### YEAR 9 LEARNING PATHWAYS

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**RELIGIOUS EDUCATION**

**Rationale**
The world is the primary context and place of God’s self-disclosure to all of humanity. It is in the lived reality of our daily lives that we are called to experience God as Creator, Jesus as Saviour and the Holy Spirit as Guide. The Catholic school is part of the world and part of the community of the Church and invites all the members of the school community to search for God in the world and to live a life framed by the life and words of Jesus.

**Learning Focus**
In Year 9, students distinguish between literal and figurative language by recognising the types of writing contained in the Old and New Testaments and appreciate the breadth and nature of the Scriptures, and the variety of literary styles and objectives of their writers, e.g. the role of the biblical prophets and judges. Students investigate contemporary examples of individuals and movements working for justice by critiquing the value systems in contemporary Australia society, the reality of oppression, and the Christian call to work for justice in the world. They look at the development of the Catholic Church in Australia from its beginnings to the present by investigating and researching the contributions that men and women have made to the Catholic Church in Australia. Students learn to value the need for reconciliation and healing as unifying forces for the community by explaining the importance of the sacraments of Penance and Anointing of the Sick in the Catholic tradition. They then prepare specific aspects of liturgies and prayers relating to the sacraments of healing.

**Outcomes/Assessment**
The primary purpose of assessment is to assist in better teaching and learning. Assessment of student achievement across all the content strands (Scripture and Jesus, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacraments, Morality and Justice) is an essential component of the educational nature of Secondary Religious Education. Students will have one formative Assessment Task and one Summative Unit Test at the end of Term 1 and Term 3. During Term 2 and Term 4, students will complete one formative Assessment Task and one End of Year Examination.

**Religious Education Pathways**
Students continue to study Religious Education in Year 10. This supports each student to develop understanding and appreciation for the five content strands, through studying the following components in Year 10: Mark’s Gospel, Healthy Relationships, Church in History and The Eucharist.
**Rationale**
Language shapes our understanding of the world in which we engage. The study of English encourages students to experiment with ideas as well as create engaging and original texts. English studies develop in students the skills to become active and independent learners, to work with one another and to be reflective learners. Responding and composing texts helps students understand the power, value and art of language.

**Learning Focus**
In Year Nine, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. Students create and engage with a variety of texts for enjoyment. The primary purpose of these texts is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts. Students will study texts from a range of genres that involve challenging plot sequences and hybrid structures. These texts explore themes of human experience, ethical and global dilemmas within real-world and fictional settings from multiple perspectives. In Year Nine, students will use a higher proportion of unfamiliar, technical and figurative language.

**Assessment**
In Year Nine, students complete a variety of in-class and out-of-class assessments including:
- writing genres and essay production
- reading responses
- oral presentations
- semester examinations
- PAT Reading

**Year 9 English Pathways**
Students continue with English as core throughout the Middle and Senior School. The study of the subject English is regarded as a priority throughout secondary schooling and is compulsory at every level. At the VCE, students can select English or English Literature.
Rationale
The study of Humanities is critical in allowing young people to gain an understanding of who they are and where they come from in the context of examining a nation. Humanities studies enable students to gain a variety of skills in research, analysis, and evaluation, within the context of the Australian experience. It allows students to develop their ability to communicate effectively with others and in a range of different media.

Learning Focus
Students examine the dynamic nature of the past two centuries with a particular focus on the movement of people; due to influences such as the Industrial Revolution, the slave trade and convict transportation. Students will focus on the development of nationalism and Imperialism, the short and long term reasons for the growth in international conflict in the Twentieth Century, and the subsequently outbreak of World War One in 1914. They will examine the impact of World War One in terms of nation building; the changing roles of women in Australia, and the debates surrounding how modern Australia commemorates those who served during the war. Students also further develop key geospatial skills by examining globalisation issues, including understanding the meaning of central aspects of development and the impact of their consumer choices on the environment, economies and people of the world through global trade. While looking at these areas of study, students will be developing a range of historical, geospatial and communication skills.

Outcomes/Assessment
Students studying Humanities will be expected to:
Describe and analyse representations utilising a number of inquiry questions that focus on the various groups involved in this time of history, including Indigenous Australians. Compare and contrast the effects of global trade on developing economies, the environment and Australia and how consumer choices affect these.
Demonstrate historical and geospatial skills to illustrate critical use of evidence, draw conclusions and judgements through a range of mediums, by utilising research and information literacy skills to identify and locate relevant sources.

Humanities Curriculum Pathways
Students can continue to study Humanities in Year 10 further enhancing their historical knowledge and understanding, geospatial, economic knowledge as well as inquiry and literacy skills. Student may choose from:
Year 10 History, Geography and Commerce and a range of VCE Unit 1 & 2 subjects such as History, Business Management, Accounting and Legal Studies
LOTE: INDONESIAN

Rationale
Students learn to recognise the extent and limitations of their language proficiency and develop strategies for maximising and extending their language skills, knowledge and cultural understanding. They understand that language is a complex system with rules, and that there are subtle differences between languages. They appreciate that direct transposition from English cannot occur. They reflect on their own learning styles and strategies.

Learning Focus
At Year 9 students compare and contrast aspects of life in the Indonesia with those in Australia and other countries and identify similarities and differences. Students interact to exchange information and opinions on topics related to the world of adolescence including leisure, relationships, study, careers and the media, and issues of general interest to young people. They draw on knowledge and skills from other areas of the curriculum to inform their application of the language in new contexts. They communicate their own personal meanings through the language. They adapt their language to the task and reduce abstract ideas to the personal and concrete. Students consider the audience, purpose and appropriate language for a range of listening, speaking, reading and writing tasks, thereby gaining language awareness and intercultural understanding.

Outcomes/Assessment
Students studying Year 9 Indonesian will be expected to complete:
- Oral presentations
- Writing and Listening tasks
- Reading comprehensions
- Brochure
- Semester examinations

Pathways
After Year 9 students may elect to continue studying Indonesian in Year Ten, Eleven and Twelve. Languages studies at VCE attract bonus points for candidates facilitating higher education entry. The ATAR score used to determine tertiary access, acknowledges language study. Second language study can be a good predictor of a student’s ability to pursue a demanding post-compulsory program of study.
**Rationale**
Students learn to recognise the extent and limitations of their language proficiency and develop strategies for maximising and extending their language skills, knowledge and cultural understanding. They understand that language is a complex system with rules, and that there are subtle differences between languages. They appreciate that direct transposition from English cannot occur. They reflect on their own learning styles and strategies.

**Learning Focus**
At Year 9 students compare and contrast aspects of life in Italian-speaking countries with those in Australia and other countries and identify similarities and differences. Students interact to exchange information and opinions on topics related to the world of adolescence including leisure, relationships, study, careers and the media, and issues of general interest to young people. They draw on knowledge and skills from other areas of the curriculum to inform their application of the language in new contexts. They communicate their own personal meanings through the language. They adapt their language to the task and reduce abstract ideas to the personal and concrete. Students consider the audience, purpose and appropriate language for a range of listening, speaking, reading and writing tasks, thereby gaining language awareness and intercultural understanding.

**Outcomes/Assessment**
Students studying Year 9 Italian will be expected to complete:
- Oral presentations
- Writing and Listening tasks
- Reading comprehensions
- Brochure
- Semester examinations

**Pathways**
After Year 9 students may elect to continue studying Italian in Year Ten, Eleven and Twelve. Languages studies at VCE attract bonus points for candidates facilitating higher education entry. The ATAR score used to determine tertiary access, acknowledges language study. Second language study can be a good predictor of a student’s ability to pursue a demanding post-compulsory program of study.
# LOTE: JAPANESE

## Rationale
Students learn to recognise the extent and limitations of their language proficiency and develop strategies for maximising and extending their language skills, knowledge and cultural understanding. They understand that language is a complex system with rules, and that there are subtle differences between languages. They appreciate that direct transposition from English cannot occur. They reflect on their own learning styles and strategies.

## Learning Focus
At Year 9 students compare and contrast aspects of life in the Japanese-speaking countries with those in Australia and other countries and identify similarities and differences. Students interact to exchange information and opinions on topics related to the world of adolescence including leisure, relationships, study, careers and the media, and issues of general interest to young people. They draw on knowledge and skills from other areas of the curriculum to inform their application of the language in new contexts. They communicate their own personal meanings through the language. They adapt their language to the task and reduce abstract ideas to the personal and concrete. Students consider the audience, purpose and appropriate language for a range of listening, speaking, reading and writing tasks, thereby gaining language awareness and intercultural understanding.

## Outcomes/Assessment
Students studying Year 9 Japanese will be expected to complete:
- Oral presentations
- Writing and Listening tasks
- Reading comprehensions
- Brochure
- Semester examinations

## Pathways
After Year 9 students may elect to continue studying Japanese in Year Ten, Eleven and Twelve. Languages studies at VCE attract bonus points for candidates facilitating higher education entry. The ATAR score used to determine tertiary access acknowledges language study. Second language study can be a good predictor of a student’s ability to pursue a demanding post-compulsory program of study.
MATHEMATICS

Rationale
Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Learning Focus
To provide for different learners the students are offered three different streams namely – Review, Core and Extension Maths. The same areas of mathematics are studied at each stream but with differentiated content. Students will be allocated to the appropriate level based on their results in topic tests, exams and external testing in Year 8.
In year 9 Mathematics, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.
Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras’ Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

Outcomes/Assessment
Students will be assessed using School Assessed Coursework covering the following areas;
- Knowledge and Skills. Average of topic test grades.
- Application and Analysis Tasks. Average grade achieved for problem solving and extended investigation tasks.
- Semester Examination. Student’s performance in an examination, tests facts and skills as well as application and analysis abilities.

Mathematics Year 9 Pathways
At the successful completion of Year 9 Review and Core Maths students should have developed adequate skills and understanding to take up Alternative or Core Maths in Year 10. The students who have successfully completed Extension Maths should find themselves equipped with the necessary skills to opt for Extension Maths in year 10. The choice would be dependent on their future career pathways.
HEALTH AND PHYSICAL EDUCATION

**Rationale**
Health and Physical Education provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society students.

**Learning Focus**
In Health, students will focus on Drug Education and mental health, evaluating perceptions of risk and safety and developing an understanding of assertiveness and resilience strategies. Students develop an understanding of Drugs and the impact they have on society and themselves and relationships and look at the different types of mental health focusing on the prevalence of mental health in our society. Students look at developing and understanding of Healthy Relationships and the impact their choices will have on society, themselves and their relationships.

In Physical Education, students focus on improving fitness and general skill development. Students participate in a variety of minor games (e.g. corner ball, tunnel relay, bombardment) with the aim of improving proficiency in gross motor skills and manipulative skills, and to focus on identifying and implementing ways of improving the quality of their performance during games, physical activities and sports including badminton, athletics, lacrosse, ultimate Frisbee, and dance.

**Assessment**
Studying Year 9 Health and Physical Education will complete the following assessments:
- Working in teams
- Practical observations
- Posters
- Written reports
- Research assignments

**Health and Physical Education Pathways**
Students will continue to study Health and Physical Education in year 10. In year 10, students have the option to elect subjects which associate with Health and Physical Education such as: Health and Human Development and Human Movement. Once entering VCE, students can elect to undertake Units in the following subjects: Health and Human Development and Physical Education.
SCIENCE

Rationale
Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Learning Focus
In year 9 Science, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people’s lives. Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others’ methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Outcomes/Assessment
Students studying Year 9 Science will complete the following assessments:
• Research Assignments
• Topic Tests
• Reports on Experiments
• Semester Examinations

Year 9 Science Pathways
Students will continue their study of Science in Year 10 where they must complete at least one semester of Science and can select from Biological and Chemical Sciences or Physical and Space Sciences. Students may also elect to start their VCE studies by also studying Biology Units 1 & 2 or Psychology Units 1 and 2 in Year 10.
ART 2D

Rationale
The study of Visual Art equips students in Year 9 with the skills to explore and use a variety of sources and ideas that draw upon their experiences of direct observation and imagination. The course consists of two components, art production – art making and art appreciation – art response.

Learning Focus
Students undertake a series of practical workshops, of one semester’s duration, which cover folio activities in two-dimensional art forms. Students further develop their knowledge of equipment and mediums relevant to two-dimensional art by creating artworks in the methods of Drawing, Painting and Printmaking. They apply the techniques needed to produce their final artworks, incorporating elements of art and principles of composition (e.g. exploring different tones, textures and colours associated with painting). Students also analyse and interpret the content, structure, characteristics and the role of art in different cultural contexts: they achieve this through studying the work of famous artists.

Outcomes/Assessment
- Practical Visual Arts folios: Drawing folio, Painting and Printmaking
- Theoretical assignments: Art Appreciation and practical studies.
- Homework artwork folio.

Visual Art 2 Pathways
The critical and creative visual arts skills fostered in Year 9 Art prepare students for the Year 10 Visual Arts course. In Year 10 Visual Arts students are provided with an opportunity to extend and further explore a variety of mediums in order to gain a deeper and more advanced understanding of art forms, art theory and the importance of visual literacy in our culture. The study of Visual Arts provides students with an explorative, creative and expressive learning environment.
ART 3D

Rationale
The study of Visual Art equips students in Year 9 with the skills to explore and use a variety of sources and ideas that draw upon their experiences of direct observation and imagination. The course consists of two components, art production – art making and art appreciation – art response.

Learning Focus
Students undertake a series of practical workshops, of one semester’s duration, which cover folio activities in three-dimensional art forms. Students further develop their knowledge of equipment and mediums relevant to three-dimensional art by creating artworks in the methods of Sculpture, Ceramics and Mixed media. They apply the techniques needed to produce their final artworks, incorporating elements of art and principles of composition (e.g. exploring different textures and forms associated with sculpture). Students also analyse and interpret the content, structure, characteristics and the role of art in different cultural contexts: they achieve this though studying the work of famous sculptors.

Outcomes/Assessment
• Practical Visual Arts folios: Ceramic Sculpture, Pottery (functional ceramics using the potter’s wheel), Metal / Abstract sculpture.
• Theoretical assignments: Art Appreciation and practical studies.
• Homework artwork folio.

Pathways
The critical and creative visual arts skills fostered in Year 9 Art prepare students for the Year 10 Visual Arts course. In Year 10 Visual Arts students are provided with an opportunity to extend and further explore a variety of mediums in order to gain a deeper and more advanced understanding of art forms, art theory and the importance of visual literacy in our culture. The study of Visual Arts provides students with an explorative, creative and expressive learning environment.
**DRAMA: INTRODUCTION TO NON-NATURALISM**

**Rationale**  
The study of Drama allows students to create and critically explore performances in contemporary and traditional genres. Learning in this domain allows students to develop skills in creativity, to refine their expressive skills and to communicate ideas through performance.

**Learning Focus**  
This subject focuses on Non-Naturalistic devised performance. Students draw on stimuli, such as literature, popular culture, history and personal experience, to make and present performances. Students are introduced to the concept of Non-Naturalism, exploring a variety of performance styles and conventions. They use playmaking techniques, such as scriptwriting, improvisation, choreography, editing and rehearsal to create and perform a Non-Naturalistic ensemble performance. Students then use storytelling techniques to create a solo performance, based on a significant event in the life of a famous Australian character. They perform various characters in this performance using non-naturalistic transitions. Students reflect on their own work and that of others, using appropriate Drama language.

**Outcomes/Assessment**  
Students of Year 9 Drama 1 will be assessed on the following tasks:  
- Group performance  
- Solo performance  
- Written reflections and evaluations

**Drama Pathways**  
After studying this subject, students can study Year 10 Drama units the following year. VCE Drama is also available after Year 10.
# DRAMA: TEXT BASED PERFORMANCE

## Rationale
The study of Drama allows students to create and critically explore performances in contemporary and traditional genres. Learning in this domain allows students to develop skills in creativity, to refine their expressive skills and to communicate ideas through performance.

## Learning Focus
This subject focuses on the interpretation and performance of text-based works. Students use an Australian dramatic text to explore how Drama is influenced by cultural and historical traditions. They work in groups to rehearse and perform a scene from an Australian play. Students then explore the work of William Shakespeare, viewing video of Shakespearean productions and using monologues to explore language, character and structure. They study approaches used by professional actors and directors in the creation of text-based performances. Throughout the semester, students document the processes involved in their work.

## Outcomes/Assessment
Students of Year 9 Drama 2 will be assessed on the following tasks:
- Performances of scenes from various play scripts
- Performances of monologues
- Written reflections and evaluations

## Drama Pathways
After studying this subject, students can study Year 10 Drama units. VCE Drama is also available after Year 10.
Rationale
History in the field reviews the historical origins of people in the local area, their origins and their identity. Students look at the development of the Werribee area and how this has impacted on the people in the area today. Students see the practical application of History in today’s society and how this can affect the attitudes and traditions of people.

Learning Focus
Students explore the settlement of population in the Werribee area. Students look at the original inhabitants of the Werribee area and the effects of settlement to these Indigenous cultures. The students explore the development of pastoralism and farming in the area and how this developed into a major feature of the Werribee economy. Students visit and research key historical sites throughout the Werribee district. Students compare the emergence of Melbourne as an urban development to Werribee as a pastoral development, the similarities and differences and the difficulties faced by both during the establishment.

Outcomes/Assessment
Students studying History in the Field will be expected to:
Describe, analyse and evaluate historical representations of the life of the early residents of Werribee and draw conclusions surrounding the impact on the Indigenous populations of early settlement in the region.
Explore and identify the major features of the Werribee economy including the development of farming and pastoralism within the region.

History in the Field Curriculum Pathways
Students can continue to study History in Year 10 further enhancing their historical knowledge and understanding as well as inquiry and literacy skills. Student may choose from Year 10 History and VCE Unit 1 & 2 History.
**MUSIC: JAZZ AND BLUES**

**Rationale**
Music at Thomas Carr College is an integral part of the education of every student and takes place in both the curriculum and co-curriculum of the School. Being actively involved in performing and creating music helps students to discover and improve their capacity for creativity and can build and strengthen young people's identity and self-esteem. Music offers unique opportunities for creativity and self expression.

**Learning Focus**
Students will Identify and explore a range of musical devices and processes used in Jazz; improvise melodic and rhythmic materials in the style of Jazz; perform instrumentally and vocally with accuracy and confidence. Identify and explore how music can reflect different intentions; create and perform rhythmic and melodic ideas as part of a group performance. Compose in Jazz styles with awareness of harmonic conventions, using relevant notations to record their work.

**Assessments**
Students are to write a blues song comprising of 3 sections — composed on Sibelius and performed in small ensembles. This will utilise their knowledge of the Blues scale, 12 bar blues, lyric writing, rhythmic writing and melodic writing. Students will also complete a written assignment on the history and development of this style of music and detailed listening analysis of significant jazz works.

**Music Pathways**
Students may study Music in Year 10 in Solo Performance and / or Composition and Arranging. Students can continue to study Music in the VCE by electing to undertake studies in Music Performance Units 1 and 2 leading to Music Performance 3 and 4. Alternatively or in conjunction, students have the opportunity to study VETiS Music Industry.
MUSIC: IN THE THEATRE

Rationale
Music at Thomas Carr College is an integral part of the education of every student and takes place in both the curriculum and co-curriculum of the School. Being actively involved in performing and creating music helps students to discover and improve their capacity for creativity and can build and strengthen young people’s identity and self-esteem. Music offers unique opportunities for creativity and self expression.

Learning Focus
Students examine the relationship between music and drama and how they are linked and their relationship as an art form in Musical Theatre.

Assessments
Students perform in both the solo and ensemble situation a range of works taken from Musical Theatre. There is the discussion and synopsis of the musical ‘West Side Story’ and the comparison of its major songs. Students complete a critique of a live Musical Theatre performance.

Music Pathways
Students may study Music in Year 10 in Solo Performance and / or Composition and Arranging. Students can continue to study Music in the VCE by electing to undertake studies in Music Performance Units 1 and 2 leading to Music Performance 3 and 4. Alternatively or in conjunction, students have the opportunity to study VETiS Music Industry.
STUDIO ART: ANALOGUE PHOTOGRAPHY

Rationale
The study of Studio Art Photography aims to encourage, develop and enhance a student’s deepest thoughts, through the visual language of Photography. Visual perception allows the development of spatial intelligence, a language of communication, which can be interpreted by many different cultures worldwide. Photography allows students to release and document their feelings and ideas via many types of intelligences such as kinaesthetic, intra and interpersonal intelligences.

Learning Focus
Students learn about the features and functions of a manual Single Lens Reflex (SLR) analogue camera. These cameras enable the student to have full control over their photographic outcome. The Analogue Photography Semester focuses on exploring ideas and experimenting with both traditional and creative black & white printing and processing techniques. Students process and print their own black & white negatives and photographs. Students create black and white photographic tasks using specialised darkroom skills, resulting in a final folio based upon a selected theme. Studio Art develops individuals who are both aware of their environments and its particular aesthetic qualities and the health and safety aspects of handling photographic chemicals. Theoretical Assignments focus on the history of analogue photography and an analysis of twentieth Century analogue photographers.

Assessments
- Practical Visual Folio.
- Theoretical Assignments.

Studio Art Pathways
At the conclusion of Year 9 Studio Art students can continue to develop and extend on the basic black & white darkroom processes in Year 10 Studio Art Analogue Photography. The Year 10 Studio Art course further explores the use of analogue SLR cameras and Digital Photographic mediums in order to gain a deeper and more advanced understanding of both of these art forms.
STUDIO ART: DIGITAL PHOTOGRAPHY

Rationale
The study of Studio Art Photography aims to encourage, develop and enhance a student’s deepest thoughts, through the visual language of Photography. Visual perception allows the development of spatial intelligence, a language of communication, which can be interpreted by many different cultures worldwide. Photography allows students to release and document their feelings and ideas via many types of intelligences such as kinaesthetic, intra and interpersonal intelligences.

Learning Focus
Students learn about the features and functions of digital cameras and other devices including the ipad. The Digital Photography Semester focuses on exploring ideas and experimenting with technologically assisted methods of art creation. Students explore computer assisted software programs including PS Express, Snapseed and iMovie. Students process and print their own digital artwork and edit their short films/productions. Students create print work and short film tasks using specialised software skills, resulting in a final practical folio based upon a selected theme. Theoretical Assignments focus on the history of digital photography and an analysis of twentieth Century digital photographers.

Assessments
• Practical Visual Folio.
• Theoretical Assignments.

Studio Art Pathways
At the conclusion of Year 9 Studio Art students can continue to develop and extend on the basic methods of digital art processes in Year 10 Studio Art. The Year 10 Studio Art course also further explores the use of analogue SLR cameras and Digital Photographic mediums in order to gain a deeper and more advanced understanding of both of these art forms.
## Visual Communication and Design: Concepts of Design

### Rationale
In this course, students develop skills, knowledge and understanding relevant to the visual communication of ideas. They have the opportunity to explore themes of personal interest, especially within the context of popular culture.

### Learning Focus
Students are introduced to the idea of design, and the visual communication of ideas. They develop skills in creative ways of generating, implementing and representing their ideas and reflect on their experiences. Students conduct research to broaden their understanding in the field of design. New terminology is presented, along with the formal design elements and principles to assist the students in their analysis of design communications and increase their ability to describe and express their own ideas and creations. Instruction in the use of Industry standard Design software is incorporated into the course along with manual drawing techniques as part of the necessary training for future studies.

### Assessments
- Practical Design Folio: Exploring Elements and Principles of Design and Character Design
- Theoretical Assignment: Design Analysis

### Visual Communication and Design Pathways
At the conclusion of this course, the students are encouraged to continue the sequential development of their skills and understanding in the field of design by taking the semester 2 course. Further studies in Visual Communication and Design can be undertaken in Year 10, 11 and 12 leading to tertiary studies in the fields of communication (such as graphic design and advertising), industrial and environmental design (interior and architectural).
VISUAL COMMUNICATION AND DESIGN: REALISING DESIGN IDEAS

Rationale
In this course, students develop skills, knowledge and understanding relevant to the visual communication of ideas. They have the opportunity to explore themes of personal interest, especially within the context of popular culture.

Learning Focus
Students are introduced to the idea of design, and the visual communication of ideas. They develop skills in creative ways of generating, implementing and representing their ideas and reflect on their experiences. Students conduct research to broaden their understanding in the field of design. New terminology is presented, along with the formal design elements to assist the students in their analysis of design communications and increase their ability to describe and express their own ideas and creations. Instruction in the use of Industry standard Design software is incorporated into the course along with manual drawing techniques as part of the necessary training for future studies.

Assessments
- Practical Design Folio - Exploring technical drawing; including perspective and paraline drawing
- Theoretical Assignment - Design Analysis

Visual Communication and Design Pathways
At the conclusion of this course, the students are encouraged to continue the sequential development of their skills and understanding in the field of design by taking the Year 10 course. Further studies in Visual Communication and Design can be undertaken in Years 11 and 12 leading to tertiary studies in the fields of communication (such as graphic design and advertising), industrial and environmental (interior and architectural) design.
FOOD TECHNOLOGY

Rationale
The study of Food Technology gives students a broad understanding of the integral role of food in our lives. Through food preparation, planning and design, students gain essential practical skills as well as an understanding of the cultural, social and environmental impacts of commercial food production. Through study of nutrition and diet, students develop an awareness of the health impact of food consumption.

Learning Focus
In Semester One, students work on design briefs aimed at finding solutions to the dilemmas of meal design. They investigate interesting and healthy family meals for individuals at different stages of the lifespan, as well as the specific nutritional requirements at each of the lifespan stages. Students design and produce complementary soup and bread meals to meet the dietary and lifestyle needs of their own family members. They also design delicious and nutritious snacks for different individuals.

Outcomes/Assessment
Students studying Year 9 Food Technology will be expected to complete the following assessment tasks:
- Brief tests and quizzes
- Design briefs – soup and bread design; healthy snack foods
- Practical activities
- Practical evaluations
- Worksheets and research as required

Learning Pathways
Students who complete Year 9 Food Technology can study Food and Technology at Year 10 Level.
THE HUMAN BODY

**Rationale**
Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science provides a way of answering interesting and important questions about the biological, physical and technological world, and provides a reliable basis for action in our personal, social and economic lives.

**Learning Focus**
In this unit students investigate, in depth, the cellular structures of the human body and how some of the major systems of the human body work together. Students will explore the digestive, skeletal, muscular and circulatory systems and how they function harmoniously to allow us to live day to day. The Human Body will be presented as an applied learning unit requiring the students to participate in practical activities such as the development and implementation of an exercise programme which highlights the effectiveness of the human skeletal and muscular systems. This unit also involves the dissection of a number of animal organs, from non-threatened species, to illustrate clearly the inner working of the human body.

**Assessment**
Students studying this subject will complete the following assessments:
- Research Assignments
- Topic Tests
- Practical Activities
- Semester examination

**Science Pathways**
After the completion of this subject, students can further their knowledge on biological systems through undertaking: Units 1 and 2 of Biology, Biological and Chemical Science at Year 10 or Health and Human Development/ PE.
INFORMATION TECHNOLOGY 1: INTERNET AND SAFETY

Rationale
ICT, an interdisciplinary domain, focuses on providing students with the tools to transform their learning and to enrich their learning environment. Learning in this domain enables students to focus on the task to be accomplished rather than on the technology they are using to do the work.

Learning Focus
Students explore issues surrounding Information Technology and its implications for personal safety and security by investigating real life scenarios and identifying rules for storage transmission and sharing of information electronically. Students also focus on the use of web design software (e.g. Dreamweaver) and the skills required to produce an online web site. Students also create business stationery using Microsoft Publisher.

Outcomes/Assessment
Students studying Information Technology will be expected to produce:
• Investigation of safe communication practices
• E-safety poster
• Travels with family website
• Investigation of animation processes
• Production of a folio of spreadsheets
• Manipulation of data to support changing circumstances
• Textbook exercises

Information Technology Pathways
Students can continue to study Information Technology in Year 10 and in VCE by electing to undertake studies in the following subjects: Year 10 Information Technology, Unit 1 & 2 Information Technology, Unit 3 & 4 IT Applications and Unit 3 & 4 Software Development.
**Rationale**
ICT, an interdisciplinary domain, focuses on providing students with the tools to transform their learning and to enrich their learning environment. Learning in this domain enables students to focus on the task to be accomplished rather than on the technology they are using to do the work.

**Learning Focus**
In Semester Two, students create a product by using functions from different tools, producing and presenting a PowerPoint to a given brief. They are given opportunities to create information products through the selection and application of appropriate equipment. Students also focus on the use of other rule-based software such as Microsoft Excel to produce and manipulate data in a spreadsheet. Students use appropriate conventions and learn the use of basic formula and editing techniques.

**Outcomes/Assessment**
Students studying Information Technology will be expected to produce:
- Investigation of safe communication practices
- E-safety poster
- Travels with family website
- Investigation of animation processes
- Production of a folio of spreadsheets
- Manipulation of data to support changing circumstances
- Textbook exercises

**Information Technology Pathways**
Students can continue to study Information Technology in Year 10 and in VCE by electing to undertake studies in the following subjects: Year 10 Information Technology, Unit 1 & 2 Information Technology, Unit 3 & 4 IT Applications and Unit 3 & 4 Software Development.
MEDIA STUDIES: MEDIA COVERAGE

Rationale
In Year Nine Media Studies, students work towards the design and implementation of short film studies as they make and present media works in different forms. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues and concrete and abstract concepts to generate ideas. They keep their intended aesthetic qualities in mind when they experiment with, select, vary combinations of media elements, principles and codes and conventions.

Learning Focus
Students will explore film and television, film techniques, scripting, storyboarding, implementing audio visual productions and utilising a range of technologies to create short film/s. Students will explore Advertising in the media, Sitcoms in Television and Teen Movies to gain an understanding of the language used in the media world. Students will produce a short film. The production of short film/s will enable students to gain an insight into using different editing techniques, investigate film techniques which will enable students to produce their own animations.

Outcomes/Assessment: Film Analysis and Film Coverage
The outcomes/assessments that will be undertaken in the subject throughout the year will be divided into two main areas of study. These are the Study of film and the Production of media. We will look at Advertising in the media, sitcoms in television, teen movies to gain an understanding of the language used in the media world.

• The production of short film/s
• Written theoretical tasks

Media Pathways
Students can continue to study Media Studies as part of VCE. This will complement studies in Studio Arts, Visual Communication Design and Art.
Rationale
In Year 9 Metal Design Technology students work towards the achievement of Level 5 standards in Design, Creativity and Technology. They individually and in teams, develop innovative solutions in design and technology and evaluate their decisions with reference to design brief specifications. They produce/ make products in the Technology Workshop based on these design concepts and design brief specifications. They produce products using tools, equipment, machines and manage materials safely wearing personal protective clothing and equipment if appropriate. Students choose and use increasingly complex production techniques and equipment with teacher direction and guidance. They reflect, evaluate and record the progress of their production activities and suggest changes if required.

Learning Focus
During the semester, students explore technology by applying theoretical and practical outcomes to develop a product produced from metal. Students develop skills in the preparation of design briefs; they also develop their understanding of the technology process (investigating and designing; producing; analysing and evaluating) and its application in Metal Technology. Students begin to develop an understanding of workshop and personal safety. They make use of Computer Aided Design/Drafting (CAD). Students develop production techniques begin to become skilled in the safe use of tools. They develop skills in the application and use of metal craft and tool making. Students develop an understanding of metals and metal products.

Outcomes/Assessment
Students in Year 9 Metal Design Technology are assessed on the following criteria
- Understanding methods of joining metals.
- Knowledge of power tools and machinery tools when working with metals.
- Production and evaluation of product to design brief specifications.

Technology Pathways
Year 9 Metal Design Technology provides a skills and knowledge based pathway into Year 10 Design Technology.
METAL TECHNOLOGY: WORKING WITH HAND TOOLS

Rationale
In Year 9 Metal Design Technology students work towards the achievement of Level 5 standards in Design, Creativity and Technology. They individually and in teams, develop innovative solutions in design and technology and evaluate their decisions with reference to design brief specifications. They produce/ make products in the Technology Workshop based on these design concepts and design brief specifications. They produce products using tools, equipment, machines and manage materials safely wearing personal protective clothing and equipment if appropriate. Students choose and use increasingly complex production techniques and equipment with teacher direction and guidance. They reflect, evaluate and record the progress of their production activities and suggest changes if required.

Learning Focus
During the semester, students explore technology by applying theoretical and practical outcomes to develop a product produced from metal. Students develop skills in the preparation of design briefs; they also develop their understanding of the technology process (investigating and designing; producing; analysing and evaluating) and its application in Metal Technology. Students begin to develop an understanding of workshop and personal safety. They make use of Computer Aided Design/Drafting (CAD). Students develop production techniques begin to become skilled in the safe use of tools. They develop skills in the application and use of metal craft and tool making. Students develop an understanding of metals and metal products.

Outcomes/Assessment
Students in Year 9 Metal Design Technology are assessed on the following criteria
- Understanding Occupational Health and safety in the workplace.
- Knowledge of hand tools when working with metals.
- Production and evaluation of product to design brief specifications.

Technology Pathways
Year 9 Metal Design Technology provides a skills and knowledge based pathway into Year 10 Design Technology.
TEXTILES 1: THE RETRO APRON

Rationale
Designers consider problems, needs, wants and opportunities. They reflect on and evaluate past and present design and technology, its uses and effects to provide new solutions and outcomes. Designers respond to needs by developing a range of ideas, which are developed into utilitarian products. Students combine an understanding of Textiles design, functionality, aesthetics, social, cultural, economic and environmental issues, and industrial practices with practical skills.

Learning Focus
Students will become independent and proficient in the setting up, use and maintenance of their allocated sewing machine. Issues of safety pertaining to specific equipment are discussed and noted. Students are provided with a design brief for a Retro Apron as their major production task. They are required to create design options that meet the outlined specifications. In developing design options, they seek feedback from their peers modifying their designs. Students produce a written evaluation of their final selected design reflecting on the reasons for its selection. They are required to investigate the function, purpose and appeal of similar products through a written self-reflective task. Students are expected to complete their Retro apron over the semester. When the Apron is complete a written evaluation of the end product using criteria based on specifications provided by the design brief. Throughout the semester, students maintain a regular journal that records processes and reflects on their progress, identifying areas of individual improvement they can apply.

Outcomes
Students studying Textiles Construction will be expected to produce:
• Develop a range of annotated design alternatives and a justified preferred option in response to a brief
• Demonstrate logical sequencing and planning of production stages, and listing of the resources required, including availability of equipment and facilities.
• Complete a written investigative task based on the function, purpose and appeal of similar products – various Retro Aprons
• Production and completion of at least one production task i.e. An Apron
• Maintenance of sequential production log with record of activities and personal reflection on possible improvements in daily journal

Textiles Pathways
Students can continue to study Textiles Technology in Year 10 as an elective as an elective for both semesters and in VCE by electing to undertake studies in the following subjects: Product Design Technology – Textiles, Unit 1 & 2 Year 11 and Unit 3 & 4, Yr 12
TEXTILES 2: CREATIVE: HOODIES

Rationale
Designers consider problems, needs, wants and opportunities. They reflect on and evaluate past and present design and technology, its uses and effects to provide new solutions and outcomes. Designers respond to needs by developing a range of ideas, which are developed into utilitarian products. Students combine an understanding of Textiles design, functionality, aesthetics, social, cultural, economic and environmental issues, and industrial practices with practical skills.

Learning Focus
Students will extend their technical skills in a creative way. Students are introduced to a variety of creative and experimental fabric manipulation techniques. They incorporate freehand appliqué and freehand machine embroidery into design and production outcomes. Students produce samples of various techniques to enhance their practical skills. Students combine these skills to generate ‘Hoodie’ design options for their production task and justify their preferred option considering colour, design elements and principals. Students focus on designing their appliqué and creating an image that incorporate these techniques. Students respond to a design brief suitable to the techniques learnt. Students are introduced to annotating their work expressing inspiration and final outcomes.

Outcomes
Students studying Textiles Creative Hoodies will be expected to produce:
• A series of design options that incorporate the experimental and manipulative fabric techniques
• Produce and realize an article proposed in the design briefs
• Logically record the sequencing production stages and list the resources required for production including equipment for their Hoodie.
• Write an evaluation of their product, including justification of choices

Textiles Pathways
Students can continue to study Textiles Technology in Year 10 as an elective for both semesters and in VCE by electing to undertake studies in the following subjects: Product Design Technology – Textiles, Unit 1 & 2 Year 11 and Unit 3 & 4, Yr 12.
WOOD TECHNOLOGY: BASIC TOOL PROJECT

Rationale
In Year 9 Wood Design Technology students work towards the achievement of Level 5 standards in Design, Creativity and Technology. They individually and in teams, develop innovative solutions in design and technology and evaluate their decisions with reference to design brief specifications. They produce/ make products in the Technology Workshop based on these design concepts and design brief specifications. They produce products using tools, equipment, machines and manage materials safely wearing personal protective clothing and equipment if appropriate. Students choose and use increasingly complex production techniques and equipment with teacher direction and guidance. They reflect, evaluate and record the progress of their production activities and suggest changes if required.

Learning Focus
Students explore technology by applying theoretical and practical outcomes to develop products produced from timber. Students focus on the preparation of detailed design briefs; they also further develop their understanding of the technology process (investigating and designing; producing; analysing and evaluating) and its application in Wood Technology. They use Computer Aided Design/Drafting (C.A.D.) techniques to develop working drawings in the development of their products. Students become conversant in workshop and personal safety, and develop skills in the safe use of tools. They learn about the proprieties, characteristics and classification of timber. Students undertake a basic stool project.

Outcomes/Assessment
Students in Year 9 Wood Design Technology are assessed on the following criteria in Semester 1:
• Understanding Occupational Health and safety in the Workplace.
• Knowledge of hand tools when working with timber.
• Production and evaluation of product to design brief specifications.

Technology Pathways
Year 9 Wood Design Technology is an elective subject for either semester 1 or 2. Students may also choose the elective for both semesters. Year 9 Wood Design Technology provides a skills and knowledge based pathway into Year 10 Wood Design Technology.
Rationale
In Year 9 Wood Design Technology students work towards the achievement of Level 5 standards in Design, Creativity and Technology. They individually and in teams, develop solutions in design and technology and evaluate their decisions with reference to design brief specifications. They produce/ make products in the Technology Workshop based on these design concepts and design brief specifications. They produce products using tools, equipment, machines and manage materials safely wearing personal protective clothing and equipment if appropriate. Students choose and use increasingly complex production techniques and equipment with teacher direction and guidance. They reflect, evaluate and record the progress of their production activities and suggest changes if required.

Learning Focus
Students explore technology by applying theoretical and practical outcomes to develop products produced from timber. Students focus in greater detail on the preparation of detailed design briefs; they also further develop their understanding of the technology process (investigating and designing; producing; analysing and evaluating) and its application in Wood Technology. They use Computer Aided Design/Drafting (C.A.D.) techniques to develop detailed working drawings in the development of their products. Students become conversant in workshop and personal safety, and become further skilled in the safe use of tools. They continue to learn about the proprieties, characteristics and classification of timber. Students undertake a more complex project a breakfast tray with finger joints.

Outcomes/Assessment
Students in Year 9 Wood Design Technology are assessed on the following criteria in Semester 2:
- Timber production process.
- Knowledge of power tools and complex machinery when working with timber.
- Production and evaluation of products to brief specifications

Technology Pathways
Year 9 Wood Design Technology provides a skills and knowledge based pathway into Year 10 Wood Design Technology.
## JOURNALISM

### Rationale
The study of journalism at Year 9 produces benefits which extend beyond that of vocational preparation. Having sound knowledge of how the 21st Century media landscape functions, together with an ability to write clearly and effectively, gives Thomas Carr College students an inherent advantage in the classroom across all domains of the curriculum.

### Learning Focus
In the semester long course, students studied the evolution of the media industry, paying particular attention to how digital technology has caused a convergence of communication platforms. Students also examined the contemporary challenges facing the journalism industry, such as phone hacking and editorial interference. Students developed their writing skills by analysing and understanding various journalistic examples, allowing them to eventually craft their own persuasive and informative articles.

### Outcomes/Assessment
In Year Nine Journalism, students complete both of formative and summative assessments including:
- tests
- reading responses
- writing responses
- oral tasks

### Journalism Pathways
At present, English Journalism is offered only as an elective for Year 9 Students. However, the VCE English course - which is compulsory for all VCE students - involves learning outcomes which draw directly upon areas studied in English Journalism, such as the Media Issues Point of View and Language Analysis tasks.