THOMAS CARR
COLLEGE

YEAR 9
SUBJECT INFORMATION

They will shine

2023

Contents

INTRODUCTION

Year 9 students experience enormous emotional, physical, social and intellectual changes as they transition from childhood to adulthood. This period of transition is often characterised by students' growing sense of independence from both parents and teachers while at the same time developing more supportive relationships among their peers. The adolescent needs to find expression in the diversity of experience and will occasionally need to learn from their mistakes as they progress towards adulthood.

The uniqueness of the Year 9 student also translates to his or her learning needs. Recent studies have highlighted that traditional curriculum delivery does not meet the needs of these students, nor does it engage them sufficiently to be able to re-engage them in the senior school years. In well-documented brain research, the period of adolescence is vital for developing that part of the brain that controls impulsive behaviour, calms emotions, reasoning (i.e. consequences to actions) and decision-making.

As a school, we have a responsibility to sustain student motivation and improving skills in students and teachers. It is with this aim in mind, that the College has designed a program that will engage students and equip them with new skills that will help shape their adult selves.

The program aims to develop students who:

- Are independent, self-aware learners who set goals, reflect and evaluate their own progress
- Are confident to take risks and responsibility for their own learning
- Pose critical questions about their world and can use traditional online and community resources to develop responses
- Work co-operatively to complete a variety of tasks with teams of peers
- Are socially aware, ethical and caring global citizens
- Are connected to fellow students, staff and The College and see themselves as members of a learning community.

OVERVIEW AND TIMETABLE

In Year 9, Pastoral Groups (Homerooms) will be gender based. The rationale for this includes:

- Gender based groups provide a safe environment for young people to explore challenging issues
- It will better facilitate arrangements at the Good Samaritan Campus and the City Experience
- Minimise disruption at Thomas Carr College – Tarneit Campus when groups are at the Good Samaritan Campus.

Forming single gender groups supports a means of further improving of educational growth of boys and girls. At the classroom level, single gender instruction offers specific gender friendly opportunities for enhancing learning by directly addressing many of the challenges and stressors in boys' and girls' educational and personal lives.

Year 9 is an opportunity for students to learn new skills and apply their learning within and outside the classroom.

Integrated core subjects at Year 9 aim to provide the opportunity for students further apply skills and knowledge across all key learning areas. This includes:

- Semester-based electives encouraging student choice.
- MAGIS electives for all students.

Students also participate in the College's iD9 Program including:

- Good Samaritan Campus (Country Experience)
- The City Experience

SUBJECT	2023 PERIOD ALLOCATION (PER FORTNIGHT)
Communications (English and Humanities)	13
Investigations (Science)	9
Physical Education and Personal Development	8
Religious Education	6
Mathematics Elective (option)	8
Additional Electives including MAGIS electives	16
Total	**60**

GOOD SAMARITAN CAMPUS (COUNTRY EXPERIENCE)

The Good Samaritan Campus, originally known as the Good Samaritan Convent, was initially operated by the Good Samaritan Sisters as a boarding school for girls in the Colac/Otway area. After the closure of the boarding school in the 1970's, it continued to be residence for members of the congregation. During the 1980's the Good Samaritan Centre was redeveloped as a venue for community groups and adult professional learning. In recent years, the site has been used by St Brendan's Parish and St Brendan's Primary School both located next to the Convent.

In 2013 the site was acquired by Thomas Carr College for use in the Year 7 Orientation Program and the iD9 'Your Future' Country Experience. The newly renovated campus has accommodation for 28 students in rooms of two, four or six beds, well-appointed dining rooms and commercial kitchen, bathrooms, a comfortable student lounge, a learning space, staffroom, storage shed, staff and manager's residences. There is also a large open sports oval immediately adjacent to the main building.

LOCATION

The Good Samaritan Campus is in Coragulac, 11km northeast of Colac, approximately 141km from Thomas Carr College. The name Coragulac is derived from the local aboriginal word, 'corakyallock', meaning a sandy creek.

PROGRAM OVERVIEW

The student's growing sense of independence will be key to the Country Experience. This independence is balanced with a better understanding of what it is to be a responsible adult living in community and taking steps to find their own place into the world. The Good Samaritan Campus experience aims to provide all students with an exciting and challenging program in an environment that is safe, caring, structured and engaging. The emphasis throughout the three-week experience will be on learning through doing. Activities and project work will be based around the local Coragulac and Otway's environments of lake, coast and forest. Complementing experiential learning in each of these environments will be a further focus on community living centered on day to day life on the Campus.

The activities, such as kayaking/canoeing, mountain bike riding and bushwalking are not intended to be an end in themselves but rather a means by which the students can explore the environment that surrounds them at the Good Samaritan Campus. A strong emphasis will also be placed on student involvement in planning and decision making surrounding each activity, including a two-day expedition through the Otway Ranges during their final week.

CITY EXPERIENCE

Students will participate in a City Experience. This experience will allow students to study the cultural, historical and sporting aspects of the city of Melbourne. The program recognises students' increasing independence and requires students to develop their own transport plans in order to complete each of the set activities for each day. A city experience 'passport' has questions, facts, maps and information on key locations that they will visit individually, with their small group and as a class.

Many aspects of City Experience interrelate with the iD9 curriculum. The Parliament House tour links to the My Society Unit. The students have a tour through the two houses of Parliament and get to witness Parliament in session. The Youth Homelessness Tour is linked in with the College's social justice program. Students are educated on the struggles that our youth may face today and then taken on a tour of where the young adults may reside for the night around the city.

ASSESSMENT

Students will be assessed on their experience and will have to complete a portfolio about their City Experience.

WEB PREFERENCES ONLINE

As part of the subject selection process and to finalise their subjects for Year 9, students will receive an email with details outlining how to access the web-preference portal.

This is the online portal for students to enter their subjects for Year 9.

IMPORTANT CONTACTS

To learn more about the Year 9 curriculum and learning pathways offered at Thomas Carr College, please refer to the below contacts.

For all subject-specific questions please contact your subject teacher or the relevant Learning Area Leader.

For all the other questions related to the subject selection process and to learn more about the subjects offered at Years 9 please contact Mr Stephen Manitta (Head of Learning and Teaching – Middle School).

Role	Name	Email
Deputy Principal: Staff and Learning Operations	Mr Andrew Bryson	andrew.bryson@thomascarr.vic.edu.au
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Head of Learning & Teaching: Middle School	Mr Stephen Manitta	stephen.manitta@thomascarr.vic.edu.au
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Learning Area Leader: Health & Physical Education	Mr Brad Gilham	brad.gilham@thomascarr.vic.edu.au
Learning Area Leader: Languages	Mrs Sugarti Febrinaldi	sugarti.febrinaldi@thomascarr.vic.edu.au
Learning Area Leader: Technology	Mr Peter Murray	peter.murray@thomascarr.vic.edu.au

SUBJECT: COMMUNICATIONS

COURSE OVERVIEW

This is an integrated English and Humanities curriculum that is progressive, experiential and explicit in its teaching of concepts and skills using an integrative and inquiry approach.

The aim of Communication is to appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, and develop an understanding of human societies and environments, people and their cultures in the past and the present.

LEARNING FOCUS

My Society

Students will build their own understanding of how they see themselves, and what type of society they would like to live and participate in. They will explore their sense of self in various ways such as the how we behave, how we treat other people and through the values, we hold as important to our society. Students will compare their democratic society to a fictional novel based on historical events. The learning will focus on students' responsibility as global citizens who live in a democratic world. Students are given the opportunity to propose how they would rule the country if elected.

Our History

The learning direction for this focus will lead students to a greater appreciation of our country. Embedded in this focus are ideas that require further exploration dealing with the diversity of cultures and people who make up our Australian population. Students will build their knowledge and understanding of the development of Australia from the period of the Industrial Revolution to World War I. Students will come to understand how those who came before us shape our present society.

Your Future

The aim of the 'Your Future' focus is to support students in developing a set of knowledge, skills and behaviours that will prepare them to create a future, which is sustainable, by developing an understanding of the interaction between social, economic and environmental systems and how to manage them. Students will attend the Good Samaritan Campus during this focus to gain a deeper understanding of this interaction in a rural environment.

Students are given the opportunity to look at sustainability issues, such as food security and the impact humans have had on resources.

Whose Country?

Students are taught critical thinking skills within a unit that explores the various interpretations of history. Within this unit, students study Australia's colonization history. They analyse the impact colonization had on Aboriginal and Torres Strait Islander culture and early interactions between settlers and Indigenous Australians. Through inter-connections of young adult fiction, students study culture clash, discrimination and conflict.

ASSESSMENT

Students are assessed in a variety of ways, including:

- Political debates
- Argument Analysis
- Historical source analysis
- Analytical essay

FUTURE PATHWAYS

Students can choose various English and Humanities pathways at a Senior level.

SUBJECT: SCIENCE

COURSE OVERVIEW

Science is an ever growing and changing entity. As we grow as a community so does our knowledge and understanding of the natural world around us. In 'Investigations' at year 9 students get the opportunity to explore the exciting world of science through investigation. They will explore major concepts through conducting experiments and using digital technologies.

Students will engage with STEM (Science, Technology, Engineering and Mathematics) through carefully designed lessons which allow students to think critically and creativity. Students will draw learning links between the concepts they learn during class with real world applications at the Good Samaritan Campus

LEARNING FOCUS

Students will investigate the following topics throughout the course of the year:

- **Earth Science:** Structure of the Earth, Plate tectonics, Continental drift, Earthquakes, Volcanoes, and Earthquake resistant structures
- **Chemistry:** Atomic Structure, Periodic Table, Balancing chemical formulae, Ionic Bonding and introduction to chemical reactions.
- **Biology:** Ecology, Homeostasis, Nervous system, Endocrine system and Diseases
- **Physics:** Electric Circuits, Series and Parallel Circuits, Ohm's Law, Behaviour of electronic components, Measuring Voltage, and Current and Resistance.
- STEM thinking will be integrated thought this teaching and learning sequence. Students will identify real world problems and will be required to devise answers to these questions. This will be achieved through following the design thinking process, including the production of prototypes, and testing their ideas.

ASSESSMENT

- Science experiments
- STEM design thinking projects
- Inquiry led investigations
- Class and small group discussion
- Variety of theory tasks

FUTURE PATHWAYS

Students may elect to study any of the following science related subjects: Advanced, Full-Year or Semester based Science.

SUBJECT: MATHEMATICS

COURSE OVERVIEW

At Thomas Carr College we are committed to achieving improved learning outcomes for all students and establishing a learning and teaching program that incorporates breadth, balance, and depth across the key eight learning areas including Religious Education.

LEARNING FOCUS

The curriculum is organised by the three strands.

- Number and Algebra,
- Measurement and Geometry,
- Statistics and Probability.

Each strand is organised into sub strands. Sub-strands are content descriptions to provide both a focus and a clear sequence across year levels.

Number and Algebra

Students apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations. They solve problems involving simple interest. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies. Students sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms.

Measurement and Geometry

Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinder. Students explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.

Statistics and Probability

Students compare techniques for collecting data from primary and secondary sources and identify questions and issues involving different data types. They construct histograms and back-to-back stem-and-leaf plots. Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. They calculate relative frequencies to estimate probabilities. Students list outcomes for two-step experiments and assign probabilities for those outcomes and related events.

ASSESSMENT

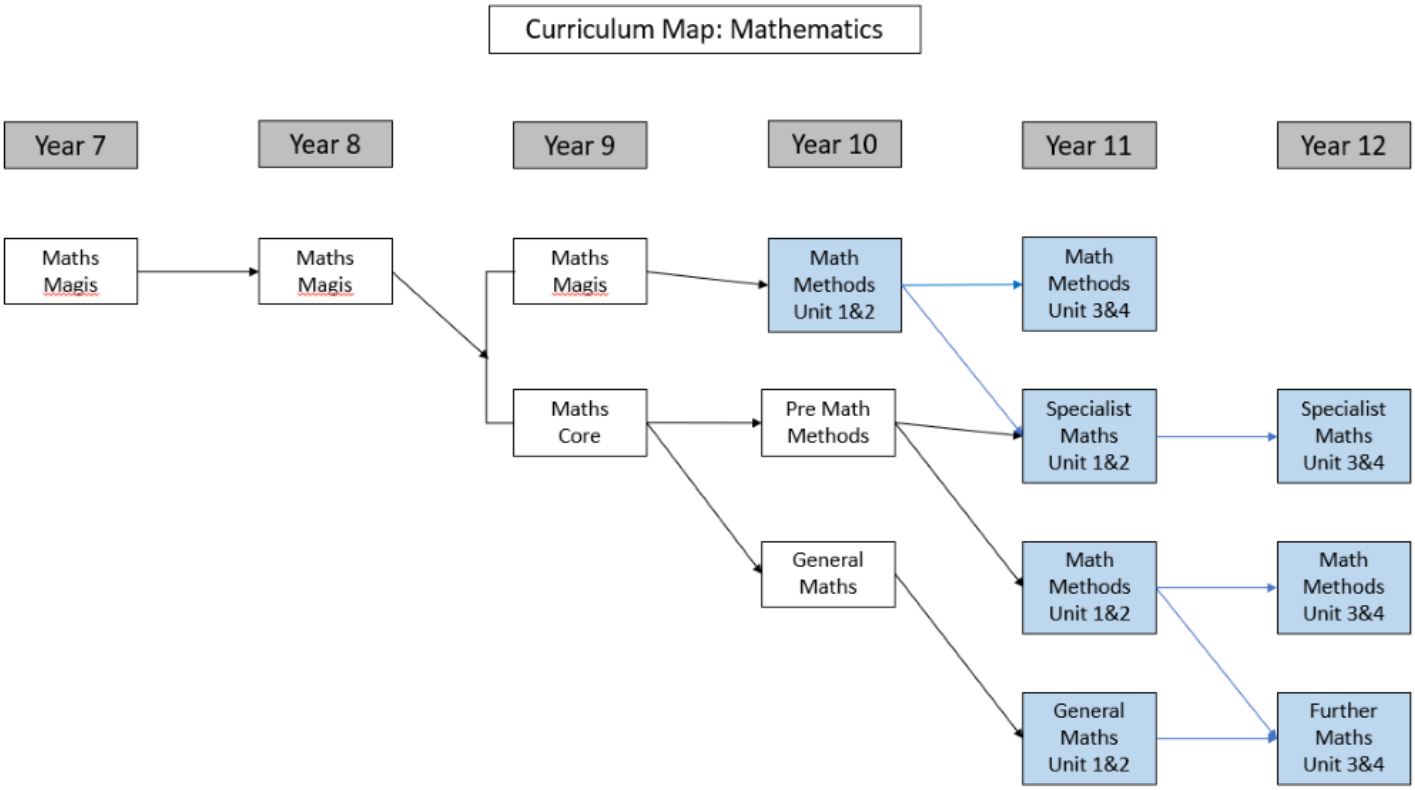
The assessments in the subject will be derived from a combination of.

- End of Topic test(s)
- Book work
- Mid topic quiz.

FUTURE PATHWAYS

After completing Year 9 Mathematics, students will continue to build on this knowledge in Year 10 Mathematics General.

To transition into Pre-Mathematical Methods in Year 10 from this subject additional entry requirements will need to be met.



SUBJECT: MAGIS MATHEMATICS

COURSE OVERVIEW

At Thomas Carr College we are committed to achieving improved learning outcomes for all students and establishing a learning and teaching program that incorporates breadth, balance, and depth across the key eight learning areas including Religious Education.

LEARNING FOCUS

The curriculum is organised by the three strands.

- Number and Algebra,
- Measurement and Geometry,
- Statistics and Probability.

Each strand is organised into sub strands. Sub-strands are content descriptions to provide both a focus and a clear sequence across year levels.

Number and Algebra

Students use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology. Students sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology.

Measurement and Geometry

Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology. They relate three-dimensional objects to two-dimensional representations. Students explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.

Statistics and Probability

Students compare techniques for collecting data from primary and secondary sources and identify questions and issues involving different data types. They construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology. Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. They calculate relative frequencies to estimate probabilities. Students list outcomes for two-step experiments and assign probabilities for those outcomes and related events.

ASSESSMENT

The assessments in the subject will be derived from a combination of.

- End of Topic test(s)
- Book work
- Mid topic quiz.

FUTURE PATHWAYS

After completing Year 9 Mathematics Magis, students will continue to build on this knowledge in Year 10 Pre-methods Mathematics.

SUBJECT: HEALTH & PHYSICAL EDUCATION

COURSE OVERVIEW

Health and Physical Education supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised movement skills and complex movement strategies in different movement environments to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identity, and in shaping cultures. Students also have the opportunity to demonstrating leadership, teamwork and collaboration.

LEARNING FOCUS

Students focus on the development of movement skills and strategies through a variety of games and sports to build on learning in active play, minor games and fundamental movement skills.

Students address how mental health and wellbeing can be enhanced and strengthened at an individual and community level to manage their own mental health and wellbeing and to support that of others. Students address a range of drugs, including prescription drugs, energy drinks, caffeine, tobacco, alcohol and illegal drugs to explore the impact drugs can have on individuals, families and communities. Students address the role of food and nutrition in enhancing health and wellbeing to make healthy, informed food choices and to explore factors that influence eating habits. Students address the changes that occur over time and the role relationships and sexuality play to help to establish and manage respectful relationships. It also supports them to develop positive practices in relation to reproductive and sexual health and the development of identity.

ASSESSMENT

Students are assessed by a variety of methods including:

- a written report, such as a media analysis, a research task or a case study analysis
- an oral presentation, such as a debate or a podcast
- a visual presentation such as an annotated poster or a digital presentation
- structured questions, including data analysis

FUTURE PATHWAYS

After completing Year 9 Health and Physical Education students will continue to build on this knowledge in Year 10 Health and Physical Education.

Students also have the opportunity to study Pre-VCE PE and/or Pre-VCE HHD as a Year 10 elective in order to assist in preparation for VCE.

SUBJECT: RELIGIOUS EDUCATION

COURSE OVERVIEW

Catholic schools were founded to proclaim Jesus' message of God's love for all; Archbishop Thomas Carr himself stated that there could be no true education without a religious basis. Our Catholic faith calls us to embrace the contemporary world with a Catholic lens, and a particular hope-filled view of the human person and all of creation. Thomas Carr College provides a foundation of faith where students develop knowledge and understanding, skills, capabilities, and the dispositions necessary for lifelong learning. Students are invited to discover God's presence in their daily lives as well as be challenged and supported to understand themselves and the world in which they live through the context of the traditions and teachings of the Catholic community – its stories, its worship, its experiences, and its teachings.

LEARNING FOCUS

In Year 9, students will be exploring social justice whilst focusing on Jesus' preferential treatment for those in need. Consequently, students will learn to appreciate the message of Christ so that students can "carry each other's burdens, and in this way fulfill the law of Christ" (Gal 6:2).

Students will undertake an enquiry-based approach to discover the way in which the Australian Catholic church has developed throughout history and our response to Jesus & Mary, whilst describing situations from the Gospels which portray Jesus as the model for living the Australian Christian life.

Furthermore, students will become aware of the commitment and vision of the men and women who formed the early Australian Christian communities by describing important events and personalities of the early communities. Students will also delve into Mary as a model of discipleship and how she is a model for being open to God. This will be done by using historical sources to interpret early Church history.

Students will also focus on the value of social media as a medium to express faith and cohesion as a community which can help guide and enrich their lives as well as the lives of others.
Learning and teaching at the Year 9 level in Religious Education is enhanced through a Reflection Day and the College's daily approach to Religious Education and Faith Development which is supported by the prayer, sacramental and liturgical life of Thomas Carr College.

ASSESSMENT

Assessment in Religious Education focuses on the ongoing and continuous growth in a student's ability to engage in the deep dialogue between the Catholic tradition, the issues of the day and a student's self-understanding. Students will have several formative tasks and at least one summative task per Area of Study.

FUTURE PATHWAYS

On successful completion of Year 9 Religious Education, students will continue to build on their knowledge of Scripture and Jesus, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacrament as well as Morality and Justice in the Year 10 Religious Education program. Students will also have the opportunity to select the Year 10 Religious Education elective: Timeless Tales of Gods and Heroes.

SUBJECT: MAGIS ELECTIVE - AVIATION

COURSE OVERVIEW

21st-century education is at the forefront of the minds of many. As 21st century educators, we need to be able to educate the whole student, ensuring they become global citizens, to do this, our students need to possess the soft skills of critical and creative thinking, collaboration, problem-solving and communication. By taking part in the 'Into to Aviation' elective students will get the opportunity to use the centrifugal thrust generator to design, prototype and test various aircraft designs. They will be faced with many challenges that they must overcome, which will require them to make alterations to their plane, based on intense problem solving and communication.

LEARNING FOCUS

In this subject, students will learn about the physics of flight and aviation through practical application and exploration. Students will utilise a centrifugal thrust generator to explore the many factors that impact an object's ability to fly. They will learn about lift, thrust, drag and gravity, Bernoulli's Principle, and the aerodynamics of flight. Students will have the opportunity to build and test their own prototypes, using propellers, plywood, and other materials, to demonstrate their understanding. This subject has a strong focus on STEM learning, encompassing critical thinking, creativity, collaboration, and communication.

ASSESSMENT

Students will be assessed against each Outcome using one type of assessment from the list below:

- Written Test
- Data report on test flights
- Practical report on design and prototyping.

FUTURE PATHWAYS

There are no prerequisites for the study of this subject, however, it is recommended that students follow the Magis pathway before selecting this subject. This subject leads into Year 10 Rockery and Unit 1 and 2 Physics.

SUBJECT: GAME ON – DIGITAL TECHNOLOGY

COURSE OVERVIEW

Throughout the twenty-first century thus far, videogames have dominated as one of the most compelling forms of popular culture. More than just entertainment, videogames offer audiences a new relationship with the screen. They explore new social and spatial concepts and are becoming the place where growing numbers of people spend much of their recreational time. Gaming is also now a viable career option for many people with greatly differing skills. From game design and programming, to gaming as a multimillion-dollar sport, gaming is no longer just fun way to pass away an hour or so.

LEARNING FOCUS

In this unit, students design and create their own video game. Students who have a particular passion for gaming will use that drive to investigate the gaming industry and the process of designing a game, including concept development, target markets, producing a design folio, producing a prototype of the game, and testing the game. Students will develop research skills, organisational skills, critical thinking and problem-solving skills, programming skills, analytical and evaluative skills.

Key topics in this course include:

- Gaming history
- Gaming Design
- Coding and Game Development
- VR and augmented reality

ASSESSMENT

Students will be assessed using a range of assessments including:

- Social Issue Research Task
- Game Design Folio/Prototype
- VR Group Project

FUTURE PATHWAYS

Year 10 Websites for Gaming and Design

Year 10 IT for Business

SUBJECT: ELITE SPORTS PERFORMANCE

COURSE OVERVIEW

Elite Sports Performance is an introduction to the theories, principles and practice of elite sport. Students will engage with new and exciting curriculum where they explore training programs, technology in sport, fatigue and recovery strategies, diet and nutrition, and psychology of sport. Students will learn what is takes to become an elite athlete and why it is not simply a matter of what happens on game day that makes an athlete successful. Students will be provided the opportunity for personal development of physical skills and for the attainment of technical knowledge necessary to successfully plan, perform and evaluate elite training programs for their chosen sport in order to enhance performance.

LEARNING FOCUS

Students focus on the implementation and evaluation of training principles and training methods and consider the manner in which fitness can be improved through the application of appropriate training principles and training methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program.

Students monitor and record training data with the aid of training diaries, digital activity trackers and apps. Students also consider the many factors contributing to fatigue as well as evaluate a range of recovery strategies used to return to pre-exercise conditions. Students explain and apply a range of nutritional and rehydration recovery strategies including water, carbohydrate and protein replenishment. Students evaluate a range of psychological strategies which affect performance and recovery

ASSESSMENT

Students are assessed by a variety of methods including:

- structured questions
- laboratory report
- case study analysis
- written report
- reflective folio

FUTURE PATHWAYS

After completing Elite Sports Performance in year 9 students have the opportunity to study Pre-VCE PE as a Year 10 elective in order to assist in preparation for VCE.

SUBJECT: HEALTH PERFORMANCE

COURSE OVERVIEW

Health Performance is an introduction to the health and human development experienced by individuals and communities. Students will engage with new and exciting curriculum, where they will be exploring youth health issues, food and nutrition and the health of different population groups. Students will explore the concerns young people are most focused on in regard to health and wellbeing. This may include issues such as alcohol, smoking, drug use, road safety, mental health, and body image, and their effect on health and wellbeing. Students will explore health and nutrition and look at the nutrients, vitamins and minerals required to provide energy for optimal health and wellbeing. Students explore how the health and wellbeing of a selected country compares to that of Australia.

LEARNING FOCUS

Students focus on the health and wellbeing of Australia's youth, and select a particular focus area and conduct research, interpret data and draw conclusions on how the health and wellbeing of Australia's youth can be promoted and improved. Students identify major health inequalities among Australia's youth and reflect on the causes. They apply research skills to find out what young people are most focused on and concerned about with regard to health and wellbeing. Students inquire into how governments and organisations develop and implement youth health programs, and consider the use of health data and the influence community values and expectations.

Students explore food and nutrition as foundations for good health and wellbeing. Students investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating. They look at the health and wellbeing consequences of dietary imbalance, especially for youth, and consider the social, cultural and political factors that influence the food practices and food choices made by youth. They develop strategies for building health literacy and evaluating nutrition information from various sources, including advertisements and social media. Students build their understanding of the health of different population groups in Australia and build their understanding of health in a global context through examining the similarities and differences in low, middle and high income countries, including Australia and analyse the factors that contribute to differences in health and wellbeing.

ASSESSMENT

Students are assessed by a variety of methods including:

- case study analysis
- structured questions
- data analysis
- written report
- oral presentation, such as a podcast

FUTURE PATHWAYS

After completing Health Performance in year 9 students have the opportunity to study Pre-VCE HHD as a Year 10 elective in order to assist in preparation for VCE.

SUBJECT: IT'S LIT

COURSE OVERVIEW

"A reader lives a thousand lives before he dies... the person who never reads lives only one." Nothing beats the feeling of reading a good book. Whilst humanities and science can teach us facts about the world, a good book can teach us truths about ourselves and what it means to be human.

This subject is for students with a love of reading, discussing, and thinking deeply about the characters, themes, issues and ideas. Students will be expected to challenge themselves with their reading choices and push themselves to think critically about why authors tell the stories they do, and what we can learn from them.

LEARNING FOCUS

In this subject, students select texts to read, discuss and analysis literature from a range of different genres and forms. Students are given choice regarding what literature they would like to read, practicing their autonomy in choosing texts that challenge their thinking, and broaden their understanding of the world of literature. Students will have the option to read a variety of genres and forms including Young Adult Fiction, Poetry, Classic Literature, Manga/Graphic Novels, Plays and Biographical Literature. Working in literature circles, students will analyse, discuss and debate their chosen texts, investigating the core themes, issues and ideas presented by the author.

Throughout the process, students will discuss the following recurring questions:

- How does time and place influence both how literature is written, and how it is read?
- How do writers manipulate the conventions of language, form and style to create meaning in their texts?
- What is the purpose of literature; why is it written and why is it read?
- Why texts are interpreted in different ways, and are all interpretations equally valid?
- Why some texts are considered 'classics'?
- Why do we study literature?

Students who study this subject will develop strong analytical skills transferable to other subjects. They will also develop strong interpersonal skills, as they will be involved in small group work, expressing opinions, listening, and responding to the opinions of others.

ASSESSMENT

Students will be assessed using a range of assessments including:

- Book review
- Group discussions
- Class presentations
- Written analysis of a text

FUTURE PATHWAYS

There are no prerequisites for the study of this subject, but it is designed to provide an opportunity for highly able learners.

Students who develop a strong interest in this subject might choose to study From Page to Screen in Year 10, or VCE Unit 1 and 2 Literature in Year 10 or Year 11.

SUBJECT: MARY GOES GLOBAL

COURSE OVERVIEW

Many students come from cultures, which have a strong traditional devotion to Mary. This devotion is often a defining element in cultural identity among migrant groups.

Students who are not religious believers can also be concerned with spiritual matters. One way in which spirituality is expressed or experienced is through religious art. Art can help youth explore and understand religious messages and teachings.

LEARNING FOCUS

In this subject student will start with responding to the questions:

- What is religious art?
- How and why religions use art?

Throughout the centuries, artistic images of Mary provided us with a variety of images reflecting society and the Church understanding of her throughout time and within different cultures. Students will reflect and learn about the messages and symbols in artistic images of Mary.

The class will learn about 'The Nine Aspects of Religions' and how all or some of these aspects have influenced artistic images of Mary:

- myths and other stories
- sacred texts and literature
- rituals
- symbols
- social structures
- religious/spiritual experience
- oral or written codes of behaviour
- spaces, places & artefacts
- beliefs

Throughout the course, students will also explore the impact of artistic images of Mary on believers and non-believers because of the different understanding(s) they will have about the message conveyed. Although non-believers may not accept the teachings, they can still experience a spiritual response to the beauty of art or the message it conveys.

Finally, students will use their research skills to learn about appropriation in art. They will use this understanding to create their own artistic image of Mary using appropriation.

ASSESSMENT

This subject will be assessed in the following way:

1. 'The Nine Aspects of Religions' will be assessed with a short, group class presentation
2. Creative and practical skills will be assessed with a practical artwork
3. The impact of 'The Nine Aspects of Religions' on their own artwork will be assessed with an individual written reflection

FUTURE PATHWAYS

There are no prerequisites for the study of this subject. Students who choose to study, Mary goes Global will have an opportunity to continue their learning in more senior years.

For those who develop a strong interest in the theory component of this subject, it is possible they can study VCE Religion and Society in the future.

For students who develop a strong interest in the practical aspect of this subject, it is possible they can study VCE Studio Arts and/or Art.

SUBJECT: ALL IN THE MIND (PSYCHOLOGY)

COURSE OVERVIEW

This introductory unit focuses on the scientific study of psychology. Students will develop an understanding of how their brains work to learn and remember. The aim is to develop skills to enhance their success in learning new life skills and improving performance in any task they complete. Students will also develop an understanding of how stress and sleep impact their ability to perform and learn new skills.

LEARNING FOCUS

Students will develop Scientific skills through exploring the following topics:

- The Brain: Students will learn a basic overview of how the brain develops from a child's brain to an adult's brain. Lobes of the brain and nervous system.
- Learning and memory: Students will learn about how they learn a new skill and what affects their ability or inability to learn and remember information. They will cover different learning theories and examine the impact of intrinsic and extrinsic motivational factors that influence their ability to learn new skills.
- Stress and the impact of stress on learning and memory. Students will learn about how stress can positively or negatively affect their performance. They will learn strategies to cope with stress and anxiety and the impact it has on the Nervous system
- Sleep: Students will learn basic concepts about the sleep cycle and how it enhances their ability to learn and remember as well as how sleep deprivation negatively affects their ability to complete tasks and learn well.

ASSESSMENT

Students will be assessed against each Outcome using one type of assessment from the list below:

- Topic tests
- Assessment tasks
- Semester examinations

FUTURE PATHWAYS

After completing Year 9 "All In the Mind" students will continue to build on this knowledge in Unit 1 Psychology.

SUBJECT: AT THE MOVIES

COURSE OVERVIEW

Students will learn the art of writing, directing and editing their own short film, teaser trailer and movie poster.

LEARNING FOCUS

Students will participate in a 'hands on' media-based elective. They will learn the following skills and techniques as they relate to film making and media production. A brief history of film making in Australia. Students will learn how to use the pre-production, production and post-production process within the world of media and film making. This encompasses the various film genre's, how they differ, and how do we recreate them?

Samples of the different film genre's will be shown, and an analysis undertaken. The role of the director, producer, screen writer, actor(s), editor and cinematographer are taught and undertaken. The main technical skills such has how to use and operate a digital video camera, together with shooting different camera angles are a large part of the filming making process.

Film editing skills will be taught using iMovie including sound, lighting, music, image filters, scene editing, and timing and pacing of sequences. Skills relating to film marketing in media will be taught including how to create a movie teaser trailer and poster.

ASSESSMENT

Comedy/Action Short Film & Movie Poster "Late to Class"

Anti-Bullying Short Film, Teaser Trailer & Movie Poster "TCC Says NO to Bullying"

FUTURE PATHWAYS

Year 10 - VCE Media Studies Unit 1 & 2

Year 10 – From Page to Screen

VCE – Media Studies

VCE – Literature

SUBJECT: ART FORMS

COURSE OVERVIEW

Students develop a range of skills and techniques in 2D and 3D art forms, styles, media, materials and technologies. Make art works which reflect personal ideas, interests and an understanding of themselves. Understand how artworks reflect the values, beliefs and traditions of their own and other cultures. Analyse, interpret and respond to artworks, ideas and concepts.

LEARNING FOCUS

Students develop skills in diverse number of 3D and 2D Arts practices. Folio tasks will cover a range of activities in the areas of drawing, painting, printmaking, ceramics and sculpture. Through an exploration of a range of media and materials, students will develop their ideas, skills and techniques as art practitioners.

Students will also investigate and analyse contemporary and historical art works in relation to arts practices and meaning. This subject is ideal for those wanting to complete further studies in VCE Art such as Studio Arts.

ASSESSMENT

Folio: Pre and Post-Production Plans
Lino Printing
Re-draw
Sculpture
Comic Book Character Design

FUTURE PATHWAYS

Year 10 Art – Drawing and Paining

VCE Studio Art

VCE Visual Communication & Design

SUBJECT: CREATIVE TEXTILES

COURSE OVERVIEW

Creative Textiles aims to create high quality designed solutions across a range of technologies contexts. Students research fashion, fibres, and the designers that have embraced and influenced fashion.

Students plan and manage projects from conception to realisation. Students apply design thinking and processes to investigate ideas, generate and refine ideas, plan and manage, produce and evaluate solutions. They develop a sense of pride, satisfaction, and enjoyment from their ability to create innovative designed solutions.

LEARNING FOCUS

Students produce designed solutions using production processes involving natural and fabricated materials, components and digital technologies. Students work on projects as they investigate needs and opportunities, generate design ideas, plan, manage, produce, and evaluate designed solutions.

ASSESSMENT

Students will be assessed using a range of assessments including:

- Folio 1: Investigate & Generate
- Folio 2: Planning, managing, Evaluation
- Production: Hoodies, PJs, or Retro Apron

FUTURE PATHWAYS

Year 10 –Textiles Couture (Evening Wear)

Year 10 –Textiles Street Wear

Year 10 -VCE VET Applied Fashion Design & Technology (Run at Thomas Carr College)

SUBJECT: CREATIVE WRITING

COURSE OVERVIEW

This subject is designed for students who have a passion for writing creatively and reading. Through the subject, students will further develop and refine their creative writing skills, regularly practicing and workshopping their writing in class, with construction of several writing pieces throughout the subject.

LEARNING FOCUS

Students will be exposed to several different styles and forms of creative writing, including novels, short stories, plays, screenplays, poetry, radical fiction, and creative non-fiction. Through this exposure, students will practice their creative writing, experimenting with different forms and styles to further develop their knowledge and writing skills.

Students will have their writing workshopped by their peers, receiving valuable feedback that will help hone them into powerful modern writers. Individually students will work on an extended writing project of their choosing to submit in to writing competitions or self-publish on writing websites like Watt pad.

ASSESSMENT

Students will be assessed using a range of assessments including:

- Small writing tasks
- Workshopping/peer-feedback tasks
- An extended writing projects

FUTURE PATHWAYS

There are no prerequisites for the study of this subject, but it is designed to provide an opportunity to further develop English writing skills.

Students who develop a strong interest in this subject might choose to study From Page to Screen in Year 10, or VCE Unit 1 and 2 Literature in Year 10 or Year 11.

SUBJECT: DESIGN TECHNOLOGY: WOOD, METAL AND PLASTIC

COURSE OVERVIEW

Through Design and Technologies, students plan and manage projects from conception to realisation. They apply design and critical thinking processes to investigate ideas, generate and refine ideas, plan, and manage, produce, and evaluate designed solutions. Students develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.

LEARNING FOCUS

This unit is designed for students to work with wood, metal and plastic and develop their knowledge and skill level. During the design process, they will clarify their understanding of design brief requirements and use a variety of drawing and modelling techniques to visualise design ideas and concepts using CAD (Computer Aided Design/Drafting).

Students will develop their understanding of design elements and principles and use appropriate technical language. They will work safely with a range of tools and equipment, including some, which are complex, to produce a range of products. Students will be able to suggest modifications to improve their products considering evaluation of their function and appearance.

ASSESSMENT

Students will be assessed using a range of assessments including:

- Produce a Product according to a design brief
- OHS Task
- Investigate emerging Technologies

FUTURE PATHWAYS

Year 10 –Design Technology Wood, Metal & Plastic

SUBJECT: 2D LOGO DESIGN

COURSE OVERVIEW

We live in a world that is driven by brands. Without even thinking about it, we see hundreds of brands every day and whether we like it or not, these companies and their products influence our lives and our spending. Creating an effective and memorable brand it a job that all graphic designers must do. By taking this subject, the students will get their first taste of what it means to be a designer.

LEARNING FOCUS

Students will learn about the design process. They will take themselves on an individual journey to create a brand that is effective and reflects their clients' needs and constraints. They will start by researching and gaining inspirations from existing brands and then move through the design process from creating their own visualisations to finalising their ideas.

Throughout the design process, students will use a number of different design thinking strategies to help their thinking. Students will learn how to effectively draw and render using different media, methods and materials.

A basic knowledge of Adobe creative suite (Illustrator/Photoshop/InDesign) will also be gained, and students will be able to successfully produce several final presentations such as placing their branding upon merchandise and mounting final work.

ASSESSMENT

Folio Pages:

Research pages
Creative thinking – Brainstorm
Visualisation pages
Development pages – SCAMPER
Critical thinking page
Final designs

Final Products:

Logo for the band (hand drawn and rendered)
Promotional poster for the bands concert (Illustrator)
Vinyl/CD cover for the album (Illustrator & InDesign)
Merchandise (Screen printed)

FUTURE PATHWAYS

Year 10 Space and Architecture

Year 10 Product Design

VCE Studio Art and Visual Communication & Design

SUBJECT: 3D MODEL DESIGN

COURSE OVERVIEW

In the industry of Visual Communication and Design it is often necessary not only to present your client with appropriate product drawings but also with tangible replicas or mock-ups of the finished product. This enables the client and target audience to test the suitability of the design for the brief. By taking this subject, the students will be able to experience modelling with a range of different mediums and materials.

LEARNING FOCUS

Student will learn about the design process. They will take themselves on an individual journey to create a product and packaging that is effective and reflects their clients' needs and constraints. They will start by researching and gaining inspirations from existing products and then move through the design process from creating their own visualisations to finalising their ideas.

Throughout the design process, students will use a number of different design thinking strategies to help their thinking. Design thinking strategies can include brainstorms, audience surveys and PMI's. These design thinking strategies will help students think creatively, critically evaluate their work and understand their audience. Students will learn how to effectively draw render using different media, methods and materials.

A basic knowledge of Adobe creative suite (Illustrator/Photoshop/InDesign) will also be gained, and students will be able to successfully produce two 3D final presentations.

ASSESSMENT

Folio

Final 3D model production

FUTURE PATHWAYS

Year 10 Space and Architecture

Year 10 Product Design

VCE Visual Communication & Design

SUBJECT: DRAMA

COURSE OVERVIEW

Students develop their knowledge of the elements of drama through theoretic and practical learning, which informs both analysis and performance aspects.

LEARNING FOCUS

Students gain experience in creating a presenting devised performance. They collaborate with other students to develop a group performance around the theme of social justice. They also work individually to create a solo performance in response to a complex literary text.

Students develop skills in diverse areas including acting, directing, devising and stagecraft.

ASSESSMENT

Group ensemble performance.

FUTURE PATHWAYS

Year 10 Drama

Year 10 From Page to Screen (media)

Year 10 Creative Photography

VCE Drama

SUBJECT: ELECTRONICS AND PLASTICS IN DESIGN

COURSE OVERVIEW

The aim of the course is to introduce Year 9 students to the study of Basic Electronic theory and the investigation of Thermos and Thermosetting Plastics within a Product Design context.

LEARNING FOCUS

It is proposed that students will undertake foundation studies in Electronics and Plastics. The course would consist of several practical exercises investigating basic electronic principles culminating in the construction of a significant electronics project.

Following on from this unit of study students would consider the properties and characteristics of plastics and in so doing engage in the manufacture of several plastic structures.

Students will then follow simple Product Design principles combining the two units of study in the design and construction of a device that incorporates aspects of both areas.

ASSESSMENT

Students will be assessed using a range of assessments including:

- Acrylic candle holder
- Investigate the characteristics and properties of acrylic
- Electronic project looking into LED lighting developing and producing a torch light
- Designing and producing an amplifier

FUTURE PATHWAYS

Year 10 – Electro-Mechanical System Design

Year 10 – Robotics

SUBJECT: GAME ON DIGITAL TECHNOLOGY

COURSE OVERVIEW

Throughout the twenty-first century thus far, videogames have dominated as one of the most compelling forms of popular culture. More than just entertainment, videogames offer audiences a new relationship with the screen. They explore new social and spatial concepts and are becoming the place where growing numbers of people spend much of their recreational time.

Gaming is also now a viable career option for many people with greatly differing skills. From game design and programming, to gaming as a multimillion-dollar sport, gaming is no longer just fun way to pass away an hour or so.

LEARNING FOCUS

In this unit, students design and create their own video game. Students who have a particular passion for gaming will use that drive to investigate the gaming industry and the process of designing a game, including concept development, target markets, producing a design folio, producing a prototype of the game, and testing the game.

Students will develop research skills, organisational skills, critical thinking and problem-solving skills, programming skills, analytical and evaluative skills.

Key topics in this course include:

- Gaming history
- Gaming Design
- Coding and Game Development
- VR and augmented reality

ASSESSMENT

Students will be assessed using a range of assessments including:

- Social Issue Research Task
- Game Design Folio/Prototype
- VR Group Project

FUTURE PATHWAYS

Year 10 Websites for Gaming and Design

Year 10 IT for business

SUBJECT: LANGUAGES: INDONESIAN AB INITIO

COURSE OVERVIEW

Year 9 Indonesian (ab initio) is for students who have had no prior or limited experience learning Indonesia. It is for students who either missed out on learning a language in Year 7 or Year 8, or for students who studied Italian and would like to take on an additional language.

Indonesian (ab initio) will also give a chance for more students at Thomas Carr College to fulfill the College's vision of graduating with a second or third language. Learning two languages will also improve the ATAR scoring.

Indonesian is considered one of the easiest languages to learn, making it an ideal choice to be picked up at Year 9 with no prior experience. It is a language that is spoken widely by our closest neighbouring countries such as Indonesia, Malaysia, Singapore and Brunei, and will open up future employment opportunities for students who wish to work overseas.

LEARNING FOCUS

In Year 9 Indonesian AB Initio, students continue developing their writing, reading, viewing, speaking and listening skills. This is an intensive unit of Indonesian that will prepare students to join the mainstream Year 10 Indonesian. Students can build their prior language studies as learning any language develop a student's ability to transfer their skills to a new language.

Students will be studying the main topics such as greetings, food and drinks, animals, places and transportation, school, and any topics that will be important to continue to VCE.

Students who select Indonesian (ab initio) must study it for two semesters to ensure a consistent acquisition of the language skills.

ASSESSMENT

Students will be assessed on a range of summative and formative tasks from the list below: Please note, there will be no Examination in this subject.

- Listening, reading, speaking, writing, and viewing tasks
- Vocabulary and grammar tests
- Role Play on self-introduction
- Writing about oneself
- Oral Presentation
- Cultural task: Research famous Italian sports and sportsmen

FUTURE PATHWAYS

This unit is recommended to students who have not yet completed 2 years of Indonesian in Secondary school.

Students who take Indonesian AB Initio have the option to progress with Indonesian in Year 10, and in VCE mainstream.

SUBJECT: LANGUAGES: INDONESIAN

COURSE OVERVIEW

Learning a second language opens doors of opportunities for university entrance and the world of work. As our closest neighbouring country, Indonesia is a popular travel and work destination for Australians, making it a prime language to learn.

Studies also show that once students know a second language, it is easier to learn a third or fourth. Thus, learning Indonesian also serves as a pathway for learning more languages in the future and becoming a truly global citizen.

LEARNING FOCUS

In Year 9, students continue developing their writing, reading, viewing, speaking and listening skills in Indonesian. Students focus on Indonesian cultural topics of food, traditional arts and crafts and interact in a short student exchange program with our Indonesian sister school, Margie in Surabaya, West Java.

Students learn about the different types of traditional foods and eating places in Indonesia, and research and cook Indonesian food or desserts. Students will also learn the traditional process of making and producing their own Batik cloth.

ASSESSMENT

Students will be assessed on a range of summative and formative tasks from the list below: Listening, reading, speaking, writing, and viewing tasks

- Vocabulary and grammar tests
- Role Play at the restaurant
- Creating a menu
- Oral Presentation

Please note, there will be no Examination in this subject.

FUTURE PATHWAYS

It is strongly recommended that students have completed Year 8 Indonesian to adequately prepare themselves for this subject.

However, students may request a meeting with the Key Learning Leader: Languages to discuss the opportunity to study Year 9 Indonesian without having completed Year 8 Indonesian. This could include students who want to learn both Indonesian and Italian in Year 9.

Students who take Year 9 Indonesian have the option to progress with Indonesian in Year 10, 11 and 12.

SUBJECT: LANGUAGES: ITALIAN

COURSE OVERVIEW

Learning a second language opens doors of opportunities for university entrance and the world of work. With a large Italian community here in Melbourne, learning the language has practical applications both locally and abroad. With such a rich culture and history, Italy is a world influencer in many industries, including art, food, and fashion.

Studies have shown that the knowledge of another language improves one's English, and that once students know a second language, it is easier to learn a third or fourth. Thus, learning Italian also serves as a pathway for learning more languages in the future and becoming a truly global citizen.

LEARNING FOCUS

In Year 9, students continue developing their writing, reading, speaking, and listening skills in Italian.

Year 9 students will be assessed on the five skills for languages: reading, writing, listening, speaking, and viewing. Students will be exposed to text styles and types that are required in VCE. Units of study focus on Italian cooking and food, watching and evaluating modern Italian Movies, buildings and architecture in Italy, and Italian music.

Students who select Italian in Year 9 should study it for two semesters to ensure a consistent acquisition of the language skills.

ASSESSMENT

Students will be assessed on a range of summative and formative tasks from the list below: Please note, there will be no Examination in this subject.

- Listening, reading, speaking, writing, and viewing tasks
- Vocabulary and grammar tests
- Role Play
- Creating a menu
- Writing a synopsis of an Italian movie
- Oral Presentation
- Cultural task: Research famous Italian sports and sportsmen

FUTURE PATHWAYS

It is strongly recommended that students have completed Year 8 Italian to adequately prepare themselves for this subject.

However, students may request a meeting with the Key Learning Leader: Languages to discuss the opportunity to study Year 9 Italian without having completed Year 8 Italian. This could include students who want to learn both Indonesian and Italian in Year 9.

Students who take Year 9 Italian have the option to progress with Italian in Year 10, 11 and 12.

SUBJECT: LANGUAGES: ITALIAN (MAGIS)

COURSE OVERVIEW

Learning a second language opens doors of opportunities for university entrance and the world of work. With a large Italian community here in Melbourne, learning the language has practical applications both locally and abroad. With such a rich culture and history, Italy is a world influencer in many industries, including art, food, and fashion.

Studies have shown that the knowledge of another language improves one's English, and that once students know a second language, it is easier to learn a third or fourth. Thus, learning Italian also serves as a pathway for learning more languages in the future and becoming a truly global citizen.

LEARNING FOCUS

In Year 9, students continue developing their writing, reading, speaking, and listening skills in Italian. Year 9 students will be assessed on the five skills for languages: reading, writing, listening, speaking, and viewing. Students will be exposed to text styles and types that are required in VCE.

Units of study focus on Italian cooking and food, watching and evaluating modern Italian Movies, buildings and architecture in Italy, and Italian music. Students who select Italian in Year 9 should study it for two semesters to ensure a consistent acquisition of the language skills.

ASSESSMENT

There is no exam in Year 9 Italian Magis. Students will be assessed for the above topics by adequately demonstrating the following key skills:

- Listening, reading, speaking, writing, and viewing tasks
- Vocabulary and grammar tests
- Role Play
- Writing a review of an Italian movie
- Analysing and writing Italian songs
- Oral Presentation
- Cultural task: Research famous Italian sports and sportsmen

FUTURE PATHWAYS

It is strongly recommended that students have completed Year 8 Italian to adequately prepare themselves for this subject.

However, students may request a meeting with the Key Learning Leader: Languages to discuss the opportunity to study Year 9 Italian without having completed Year 8 Italian. This could include students who want to learn both Indonesian and Italian in Year 9.

Students who take Year 9 Italian have the option to progress with Italian in Year 10, 11 and 12.

SUBJECT: MUSIC

COURSE OVERVIEW

Students will perform a variety of rock songs in an ensemble and gain an appreciation and knowledge of rock music and stagecraft.

LEARNING FOCUS

Students will learn contemporary rock songs and will play and perform with a variety of instruments. They will participate in large and small group ensembles. Groups would consist of electric guitar, bass,

keyboard, drums and vocals. Students would learn basic musicianship skills such as how to read music notation, chord symbols, progressions as well as an introduction to ensemble singing and playing, as well as the elements of stage craft. They will learn rhythm patterns, chord charts and melodic lines.

Students will form their own rock bands and record contemporary songs of their own choice e.g. Pop Rock, Metal, Reggae, and Soul.

Students will also learn riffs and hooks on keyboard and guitar. Students will use industry standard recording software. Workshops will focus on learning:

- Electric bass and guitar
- Keyboard
- Drum kit

Students would have the opportunity to organise performances at school events such as Thomas Carr Day and Battle of the Bands. Students will also learn about the history of rock music and a variety of styles and different rock groups.

ASSESSMENT

Solo Performance
Ensemble Performance
Theory Task

FUTURE PATHWAYS

Year 10 Music: Solo Performance

Year 10 Music: Arranging and Composing

Year 10 VET Sound Production

SUBJECT: OUTDOOR EDUCATION

COURSE OVERVIEW

Outdoor education provides opportunities to develop positive relationships with the environment, ourselves and others through interaction with the natural world. These relationships are essential for the wellbeing and sustainability of individuals, society and our environment.

Students engage in practical and active learning experiences in natural environments and settings typically beyond the school classroom. In these environments, students develop the skills and understandings to move safely and competently while valuing a positive relationship with natural environments and promoting the sustainable use of these environments.

Students will evaluate and implement risk management strategies to assist in safe and sustainable outdoor participation. While focusing on human impacts and threat to our environments, students design solutions and strategies to minimise these environmental impacts.

LEARNING FOCUS

Students investigate the different types of outdoor environments including those visited during practical outdoor experiences. Students focus on planning and participating in outdoor experiences and learn to participate safely in outdoor experiences and develop relevant practical skills including first aid to enable safe participation in practical experiences.

Practical outdoor experiences provide students with the opportunity to observe and experience various ways of encountering and understanding outdoor environments. Students develop appropriate practical skills for safe and sustainable participation in outdoor experiences and for investigations into various outdoor environments.

Students consider factors that affect access to outdoor experiences and explain the effect of different technologies on outdoor experiences, examining how all of these influence the ways humans understand nature. Students undertake case studies of different types of outdoor environments to observe and experience how changes to nature affect people.

ASSESSMENT

Students are assessed by a variety of methods including:

- a journal or report
- a case study
- data analysis
- structured questions

FUTURE PATHWAYS

After completing Outdoor Education in Year 9 students are encouraged to continue their studies in Year 11 Outdoor and Environmental Studies.

SUBJECT: PHOTOGRAPHY

COURSE OVERVIEW

For students to develop the knowledge that will form the basis to produce a digital photographic folio. In developing the photographic process, the student will investigate subject matter, techniques, inspiration and aesthetic qualities. Students explore, clarify and consolidate aims and ideas. They learn to explore, develop and refine techniques and aesthetic qualities.

LEARNING FOCUS

This subject would predominantly explore the practical skills associated with learning how to use DSLR cameras and photographic editing software including Adobe Photoshop. Students would be introduced to the art form of Photography via the modern method of DSLR Photography and computer manipulation via technology. This subject is ideal for those wanting to complete further studies in VCE Studio Arts and Art.

ASSESSMENT

A Folio consisting of a digital photography of practical course work.

Theoretical analysis assignment task.

FUTURE PATHWAYS

Year 10 Creative Photography

Year 10 From Page to Screen (media)

VCE Media

SUBJECT: STEM: F1 IN SCHOOLS

COURSE OVERVIEW

At Thomas Carr College students who choose the F1 in Schools course will have the opportunity to learn about engineering principles such as physics, aerodynamics, design, and manufacture, as well as leadership/teamwork operations, media skills and project management. F1 in Schools is an international STEM (Science, Technology, Engineering, Mathematics) competition, in which students work in groups to design a miniature automobile using CAD/CAM design tools.

Students will form teams (3 to 5 students) where they will manufacture their car on a CNC router, paint it, assemble it, and race it against other schools. The cars are powered by CO_2 canisters and race down a 20-metre track. Additionally, students take on the roles of a real-life F1 race team. They design a team uniform and logo, promote their team brand, and take on real-life racing team roles such as design engineer, manufacturing engineer, public relations and marketing manager, sponsorship manager and graphic designer.

LEARNING FOCUS

The following are the key learning areas for students participating in F1 in Schools.

- Teamwork: Students form a team of 3–5 members, develop a team name and assign roles and responsibilities within their team i.e. Team Manager, Manufacturing Engineer, Design Engineer, Graphic Designer and Resource Manager.
- Collaboration: Teams are encouraged to collaborate with the industry to seek mentors and create business links that will help them develop an understanding of potential career pathways that align with their skills and motivations.
- Business and Sponsorship: Students plan and prepare a business plan, develop a budget and through collaboration with the industry, raise sponsorship to fund their team. Having to raise funding to support their own team's activities helps the students gain an understanding of what it takes to build and fund a business and become entrepreneurs.
- Design: Using 3D Computer-Aided Design (CAD) software, students design their car to a set of specifications outlined in the Technical Regulations, just like in the real Formula 1. They have the opportunity to use the same technology as used in the industry by companies such as BOEING, Toyota & Tesla.
- Analyse: Students use a range of computational and non-computational tools to help them examine areas such as strength and aerodynamics. Computational Fluid Dynamics (CFD) software allows them to analyse drag coefficients in a virtual wind tunnel. Finite Element Analysis (FEA) will enable students to analyse the structural performance of their cars.
- Test: Students can use a smoke tunnel or wind tunnel to cross corollate computational aerodynamic results in wind and smoke tunnels. Students can also physically race their car to test the robustness of design, the accuracy of their manufacturing, wheel alignment and any other aspects they feel might influence their car's performance.
- Make: Students turn their 3D design into reality utilising 3D Computer Aided Manufacture (CAM) software, along the way evaluating the most efficient machining strategy to make the car and taking note of any issues they faced.

ASSESSMENT

Throughout the course of the semester, students will produce the following documentation.

- Folio (written and practical tasks)
- Investigations

FUTURE PATHWAYS

After completing Year 9- F1 in Schools, students will continue to build on this knowledge through a variety of Unit 1 and 2 VCE subjects across multiple departments.

SUBJECT: TEXTILES PROJECT RUNWAY

COURSE OVERVIEW

Through Design and Technologies, students plan and manage projects from conception to realisation. They apply design and critical thinking processes to investigate ideas, generate and refine ideas, plan, and manage, produce, and evaluate designed solutions.

Students develop a sense of pride, satisfaction and enjoyment from their ability to create innovative designed solutions.

LEARNING FOCUS

Fashion Runway aims to develop the knowledge, understanding and skills to ensure that students become critical thinkers during designing and producing. Fashion Runway explores designers that have made an impact on the Fashion Industry from Gucci, Dior and Yes Saint Laurent.

Students investigate the impacts fast fashion has on landfill and the environment.

Textiles aims to develop knowledge, understanding and skills to ensure that students:

- Become critical users whilst designing and producing
- Investigate high-end designers that are passionate about implementing solutions for a sustainable future.
- Students will apply specific production skills that conform to industry standards and practices.

ASSESSMENT

Students will be assessed using a range of assessments including:

- Folio 1: Investigate & Generate
- Folio 2: Planning, managing, Evaluation
- Production: Dress (Long/Short)

FUTURE PATHWAYS

Year 10 –Textiles Couture (Evening Wear)

Year 10 –Textiles Street Wear

Year 10 -VCE VET Applied Fashion Design & Technology (Run at Thomas Carr College)

SUBJECT: WONDERFUL WORLD OF FOOD

COURSE OVERVIEW

To provide students with the practical and theoretical skills required to investigate, design, produce and analyse a range of cuisines from around the world. To equip students with the skills needed to design and produce simple dishes for family and friends from selected countries.

LEARNING FOCUS

Students explore the traditions, which govern food production and consumption in assigned countries. They conduct research on the ingredients, cooking techniques, flavours and traditional equipment used in recipes from European, Middle Eastern and African cuisines.

Students develop a knowledge and appreciation of cuisine changes in Australia, post-settlement.

ASSESSMENT

- Research and Present 3 Generations of family food traditions
- Recipe Re-Design: re-design, prepare and evaluate a recipe
- Classwork
- Recipe Folio

FUTURE PATHWAYS

Year 10 – Indulgent Desserts
Year 10 - Foods of the Pacific Rim
Year 10 VET Kitchen Operations