



HEATHMONT COLLEGE

Year 9

HANDBOOK 2012

Contact Information

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Principal's Message

Year 9 is a time of great opportunity for students of Heathmont College to develop a self-disciplined and more independent learning style. Students are able to choose units of study that more appropriately suit their individual needs and thus begin to shape their futures.

It is a time where young people, through the decisions they make in selection of studies and their level of commitment to learning, are able to develop greater self-confidence and sense of purpose. These middle school years are vitally important in preparing students with the key tools to be successful learners through the final stages of schooling - the better prepared, the greater the opportunities for the future.

Our expectation is that each student will focus on on-going improvement and enjoy an appropriate balance between intellectual achievement and personal, emotional and social development.

We are passionate about continuing to build a successful partnership between parents, students and the College. There is no question that to maximise the chances of success for students there needs to be trust, cooperation and effective communication between all.

This handbook is a vital planning resource. We urge all students and parents to use it to help plan a successful school year and to establish goals that will extend the student's talents and interests.

Jill English
College Principal

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The Year 9 Curriculum

Heathmont College seeks to meet the needs of all students with a long tradition of providing an excellent curriculum program backed by a well planned support structure. There is a Coordinator for each year level and a Head of School allocated to the Middle School. Students also have access to the Student Wellbeing Team and a Student Pathways Coordinator.

The curriculum covers all VELS Strands and Domains:

- 1. Physical, Personal and Social Learning**
Health and Physical Education, Interpersonal Development, Personal Learning, Civics and Citizenship
- 2. Discipline Based Learning**
The Arts, English, LOTE, Humanities – Geography & History, Mathematics and Science
- 3. Interdisciplinary Learning**
Communication, Design, Creativity and Technology, Information and Communications Technology and Thinking

This handbook will outline the curriculum units offered by the College. A variety of other documents such as uniform requirements, wellbeing and discipline policies, general organisation and bell times are contained in the student planner.

The College operates a ten day timetable to deliver the curriculum. There are 4 periods of 75 minutes per day.

The College offers a wide range of co-curricula activities which students can be involved in. These include: lunchtime activities program, inter-house activities, College Band, College Production, Mathematics Competition, Science Competition, English Competition, Debating Teams, as well as the opportunity to be active in the general life of the College.

Student Leadership

Heathmont College offers students a myriad of leadership opportunities. These include:

Year Level Representatives - Each home group elects one captain to represent the views of the home group. The home group captains form the basis of the Middle School Council. This Council acts as a forum for discussion of student issues and is supported by the Student Leadership Liaison teacher and the Head of Middle School.

College Leadership Council - The Year 9 leaders have representation on the broader Student Representative Council.

House Captains - Each House elects two captains at Year 9 to lead their peers in the various inter-house activities organised throughout the year.

Sports Captains - Each sporting team has a captain who is responsible for liaising between the team members and the staff member in charge of the team.

Ambassadors & Guides - Students have the opportunity to act as guides for parents and visitors on Open Night, Parent/Teacher Interviews and at other official College functions.

21st Century Learning at Heathmont College

Heathmont College is committed to providing appropriate access to technology to support student learning. The provision of one to one computer access has been a goal for some years. Now with the support of Federal Government and as a result of the development of Netbooks this has become a reality. The Netbook Program will enable every student to have a computer available at home and at school by 2013. The implementation will be phased in over three years and has commenced with Year 9 students in 2011. In 2012, all year 9 students will be given the opportunity of using a Heathmont College Netbook while at School, and at home, free of charge.

The Netbook Program will enable Heathmont College to deliver educational programs relevant to this generation of students. The use of Netbooks will allow students to access the resources available on the

Ultrahome, Internet and College Intranet. Netbooks in the classroom will enable teachers to better cater for our students' individual learning needs and to develop students' use of ICT to better prepare them for life beyond school.

The College's one to one Netbook (*HConnect*) Program will provide our students with the opportunity to enter a new world of curriculum possibilities, allowing engagement and involvement in their learning. In this way, each student will learn to develop and demonstrate the knowledge, skills, practices and attitudes necessary to be an engaged, robust, 21st century citizen capable of shaping our future.

Another important aspect of the program is to educate students in the safe use of current and emerging technologies; to harness the benefits whilst equipping them with an understanding of the hazards.

Technology by its nature tends to include problems that don't have answers in the back of the book. Learning to solve authentic problems when people are really depending on you is a true 21st century skill.

Back in the classroom, this experience can empower students to reach beyond the walls of their school and think beyond the next test. Reinforcing the belief that their voice and actions are important, necessary, and valued creates students who will go beyond a class assignment and become empowered, global citizens of the 21st century." Sylvia Martinez, M.A.

2012 Year 9 Curriculum Structure

All students participate in:

1. An elective program involving the study of 4 subjects per semester of the students choosing (one being Physical Education)
2. Two terms of study in HIPE@9
3. Two terms of study in the core subjects of Maths, English, Humanities, Personal Development, Science and Health & Physical Education (elective block)



Heathmont Integrated Program for Engagement at Year 9

Program Rationale:

To provide students with extensive opportunities to **improve** their skill acquisition, their level of engagement in the learning process and engender a more enquiry based framework to their learning.

The Program Aim/Focus:

For all students –

- ◆ To gain greater personal connectedness to what is being taught – choice in topics, working in teams & negotiating outcomes
- ◆ To ensure that the learning is relevant to the students 'real world' 21st century issues & technology
- ◆ To be offered a greater variety in the methods of delivery of work in the classroom - individual, small group, purpose set groups
- ◆ To learn effectively, a student needs to be engaged fully in what he or she is doing - alternate setting, structure and teaching strategies

Objectives of the Program:

- ◆ To provide students with skills for life-career, personal and interpersonal relationships
- ◆ To provide a program that is 'student centred' in its learning focus

2012 Structure of the Program:

- ◆ Half year in HIPE@9 (24 periods a cycle) and Elective Program (16 periods a cycle)
- ◆ Half year of core subjects (24 periods) and Elective program (16 periods a cycle)
- ◆ Elective subjects – 4 units per semester, total of 8 electives per year (includes 2 units of PE)
- ◆ Within the HIPE Semester, students will be involved in two rotations, with each rotation lasting one term or 10 weeks
- ◆ HIPE runs over one semester e.g. 091, 092, 093 Semester 1, 094, 095, 096 Semester 2

Subjects within the Program:

Students will focus their learning in 4 major areas

1. Literacy – reading, writing, speaking and listening
2. Numeracy – working mathematically, chance and data, space and number
3. Integrated Learning – humanities, science, personal development
4. Personal/Interpersonal and Social learning

The program schedule is divided into:

- ◆ **Pastoral Teamwork** - individual skill building and goal setting, physical challenges, improving relationships
- ◆ **Big Question/Literacy Matters projects** - issues facing students in the 21st century – research, communication, reading comprehension, written reports, multi media presentations
- ◆ **Numeracy Matters** - applied maths – basic use of maths in daily life and applied to real life situations - components of the current Year 9 maths syllabus is covered

A weekly timetable designates which aspect of the program is being completed and a complete term schedule is issued to all students.

Assessment and Reporting

All four major areas of study set assessment tasks that must be completed by all students.

Assessment rubrics are used for most tasks. VELs progression points are calculated via work completed and skill level achieved.

Major project work assessment is divided into sections with planning tools provided.

Self reflection/group evaluation is an integral component of the assessment process.

Students participate in a 'Parent Evening' showcasing their work.

Reports are issued on a term basis with the format changing according to the Program needs. Example on 091 Report structure:

- ◆ Term One – Rotation 1 – Interim Report
– Electives – Interim Report
- ◆ Term Two – Rotation 2 – Comprehensive Report based on the two terms work in the Program including VELs Progression Points
– Electives – Comprehensive Report
- ◆ Term Three– Core classes -Interim Report
-Electives – Interim Report
- ◆ Term Four – Core classes – Comprehensive report based on the two terms work in core classes including VELs Progression Points
– Electives – Comprehensive Report

City Experience

During each rotation of the Program all students will have the opportunity to spend five days per term in the City. This program involves students undertaking observation and research tasks within the confines of the Melbourne Central Business District.

At the conclusion of the City Experience, pastoral groups will complete two team projects based on the data and information gathered.

The cost of this aspect of the program is included in the annual College Charges (does not include transport or food).

Attractions visited in 2011: MCG, Melbourne City Mission, Docklands, Ice Skating at Docklands, Yarra River Precinct, Melbourne Museum, Immigration Museum, Queen Victoria Market, Federation Square, ACMI, Hidden City (Lanes and Alley Tour), Federation Square, CERES, Melbourne Zoo, Refugee Centre.

Using this Handbook

Each course of study contained in this Handbook is arranged in the same format, under each discipline.

Curriculum Focus

This describes the focus of the teaching and learning for each unit.

Learning Dimensions

Outline the necessary skills, understanding and knowledge that students must demonstrate for a satisfactory outcome of the unit.

Assessment Tasks

These are activities that are graded on a scale from Outstanding through to Not Assessed. N refers to Not Satisfactory, NA refers Not Assessed – this can be a result of late/non submission due to prolonged absence.

Special Requirements

Any requirements that students must meet if they undertake the unit.

PLEASE NOTE: The acceptance of elective choices into the curriculum program each year is dependent on student demand and available teachers and facilities.

College Charges

The following studies attract additional charges per semester for enrolment (approximate \$30 - \$40);

- | | | |
|--------------------------|---------------------------------|-------------------------|
| ◆ Design Fashion | ◆ Computer Aided Design | ◆ Timber Technology |
| ◆ Metal Technology | ◆ Flight & Crime | ◆ International Cooking |
| ◆ Information Technology | ◆ Food Technology | ◆ Media |
| ◆ Music Performance | ◆ Photography: Digital | ◆ Visual Arts & Design |
| ◆ 3D Studies | ◆ Visual Communication & Design | |

Advance Youth – approximately \$120

City Experience – approximately \$120

Course Selection

The curriculum is common in English, Mathematics, Science, Humanities, Personal Development & Physical Education. While in LOTE, Arts and Technology students have a choice as to what subjects they study.

Arts

Students must choose at least one Arts subject EACH semester. They must choose a different subject in Semester one and Semester two. Arts subjects include:

- | | | |
|---------------------------------|------------------------|---------|
| ◆ Studio Arts – 3D | ◆ Photography: Digital | ◆ Drama |
| ◆ Music Performance | ◆ Visual Arts & Design | ◆ Media |
| ◆ Visual Communication & Design | | |

Technology

Students must choose at least one Technology subject EACH semester. They must choose a different subject in Semester one and Semester two. Technology subjects include:

- | | | |
|--------------------------|---------------------|-------------------------|
| ◆ Information Technology | ◆ Timber Technology | ◆ Food Technology |
| ◆ Design Fashion | ◆ Metal Technology | ◆ International Cooking |
| ◆ Computer Aided Design | | |

Additional Units

There are a wide range of subjects offered across all Domains. Availability of subjects will depend upon the listed priorities of all students within the year level. Students are required to take at least one different elective subject each semester.

For 2012 the following units are also offered:

- ◆ Indonesian (full year)
- ◆ Creative Writing
- ◆ Advanced Youth (full year)
- ◆ German (full year)
- ◆ Flight and Crime
- ◆ Personal Learning Support (semester or full year)

The criteria for allocating students to subjects will be a combination of:

- ◆ Student's stated choices and Sub School Coordinators' recommendations
- ◆ Career directions
- ◆ Meeting of all timelines
- ◆ Track record of positive endeavour
- ◆ Payment of Elective Levies

SUBJECT DESCRIPTION

Arts Learning Area

3 DIMENSIONAL STUDIES (Elective – One Semester)

Curriculum Focus:

Students will extend previous experiences in forming work in a variety of three dimensional construction techniques. Students will learn a variety of techniques and skills by using a range of different materials which they will be able to further explore during their VCE studies. These may include wire, clay, plaster, stone, card and papier mache just to mention a few. Students will learn safe handling of materials and equipment. Technical information on 3 dimensional process and methods will be presented at appropriate times. The elements and principles of design are incorporated into studio tasks. One term will be devoted to clay and one term to a variety of media.

Learning Outcomes:

- ◆ Create work that explores themes and ideas
- ◆ Create work suitable to chosen styles
- ◆ Interpret aesthetic qualities of 3 dimensional work
- ◆ Analyse the role of artists in cultural contexts

Assessment Tasks:

- ◆ **Folio work:** the collection of the best pieces of practical work, this is the major work requirement
- ◆ **Workbook:** a record of ideas, technical information, processes, glossary, experiments and research
- ◆ **Analysis:** oral presentation or written response

DRAMA (Elective – One Semester)

Curriculum Focus:

- ◆ Exercises in class to improvise basic skills of communication in theatre.
- ◆ Involvement in exercises and improvisations that explore a variety of themes and role play situations.
- ◆ Preparation of a performance piece.
- ◆ Research task on an historical style, to see how it impacts on modern theatre.
- ◆ Exploration of themes and/or current issues.

Learning Outcomes:

- ◆ Create Drama/Theatre that explores themes, issues and ideas.
- ◆ Present Drama/Theatre suitable to chosen styles and forms.
- ◆ Interpret the aesthetic quality of dramatic works.
- ◆ Analyse the role of Drama/Theatre in cultural contexts.

Assessment Tasks:

- ◆ **Workbook:** A record of class notes, handouts and journal writing on personal development and performances.
- ◆ **Performance:** Class based performance work, individual and group.

- ◆ **Research:** Investigation of a theatrical period, analysis of style and the application to contemporary theatre/stage performance.

MEDIA (Elective – One Semester)

Curriculum Focus:

Year 9 Multimedia helps students explore the digital age in a practical, hands on way. It introduces a range of technologies that will help students produce media products that can best express their ideas to other people. Students will be using digital still and movie cameras to make animations and movies. They will be designing and creating advertisements, comics and storyboards. The way that the unit uses technology will engage students who have an interest in computers and the digital lifestyle of a new generation. It will also help build skills in students enabling them to explore different methods of expression in all other subjects being studied.

Learning Outcomes:

- ◆ Create media work that explores themes issues and ideas
- ◆ Present media work to an audience
- ◆ Interpret media product and messages being received by audiences
- ◆ Productive group work

Assessment Tasks:

- ◆ Storyboards for production work
- ◆ Advertisements – based on a series of digital photographs
- ◆ Movie – a short film made during the course of the unit
- ◆ Analysis – making and presenting print products
- ◆ Comic book – using digital photography

All assessment tasks will incorporate group work, the process of making the product and the final media product.

MUSIC PERFORMANCE (Choose to do for one or two semesters)

Curriculum Focus:

The focus of the course is mainly practical and assumes that the student has some expertise in playing an instrument. Students will undertake a variety of performance activities and will participate in a number of concerts of both a formal and informal nature. Students will write arrangements of songs, compose and improvise within a musical framework. Students will undertake aural perception exercises. Students will review performances and make observations. Students will use musical technology to enhance their performance.

Learning Outcomes:

- ◆ Create music that explores themes, issues and ideas.
- ◆ Present music suitable to chosen styles and forms.
- ◆ Interpret the aesthetic quality of music works.
- ◆ Analyse the role of music in cultural contexts.

Assessment Tasks:

- ◆ **Performances:** Students will present one piece that they have prepared during the course for assessment. The piece must be presented publicly, either in class or at a more formal occasion.
- ◆ **Aural Test:** A test will be given on intervals, chord types, rhythms, and musical styles.

PHOTOGRAPHY: DIGITAL (Elective – One Semester)

Curriculum Focus:

The Year 9 Photography Program gives students the opportunity to explore images. Students will undertake work in colour digital photography and, where appropriate, computer programs such as Photoshop. Students will present their own images in display form.

Learning Outcomes:

- ◆ Create images that explore themes and ideas.
- ◆ Create images suitable to chosen styles.
- ◆ Interpret the aesthetic quality of images.
- ◆ Analyse the role of images in cultural contexts.

Assessment Tasks:

- ◆ **Workbook:** An organised Journal of work in progress. This will contain such things as class notes, photocopied information. Research on areas of specialist photography.
- ◆ **Photography Folio:** Best prints taken during the course. Prints will have descriptions including technical information.
- ◆ **Writing Folio:** Written responses to assignment work.
- ◆ **Product:** a set of at least 3 images, mounted for display, reflecting a chosen theme.

VISUAL ARTS & DESIGN (Elective – One Semester)**Curriculum Focus:**

- ◆ Drawing exercises - observation/abstract/colour/tone. 3DTopic - clay/card constructions. Research assignment (related to practical work).

Learning Outcomes:

- ◆ Create art work that explores themes, issues and ideas.
- ◆ Present art works suitable to chosen styles and forms.
- ◆ Interpret the aesthetic quality of art works.
- ◆ Analyse the role of art in cultural contexts.

Assessment Tasks:

- ◆ **Practical Folio:** A folio of practical work containing a minimum of 5 pieces.
- ◆ **Research:** A record of ideas, technical information, experimentation and research.

VISUAL COMMUNICATION & DESIGN (Elective – One Semester)**Curriculum Focus:**

- ◆ Students will be given the opportunity to explore different materials, media, techniques plus tools and equipment specific to visual communication.
- ◆ The program will engage students in appreciation activities, which emphasise active and practical involvement rather than passive learning.
- ◆ The personal resources of the students will always be drawn upon and fostered: imagination, identification, spontaneity and creativity.

Learning Outcomes:

- ◆ Develop visual works that explore themes and ideas.
- ◆ Use a process to develop and work to a design brief.
- ◆ Analyse the content of visual communications.
- ◆ Analyse the role of visual works in cultural contexts.

Assessment Tasks:

- ◆ **Folio Work:** Minimum of 5 projects related to the graphic devices and approaches to visual design.
- ◆ **Research:** A record of ideas, technical information, experimentation and research.

English Learning Area

ENGLISH (Core)**Curriculum Focus:**

Students are encouraged to study a variety of texts, both print and non print. They will be expected to respond to these texts, showing an understanding of character and theme. They will become familiar with some forms of persuasive language, using media texts as a base. Students will explore their own writing, developing the ability to write for different audiences and in different ways. Some work will be theme based, with appropriate themes for the year level.

Learning Outcomes:

- ◆ Speaking and Listening: Discuss, listen, give oral performances, and notice audience reaction.
- ◆ Reading: Read, view texts including media texts and respond.
- ◆ Writing: Pieces showing language skills, planning. Composing and editing.

Assessment Tasks:

- ◆ Oral performance (including HIPE@9)
- ◆ Responses to text. (including HIPE@9)
- ◆ Writing folio. (including HIPE@9)
- ◆ Examination (at the completion of core component)

CREATIVE WRITING (Elective – One Semester)

Curriculum Overview:

This course extends language and writing skills. Students participate in writing pieces covering a range of styles and techniques. This involves writing workshops and classroom writing activities.

Learning Outcomes:

- ◆ Creative Expression: Encouraging expression of ideas.
- ◆ Writing: Writing techniques, styles and genres.
- ◆ Language Skills: Developing use of language.

Assessment Tasks:

- ◆ Writing folio

Health & Physical Education Learning Area

PHYSICAL EDUCATION (Core)

Curriculum Focus:

- ◆ To provide the opportunity for skill development in a range of activities while enhancing the students' overall physical development.
- ◆ To actively involve students in a personal fitness program and offer the opportunity to specialise in certain sports.
- ◆ To encourage positive attitudes, values and behaviours towards physical activity, contribute to individual and group well being and promote fun and enjoyment through participation in the following core and elective activities. Archery, golf, fitness, handball, racket activities and a variety of individual and team pursuits.

Learning Outcomes:

- ◆ Perform, modify and evaluate sports, skills and activities.
- ◆ Demonstration of knowledge and awareness of personal and group safety.
- ◆ Evaluate a range of programs designed to encourage participation and personal fitness.

Assessment Tasks:

- ◆ Skill development checks in core (fitness, archery, team games & racket activities) and elective (individual & group).
- ◆ Fitness testing.

PERSONAL DEVELOPMENT (Core)

Curriculum Focus:

To develop an awareness of a range of health issues and support networks that are available. To develop positive attitudes and values that will contribute to quality College life and a reduction in risk taking behaviours. To provide information on sexuality (relationships, physical, stereotypes), substances (clarification and support) and the health of young people. To support the Health & Physical Education Program.

Learning Outcomes:

- ◆ Analyse health outcomes of personal behaviours.
- ◆ Analyse services used to support the health needs of young people.
- ◆ Evaluate interventions to enhance human development.
- ◆ Identify tasks involved in establishing resilience.
- ◆ Analyse influences on behaviour concerning friendships and relationships.

Assessment Tasks:

- ◆ Visual presentation.
- ◆ Structured responses.
- ◆ Workbook.
- ◆ Assignments.

LOTE Learning Area

GERMAN (Elective – Two Semesters)

Curriculum Focus:

This unit will focus on language and content drawn from students' own experience, including topics and events of general interest. They will extend their understanding of German and will talk about themselves, their family and friends, seasons, hobbies and leisure activities. They will respond to questions in conversations and will write short paragraphs of related sentences. They will look at the cultures and traditions of the German speaking countries.

Learning Outcomes:

- ◆ **Listening:** Listen for specific information and complete a spoken or written exercise.
- ◆ **Speaking:** Participate in short conversations, extend sentences, express opinions, provide factual information and respond to questions.
- ◆ **Reading:** Read aloud with appropriate pronunciation and intonation; and find the main points in a text and use them in a written exercise.
- ◆ **Writing:** Write two or three short paragraphs of linked sentences using appropriate grammatical structures.

Assessment Tasks:

- ◆ Listening Comprehension.
- ◆ Speaking.
- ◆ Reading.
- ◆ Writing.
- ◆ Tests.
- ◆ Cultural Task.

Special Requirements

- ◆ *This is a full year subject taken over two semesters.*
- ◆ *It is recommended that students only attempt this subject if they have a pass in Year 8 German.*

INDONESIAN (Elective – Two Semesters)

Curriculum Focus:

This unit will focus on language and content drawn from students' own experience, including topics and events of general interest. They will extend their understanding of Indonesian and will talk about themselves, sports, entertainment, holidays and the environment. They will respond to questions in conversations and will write short paragraphs of related sentences. They will look at the cultures and traditions of Indonesia.

Learning Outcomes:

- ◆ **Listening:** Listen for specific information and complete a spoken or written exercise.
- ◆ **Speaking:** Participate in short conversations, extend sentences, express opinions, provide factual information and respond to questions.
- ◆ **Reading:** Read aloud with appropriate pronunciation and intonation; and find the main points in a text and use them in a written exercise.
- ◆ **Writing:** Write two or three short paragraphs of linked sentences using appropriate grammatical structures.

Assessment Tasks:

- ◆ Listening Comprehension.
- ◆ Speaking.
- ◆ Reading.
- ◆ Writing.
- ◆ Tests.
- ◆ Intercultural Task.

Special Requirements

- ◆ *This is a full year subject taken over two semesters.*
- ◆ *It is recommended that students only attempt this subject if they have a pass in Year 8 Indonesian.*
- ◆ *Students who choose Year 9 Indonesian have the opportunity to participate in the Malaysian Tour.*

Mathematics Learning Area

MATHEMATICS (Core)

Curriculum Focus:

The Mathematics course covers VELS Level 6. Students learn to extend their use of mathematical models to a wide range of familiar and unfamiliar contexts. When working mathematically, students develop generalisations by abstracting the features from situations, expressing these in words and symbols. They learn to use technology to solve problems in a wide range of practical, theoretical and historical contexts and communicate their results obtained from investigations. The Learning focus for the curriculum includes the following areas:

- **Number** (including HIPE @9)
- **Space**
- **Measurement, Chance & Data** (including HIPE @9)
- **Structure**
- **Working Mathematically** (including HIPE @9)

Learning Outcomes:

- ◆ **Knowledge and skills:** demonstrates achievement of the outcomes through coursework and assessment tasks.
- ◆ **Applications:** demonstrates effective and appropriate use of technologies in the learning process, including problem solving and assignments.
- ◆ **Communication:** demonstrates appropriate use of Mathematical language and conventions.

Assessment Tasks:

- ◆ **Skills Test:** Assessed on completion of the relevant content.
- ◆ **Application Task:** The written work is assessed according to specified criteria for several tasks. These may be applications, analysis, problem solving, modelling or investigative tasks that may incorporate the use of technology. (including HIPE @9)
- ◆ **Examinations:** One per year.

Science Learning Area

SCIENCE (Core)

Curriculum Focus:

The course aims to help students develop abilities to design and carry out experiments, evaluate and solve problems, and to explore the scientific world through observation, experiment and systematic inquiry.

The course covers consumer science, light and acids and bases.

Learning Outcomes:

- ◆ Development of scientific knowledge and skills.
- ◆ Ability to investigate reason and analyse scientifically.
- ◆ Application of scientific knowledge to explain and predict events.

Assessment Tasks:

- ◆ **Research Investigation:** A presentation on a selected topic. It is envisaged that students will undertake a number of self-driven investigative tasks revolving around a selected topic. These tasks may involve researching, formatting and presenting in a variety of ways.
- ◆ **Formal Practical Report:** A written account developed from practical sessions. This will expect the students to extend the concepts; highlighted by the practical session into a detailed scientific report.
- ◆ **Test:** Assessed on completion of the relevant content

FLIGHT & CRIME (Elective – One Semester)

Curriculum Focus:

This course aims to help students develop abilities to design and carry out experiments, evaluate and solve problems, explore the scientific world through observation experiment and systematic inquiry. The course covers the areas in flight and forensic science and develops knowledge and skills central to Biological, Chemical and Physical sciences.

Learning Outcomes:

- ◆ Development of scientific knowledge and skills.
- ◆ Ability to investigate, reason and analyse scientifically.
- ◆ Application of scientific knowledge to explain and predict events.

Assessment Tasks:

- ◆ **Research Investigation:** a presentation on a selected topic. It is envisaged that students will undertake a number of self-driven investigative tasks revolving around a selected topic. These tasks may involve researching, formatting and presenting in a variety of ways.
- ◆ **Formal Practical Report:** a written account developed from practical sessions. This will expect the students to extend the concepts highlighted by the practical session into a detailed scientific report.
- ◆ **Tests:** small topics or a major assessment. Students will undertake a closed book examination of the concepts covered at the end of each unit.

Humanities Learning Area

AUSTRALIA IN PROFILE (Core)

Curriculum Focus:

Students will develop their knowledge of natural environments and its links to the development and sustainability of resources (including HIPE@9). The interaction of natural processes and human activities and their effects on environments is investigated through a study of coastal environments and their features. Students examine democratic processes and investigate the role of individuals and groups in the political arena/decision making (including HIPE@9). The likely impacts of political change on a community are analysed and the students evaluate the overall effectiveness of the democratic process.

Learning Outcomes:

- ◆ Describe and explain aspects of the societies and environments studied.
- ◆ Demonstrate a knowledge and understanding of the societies and environments studied.
- ◆ Analyse and compare key elements of the societies and environments studied.

Assessment Tasks:

- ◆ **Investigation:** An investigation of the features of environments and the impacts of human activities and natural processes.
- ◆ **Analytical Exercises/Application Tasks:** A collection of practical application tasks requiring the analysis of factors which cause change to take place and to make predictions and develop strategies to manage future changes (including HIPE@9).
- ◆ **Research Assignments/Structured Responses:** Group and independent investigations designed to develop skills in research, analysis, evaluation and presentation of recent and current economic, environmental and political issues (including HIPE@9).

HISTORY: The Making of the Modern World (Core)

Curriculum Focus:

This unit of learning introduces the history of the modern world. The area of study covers the era from 1750, (the beginning of the Industrial Revolution) to 1918, (the end of World War 1). How new ideas and technological developments contributed to change will be explored. Imperialism and World War 1 are particular foci.

Learning Outcomes:

Chronology, terms and concepts; identifying and locating primary and secondary sources; analysis and use of sources; perspectives and interpretations; explanation and communication.

Assessment Tasks:

- ◆ **Analytical Exercises:** Analysis of sources of evidence highlighting events significant to the development of the modern world.
- ◆ **Application Tasks:** A collection of application tasks relating to the investigation of the technological, social, economic, ideological and political changes experience during the development of the modern world.
- ◆ **Research Assignments:** Group and independent investigations designed to develop skills in research, analysis, evaluation and presentation of historical issues and to increase the student awareness of the differing interpretations of events, action and issues that the modern world.

Technology Learning Area

MATERIALS (Electives – One Semester each – See list of subjects below)

Curriculum Focus:

Students will be involved in problem solving activities, which are approached through the technology process: Investigating, Designing, Producing and Evaluating. Students explore a range of factors that affect product design and technological innovation, including function, aesthetics and social, environmental and economic factors. Students become aware of Australian Standards and emerging materials. Students develop detailed designs, construct products and evaluate the effectiveness of products.

Learning Outcomes:

- ◆ Analyse the appropriateness of using particular materials, including emerging materials, for specific purposes.
- ◆ Prepare detailed design proposals, make products using some complex equipment and analyse the effectiveness of the products with reference to specified criteria.

Assessment Tasks:

- ◆ **Investigation Tasks:** Independent investigations designed to develop skills in research, analysis, evaluation and presentation.
- ◆ **Design Folio (Workbook):** An organised record of class notes, design ideas, homework and evaluation reports for each task.
- ◆ **Production:** Completion of production activities.

Individual Electives Include:

- | | | |
|-------------------|-------------------------|---------------------|
| ◆ Design Fashion | ◆ Metal Technology | ◆ Timber Technology |
| ◆ Food Technology | ◆ International Cooking | |

COMPUTER AIDED DESIGN (Elective – One Semester)

Curriculum Focus:

To introduce students to Computer Aided Drawing using CADKEY 98 3D modelling and Design Drafting Software. CADKEY was developed for Mechanical Design Drafting and as such this course will cover Basic 3D Wireframe, Basic 3D Solids and 2D Associated Drafting techniques.

Learning Outcomes:

- ◆ Predict the likely uses and effects of a limited range of emerging technologies if they were to be widely applied
- ◆ Analyse and develop solutions to information problems, both individually and as a team member, using a range of information technology skills, processes and equipment.

Assessment Tasks:

- ◆ Emerging Technologies Project
- ◆ Graduated Skills development Tasks
- ◆ Processing Assignment.

INFORMATION TECHNOLOGY (Elective – One Semester)

Curriculum Focus:

Throughout the course students will be involved in problem solving activities that are approached through the technological process: Investigation, Design, Production and Evaluation. Appropriate software packages will be utilised. An emphasis is placed on the thorough implementation of the design process and the development of practical skills necessary to satisfactorily carry out the production of the student's solutions.

Learning Outcomes:

- ◆ Predict the likely uses and effects of a limited range of emerging technologies if they were to be widely applied.
- ◆ Analyse and develop solutions to information problems, both individually and as a team member, using a range of information technology skills, processes and equipment.

Assessment Tasks:

- ◆ Emerging Technologies Project
- ◆ Processing Assignment 1
- ◆ Processing Assignment 2

Cross Curricula

PERSONAL LEARNING SUPPORT (Elective - One or Both Semesters)

Curriculum Focus:

Students will enter this program after being referred through the Middle School Team in consultation with their class teachers in English and Mathematics and parents.

Students will attend the timetabled classes and work through a program based upon their learning and organisational needs. Students may elect to do this elective for one or both semesters.

Learning Outcomes:

- ◆ Improved literacy/numeracy skills.
- ◆ Improved organisational skills.
- ◆ Development of a vocational pathway based on students individual needs

Assessment Tasks:

- ◆ Literacy/numeracy exercises
- ◆ Writing journal

ADVANCED YOUTH (Full year)

Curriculum Focus:

Advance is a full year for youth development that:

- ◆ Provides opportunities for young people's personal and skill development through experiential learning activities that are challenging, fun and age appropriate. (A camp will be planned.)
- ◆ Provides informal, formal and community recognition of young people's learning and contributions
- ◆ Promotes the development of positive relationships between young people, supportive adults and the broader community
- ◆ Provides opportunities for young people and adults to work together towards common goals
- ◆ Provides benefits to communities and community organisations through young people's involvement in voluntary activities that provide a service to the community.

Learning Outcomes:

Through participation in the program:

- ◆ Young people will develop skills to participate in their communities
- ◆ Young people will be engaged in community activities
- ◆ Young people will complete a recognised training program (eg First Aid)

1. **A limited number of places are available within this elective.**
2. **Selection into this elective will be based on a written application and interview.**