 3D Printing
• Programming & Coding
• Electronics

ASSESSMENT:

Students will be given a number of problem based briefs throughout the subject where they will be required to invent a solution, design a product then create it using suitable materials for the brief.

Students will also research and budget $100 for the necessary materials to create a project of their choice as their major assessment piece.

Students will get to take home all their completed work.

EQUIPMENT REQUIREMENTS:

Point Cook College will provide all the necessary equipment for students to create their work however students are expected to pay for consumables such as 3D Printing, filament for the 3D pens, electronics, art and craft materials. $40 will be charged for consumables.

COST:

$140

POSSIBLE PATHWAYS/ CAREERS:

Engineer
Scientist
Computer Progammer
Graphic Designer

ENQUIRIES:

Mr David Williams
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 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. All robotics students will be invited to attend an optional excursion to the Australian Formula One Grand Prix as part of the program, regardless of which semester they participate in Robotics. Student entry is free to this event, however the bus will cost approximately $20 per student which is additional to the cost of the subject and will be collected prior to the excursion.

COST:
$75

POSSIBLE PATHWAYS/ CAREERS:
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. David Simpson
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.
KEY SKILLS:
Develop skills in the use of a DSLR camera
Students develop an understanding of what it means to complete a design brief.
Students explore a range of resources for inspiration for their ideas to create innovative pieces of work.
Gain an appreciation for the history of photography and also 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 in studio lighting techniques for still life and portraiture.

ASSESSMENT:
Students will complete a number of assessment tasks over the semester. Students will be expected to complete all assessment tasks on.
Completion of Digital Portfolio
Famous Photographer Assignment- students research a photographer of choice and create a replica of their 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.
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:
Students will require their iPad to attend all classes in photography and keep a digital work record.
Photographic paper and mounting board for display pieces will be part of booklist charge.
COST: $65
LEVY: $10 (levy charges are required due to damage or lost College equipment)

EXCURSIONS: (not limited to) Will be charged to parents throughout the semester:
City Excursion
Zoo Excursion

POSSIBLE 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

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.

ENQUIRIES:

Mrs Sally Hill
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
Develop scientific skills such as research, 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.
Students are required to think critically and relate 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, Blood Spatter Analysis and DNA profiling
Anthropology and Entomology
Forensic investigative techniques:
   Chromatography
   Fingerprinting
   Shoe casting
   Analysis of handwriting
   Analysis of soil

ASSESSMENT
Students will analyse cases 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 criminal. Students are to create an ICT 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 perform scientific techniques to analyse evidence, interview witnesses, and write a report about their findings.

EQUIPMENT REQUIREMENTS
Students will receive an activity booklet and are required to have a workbook for notes.

COST: $5

EXCURSION: Victorian Police Museum

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

ENQUIRIES:
Miss Alison Ryan
OVERVIEW

To celebrate the sea and its inhabitants! Students will be provided with the opportunity to experience the wonders of the locale marine environment. Point Cook 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 Sanctuary, with a focus on Alien Invasions and Underwater Imposters.

Student awareness and engagement in the preservation of the sanctuary.

“Love where you live” community education project.

Reef watch and Sea Search surveys of the intertidal and subtidal 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 – Litter audits, Poster presentation, movie

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 Port Phillip Bay and what scope there is for recovery and resilience. Students workshop how they can translate their ideas into a 1 minute video and educational posters for the local community.

EQUIPMENT REQUIREMENTS

Students will need to provide a workbook or paper for notes.

MATERIALS HIRE/CHARGE: $7 (Quadrate pip- ing, graph paper, audit materials)

INCURSION: Parks Victoria Ranger

EXCURSION: Parks Victoria Coastal Session – beach location, Local Pet Store

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
Overview

The Environmental Campaigning Pathway is designed to help students to make a positive impact on the environment in ways which connect them to both local and global communities. Students will be connected to current environmental campaigns such as “Take 3” (for the sea) and zoo campaigns such as “Don’t palm us off”. Students will investigate how environmental campaigns are created and run and the positive impact these campaigns have had. Students will explore campaigns for behaviour change on local and global levels. Students will be given the opportunity to design and implement their own environmental campaign which they will also share globally with our sister school in Bali. The students who select this subject will become a group of senior leaders for making a positive impact to our whole school’s sustainability program.
**KEY SKILLS:**

Students will look at past school campaigns for the environment and learn the process of planning these campaigns. They will have the opportunity to read and trial affective behaviour change strategies around helping the environment at a whole school level.

Students will learn how to create and implement an environmental campaign using digital resources.

Students will gain an understanding that all our actions at school affect Biodiversity in a positive or negative way.

Students will research and learn about threats to our local and national Biodiversity and select an animal to support for their Environmental Campaign.

Students will implement their own environmental campaign over a year and measure its success.

**TOPICS of STUDY**

Environmental campaigns (past and present e.g. Save the Franklin River, Orange Bellied Parrot, Mountain Pygmy Possum)

Meeting people who have established and run environmental campaigns via web links etc.

Australia’s threatened species

Getting people on board for a campaign

Affective behaviour change

Using digital resources to create an environmental campaign

Use of advertising in campaigns

Sharing Environmental Issues with sister school in Bali.

**ASSESSMENT:**

Student’s evaluation of effectiveness of a whole school or targeted year level Environmental Campaign.

Rubrics demonstrating required aspects of the campaign

Presentation of student’s campaign to a mixed school community audience.

**Equipment requirements**

Students will be required to download some apps to use throughout their Environmental Campaign planning.

**COST:**

Required apps bought by students

**POSSIBLE PATHWAYS/ CAREERS:**

Environmental Organisations

Local Council- Environment

Zoo education

**INQUIRIES:**

Ms Robyn Cairns
OVERVIEW

Psychology is the study of the nature and development of mind and behaviour in humans. 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?

Fields of Psychology: Sports, Forensic, Developmental etc

The Nervous System: including brain functioning, disease and disorders.

Personality, emotion, learning and memory

Research methods in Psychology: Experiments, Observation, Case studies etc.

ASSESSMENT:
Workbook
Case Studies
Research Assignments
End of term test

EQUIPMENT REQUIREMENTS:
Booklist items:
Exercise book
Students will also receive a subject specific workbook.

BOOKLIST CHARGE: $10

EXCURSION OPPORTUNITIES:
Escape room-cost TBC

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

INQUIRIES:
Ms Carissa Leach
OVERVIEW

The Year 9 Art History pathway aims to investigate visual arts through history from the first primitive paintings in France through to modern art of our time.

We will explore specific art eras looking at the historical and social contexts of the work asking questions like:

“What is the purpose of this work?”

“What does this work tell us about what was happening in the world?”

“Did this artwork affect the lives of the people?”

“What influenced this work?”

“How was this work made?”

“Who are the important artists of this time?”

When investigating these art movements and times in history we can then respond in an artistic manner producing our own artwork that explores the style and beliefs of that time. Methods of doing this could include:

-drawing, painting, printmaking, sculpture, mixed media

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

Throughout this pathway students will explore a range of skills including:

- Research and analysis skills
- Presentation skills
- Development of artwork from initial concept through the design process to completion considering context and audience
- Manipulation skills of specific materials used
- 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:

- Prehistoric and Primitive Art
- Ancient Greek and Roman Art
- Egyptian Art
- Medieval Art
- Renaissance Art
- Romanticism
- Realism
- Impressionism
- Expressionism
- Cubism
- Surrealism
- Abstract Expressionism
- Pop Art
Contemporary Art

**ASSESSMENT:**

Assessment will be ongoing throughout the semester and will include:

Presentation of specific research tasks on an artist, artwork or style. This will include written and verbal presentations.

Presentation of Visual Diary- a Visual Diary is a working document that shows the research and progress of practical work from idea through to completion including experimentation and trials. Research tasks will also be documented in it.

Completed artworks- a completed artwork will to be submitted for each era. This artwork will clearly display an understanding of the key elements of the topic.

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

**EQUIPMENT REQUIREMENTS:**

Students will receive

Visual Diary

Canvases and a range of specialty art papers and other materials as required

Range of art room consumables

*Students are expected to provide an old shirt or smock to protect clothes during practical sessions.*

**POSSIBLE PATHWAYS/ CAREERS:**

The Visual Arts can offer career aspects in many areas. Students may be interested in pursuing careers including

Professional artist

Art critic

Art historian

Curatorial pursuits-gallery work, art restoration etc

Writing/publishing

Illustration

Teaching

**ENQUIRIES:**

*Mrs Helen Barratt*
OVERVIEW

The Year 9 Painting course 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 stencilling 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 (elements and principles, research)
Painting with Acrylic paint
Painting with Watercolour
Genre studies such as: Landscape, portraits, 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.

EQUIPMENT REQUIREMENTS
Visual diary
Range of canvases and speciality papers as required
Range of art room consumables including quality paints and drawing materials

Students are expected to provide an old shirt or smock to protect clothes during practical sessions.

COST: $75

POSSIBLE PATHWAYS/CAREER PROSPECTS:
The Visual Arts offers career prospects in many areas. Students may be interested in pursuing a career as a professional artist. Other career choices may include graphic design, theatre, film and television arts, animation, make-up arts, window dressing, and teaching

ENQUIRIES:
Mrs Helen Barratt
OVERVIEW

The Year 9 Art 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 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:

- Demonstrate safe procedures and use of equipment
- Experimentation with printmaking techniques
- Research and analysis skills
- 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, Linocut, Collagraph
- Etching, Monoprinting
- The elements and 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.

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.
- An edition of 3 prints in a selected technique
- 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, lino and acetate
- Range of quality inks for printing on papers and fabric
- Shared consumables (masking tape, pencils, masking fluid)
- Mount Board Frames.

COST: $70

POSSIBLE PATHWAYS/ CAREERS:
The Visual Arts offers career prospects in many areas. Students may be interested in pursuing a career as a professional artist. Other career choices may include graphic design, theatre, film and television arts, animation, make-up arts, illustration, curatorial and art history pursuits and teaching.

ENQUIRIES:
Mrs Helen Barratt
OVERVIEW

Drawing is the underlying skill used to design and develop artworks across all mediums. This course will offer students a deeper insight into different methods and styles of drawings. They will be able to refine their current skills in tonal drawing to create realistic, expressive and creative art works.
KEY SKILLS:
Identifying and replicating tone
Rendering
Perspective drawing
Drawing with different mediums
Research and analysis skills
Maintenance and use of a visual diary

TOPICS OF STUDY:
Drawing styles: Realism, fantasy, expressive and caricatures
Tonal drawing using the grey scale
Drawing with colour
How to maintain perspective and proportion
The elements and 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:
Folio of work containing 6 major drawings in different styles and mediums and 6 minor support drawings.
Presentation of a visual diary with a wide range of drawings. The diary must include samples, experimentation work and annotations showing selection and development of ideas.
Presentation of a research task on an artist or art style. It must include an artwork analysis or comparison.

Contribution to discussions about deconstructing, analysing and interpreting their own and others art works.
Participation in home learning tasks.

EQUIPMENT REQUIREMENTS:
Booklist items:
A3 Visual Diary
Quality drawing papers and surfaces
Pencils, charcoal, dry pastels, oil pastels, inks, pens, markers and paint
Spray fixatives and etching materials
Students are to provide an art smock or an old shirt that will protect uniforms from mediums that stain fabric.

COST: $40

PATHWAYS/CAREER PROSPECTS:
Drawing is a base skill for many careers including illustrators, artists, interior/fashion/ graphic designers, biologists, drafting, engineering, crime scene sketch artist, animators and some medical areas where art is used as therapy. It would support careers where you need to create quick drawings of ideas and plans as well as those careers where a higher level of drawing skill is required.

ENQUIRIES:
Ms Faith Roper
Mixed Media

OVERVIEW

In this pathway students will research contemporary art forms that use a combination of different media and techniques to produce individual pieces. Students will use their research skills and personal interests to inspire their own creative designs. A group project will be undertaken for installation in either the local community or school grounds.

ENQUIRIES:

Ms Faith Roper
**KEY SKILLS**

Exploring a range of mixed media techniques: collage, painting, preparing and making artwork surfaces.

Development of a group artwork from initial concept through the design process to completion, considering context and audience.

Maintenance and use of a visual diary.

Research and analysis skills.

Safe handling and use of tools and equipment.

Contribution to discussions about their own and others’ interpretations of selected artwork.

**TOPICS OF STUDY**

Mixed Media as a contemporary art form

Creative design from personal interests and source material

How to develop and create a public artwork for a specific site

Sculpture/Clay

How to research, analyse, interpret and compare art styles and or artists

The elements and principles of design

Graphical and freehand drawing of plans

**ASSESSMENT**

Folio of 6 completed artworks that demonstrate skills in drawing, painting and sculpture.

Folio of sample pieces that demonstrate trials of working in different styles, mediums and techniques.

Participation in a group project.

Visual Diary that shows a range of design possibilities using mind maps and the development of chosen ideas.

Presentation of an analytical research task on an artist or art style.

Contribution to discussions about deconstructing, analysing and interpreting their own and others art works.

**EQUIPMENT REQUIREMENTS**

Booklist items:

A3 Visual diary

Hardware materials (e.g. wood, wire)

Canvas/Silk

Resin

General shared consumables (gesso, paints, fabrics, inks, markers, binder, impasto, flow medium, transfer gel & paper, sculpey, painting tape, stencil paper, double sided tape).

Students must wear closed shoes and long pants to every practical session. Art smocks or an old shirt should be worn to protect uniforms.

Students must have long hair tied up.

**COST:** $70

**PATHWAYS/CAREER PROSPECTS**

Mixed media is a hands-on art form that uses the design process as a basis for production. The design process is used in a number of careers including artists, illustrators, sculptors and an array of designers. It is a subject that would be of use in any career where you need to display a creative or aesthetic sense and project planning.
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

**BOOKLIST CHARGE:** $15

**EXCURSION OPPORTUNITIES**

Digital Learning Centre – Arts Centre Melbourne.

Date and cost to be confirmed.

**PATHWAYS/CAREER PROSPECTS**

Music teacher

Musicologist

Music journalist

Music industry management

**ENQUIRIES:**

Mr John Scally

**EQUIPMENT REQUIREMENTS**

Exercise book

8G USB
OVERVIEW

The Fitness and Wellbeing 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 principles of training, fitness components, training methods, nutrition and wellbeing. Students will examine their own body’s adaptations to exercise as well as study ways to better their performance in physical activity and sport. This pathway will include both physical and theoretical components.
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 improving 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 adaptations 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.

Motor skills analysis – Students analyse their ability to perform motor skills specific to their chosen sport

Work Portfolio – All work completed in class is collated for future reference.

EQUIPMENT REQUIREMENTS:

Workbook
Display Folder
PE Uniform
ITunes apps on IPad – Ubersense (Free), MyFitnessPal (Free), iMovie (Free)

POSSIBLE PATHWAYS/ CAREERS:

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

COST:

Pay as you go excursions

ENQUIRIES:

Mr Matt Saunders
OVERVIEW

The Outdoor Education 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 canoeing, water safety, rock climbing, team building, first aid, hiking and camping. Students will examine the concept of adventure in outdoor activities, as well as the perceived and actual risks. Students will learn about and experience a variety of outdoor adventure activities in natural environments. During participation in a range of outdoor recreation and adventure activities, students will develop skills, knowledge and behaviours that enhance safe participation in these activities. For example, as part of a bushwalking activity, students could develop an understanding of appropriate clothing and footwear required and the need for sun protection and access to drinking water.
KEY SKILLS

Planning equipment lists for expeditions

Use of available resources to gain knowledge about a local natural environment such as the beach, marine park, bush land conservation reserve and national park

Essential skills in an outdoor activity

Introduction to maps, including definition and characteristics, and drawing simple maps

Preparing, packing and storing food in the outdoors, and locating places to eat

Definition and importance of safety

Keeping warm, keeping cool, reducing exposure, keeping hydrated and fuelled in the outdoors

Personal reflection, such as recalling events

Use of a logbook to record events

Developing communication skills including communicating clearly and using active listening

Introduction to leadership: qualities, awareness of, definition and function

Basic knowledge of features of the natural environment of the expedition area

Introduction to the components of weather (wind, rain, clouds and temperature)

Local seasonal weather patterns

Basic weather forecasting using weather maps and climatic averages

TOPICS OF STUDY

Aquatics – this will cover water safety in closed and open environments and students will participate in sea kayaking.

Survival School – which will cover bush first aid, principles of risk management, preparation and evaluation, navigational skills and basic knowledge of environment conditions.

Camping – which will cover tent and campsite preparation, cooking and nutrition and hiking and basic navigational skills.

ASSESSMENT

Investigation: Research work in which students plan, conduct and communicate their findings. Types of evidence may include expedition manuals or journals, diaries, essays, reports, stories, oral and/or video presentations or combinations of these.

Performance: Specific to outdoor adventure activity skills and strategies. Students practice and receive feedback to assist in the development of the required skills and strategies used in an outdoor adventure activity. Evidence of student ability is collected over a period of time. Types of evidence include checklists/rubrics, direct observation and video.

Response: Students apply their knowledge and understanding of course content when analysing and responding to stimuli or prompts. Types of evidence may include reflections, logbooks, journals, tests, examinations, summaries or essays.

EQUIPMENT REQUIREMENTS

Booklist items:

Exercise book

Display folder

Students to provide:

iPad
Activity specific clothing when required (e.g. suitable hiking footwear, swimming attire, wet weather jacket, etc.)

Sleeping bag

Food for expedition

**BOOKLIST CHARGE:** $250

**EXCURSION OPPORTUNITIES**

Rock Climbing – You Yangs

Sea Kayaking – Anglesea

Overnight Hike – The Otways

**PATHWAYS/CAREER PROSPECTS**

Outdoor leadership

Environmental interpretation

Environmental planning

Facilities management

Eco-tourism

Military service

Outdoor education

**ENQUIRIES:**

Mr Tim Brennan
OVERVIEW
‘The Possibility Project’

‘The Possibility Project’ is the study of how to create a Community Action Project (CAP). Students will design and execute a CAP of their choice, bringing awareness to some really deserving causes and creating some really amazing, new opportunities. Students will be required to lead their projects through various stages including: research, design and implementation.
KEY SKILLS
Students studying this topic will gain the knowledge base to study the Community Action and Entrepreneurial Project (CAEP) in Year 10.

They will:
Explore and assess possible options to complete the project on
Contemplate the best way to support the cause e.g. fundraiser, awareness campaign, time, resources and so on
Write a plan and a timeline for their project to follow
Execute the plan
Reflect on your processes, successes and failures

TOPICS OF STUDY
What’s a worthy cause?
What does support look like?
What role does social media have to play?
Options for funding your project

How to move forward when you hit a road block

ASSESSMENT
Project journal
Work samples
Completed Community Action Project
End of term reflection

EQUIPMENT REQUIREMENTS
Booklist items:
Project Journal

BOOKLIST CHARGE: $10

POSSIBLE EXCURSION OPPORTUNITIES
Les Twenty Man Foundation or The Father Bob Maguire Foundation- Date, time and Costing TBC

PATHWAYS/CAREER PROSPECTS
VCE English, VCE Media, VCE Visual Arts, Public Relations Consultant, Community worker, Journalist, Social Media Editor, Blogger and Copywriter

INQUIRIES:
Mrs. Rebecca Collins